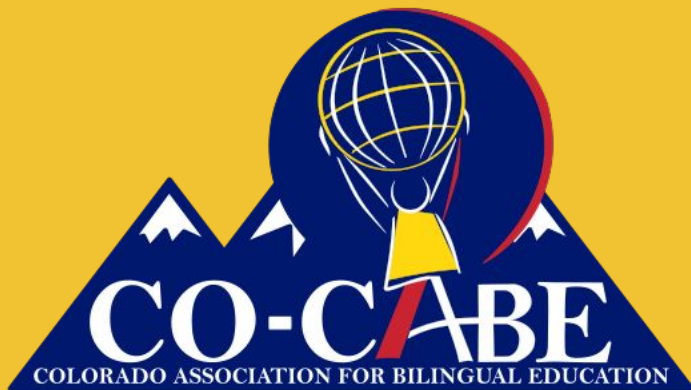




*Bienvenidas*



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**Webinar Series**



# **Valeria Praga-Rodríguez**

**CO-CABE Director**

**Denver Public Schools  
Instructional  
Coordinator**

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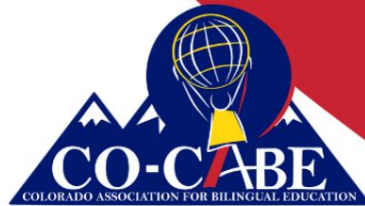
## Project Recuerdo: A Critical and Culturally Sustaining Bilingual Family Journal Project

Free Webinar

Featuring:  
Michelle Lopez  
*Teacher*  
Garden Place Academy

Wed. May 12th, 4:30PM MT

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**HOURS**



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Q&A

5:45 - 6:15 PM

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*Project Recuerdo: A Critical and Culturally Sustaining Bilingual Family Journal Project*

### **Ice Breaker**

1. What stories do you wish you knew of your own family?
2. What family stories might you ask of your students to record in their journals? How do those stories connect with the curriculum that you use?

### **¡Adelante! Steps**

**Step 1-** Write two questions that your students could ask their families.

**Step 2-** How could the writing content contribute to instruction in your classroom or at your school?

**Step 3-** How could you connect families, school leaders and the greater school community?

**[bit.ly/512ProjectRecuerdo](https://bit.ly/512ProjectRecuerdo)**





*Español*  
*English*









*September 2021*

# 2020 ¡Sí se puede! Webinar Series



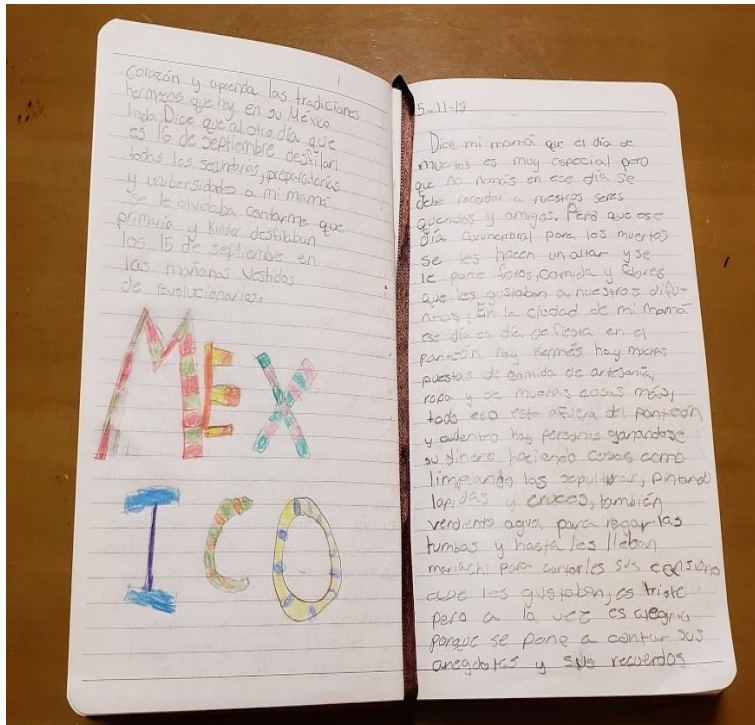
Topic	About the Session	Presenter
Teaching and Maintaining Oracy in the Era of Online Learning	<a href="#">Click here to watch</a> Session description below	Dr. Sue Hopewell University of Colorado, Boulder
Planning for Cross-Language Transfer in Traditional and Remote Settings	<a href="#">Click here to watch</a> Session description below	Valeria Praga-Rodríguez CO-CABE Denver Public Schools
Sheltered Instruction for Bilingual Students Across In-Person and Remote Settings	<a href="#">Click here to watch</a> Session description below	Dr. Lorretta Chávez Metropolitan State University of Denver
Dual Language Instruction Across In-Person and Remote Settings	<a href="#">Click here to watch</a> Session description below	Heather LaMont Denver Public Schools



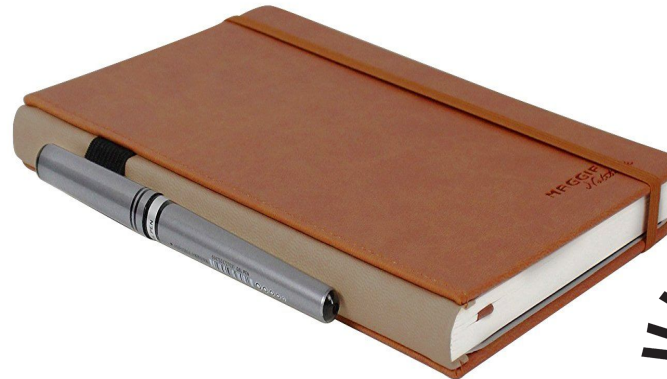


# Project Recuerdo

A Critical and Culturally Sustaining Family Journal Project



School of Edu  
UNIVERSITY OF COLORADO



**THE BUENO CENTER**  
for multicultural education

# Presentation Description

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Today, I will share a home to school practice that draws upon and integrates familial experiential knowledge to validate our culturally and linguistically diverse communities within the classroom and to make curricula connections.



# Presentation Overview

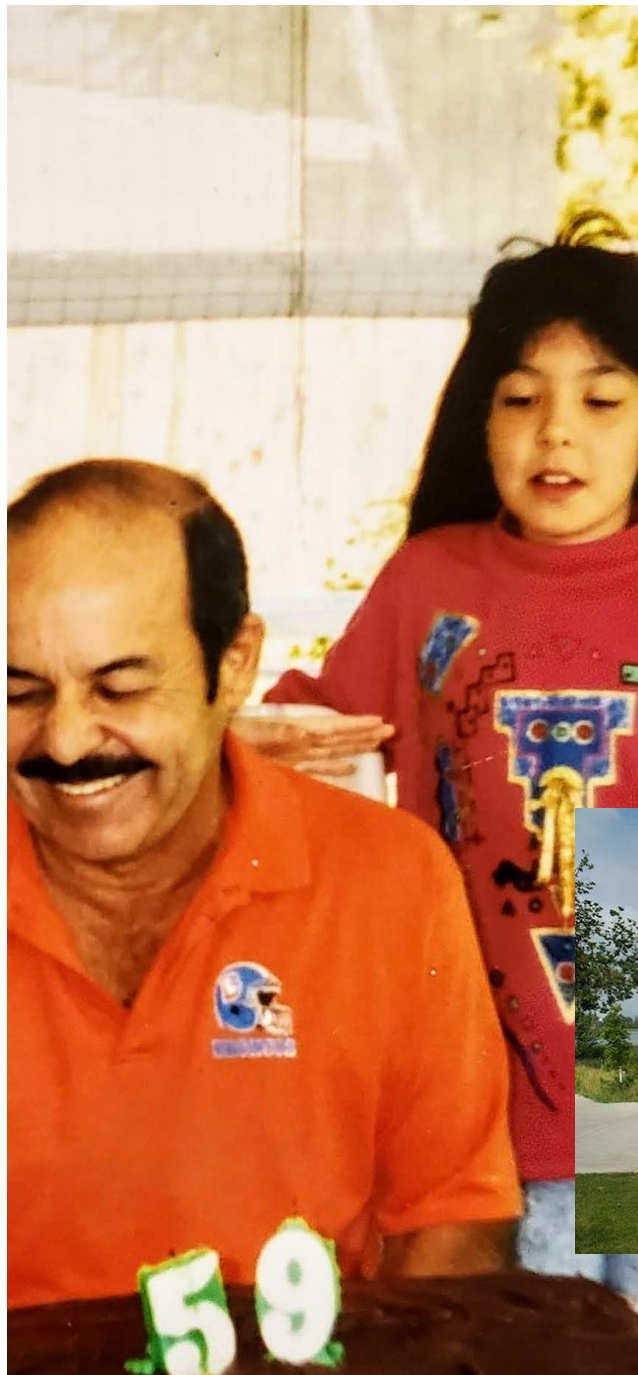
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- Theoretical background
- Description of the bilingual family journal and its process
- FAQs and Troubleshooting





# Gilbert and Lorraine Valenzuela



# Theoretical Framework: Critical and Culturally Sustaining Conceptions of *Family Engagement*

Funds of Knowledge (Moll et al., 1992)

Community Cultural Wealth (Yosso, 2005)

Culturally Sustaining Pedagogies (Paris & Alim, 2014, 2017)

# Asset-based vs. Deficit-based

*Funds of Knowledge (Moll et al., 1992)*



## “Problems to fix”

- ❖ Barriers in bridging the school and family experience is often times caused by a perceived lack of skills and knowledge.

- ❖ Cultural capital of marginalized communities often goes unrecognized in dominant systems, such as our schools, because they are structured to uphold White, English-monolingual, middle-class ways of being (Knoester & Au, 2017).

- ❖ Consequently, education tends to rely on relationship dynamics and traditional methods of involving families that reflect White middle-class norms.





Educational systems often prioritize the dissemination of knowledge from school to family (Gonzales, Ho, & Fox, 2007)

# Community Cultural Wealth

(Yosso, 2005)



## “Bidirectional”

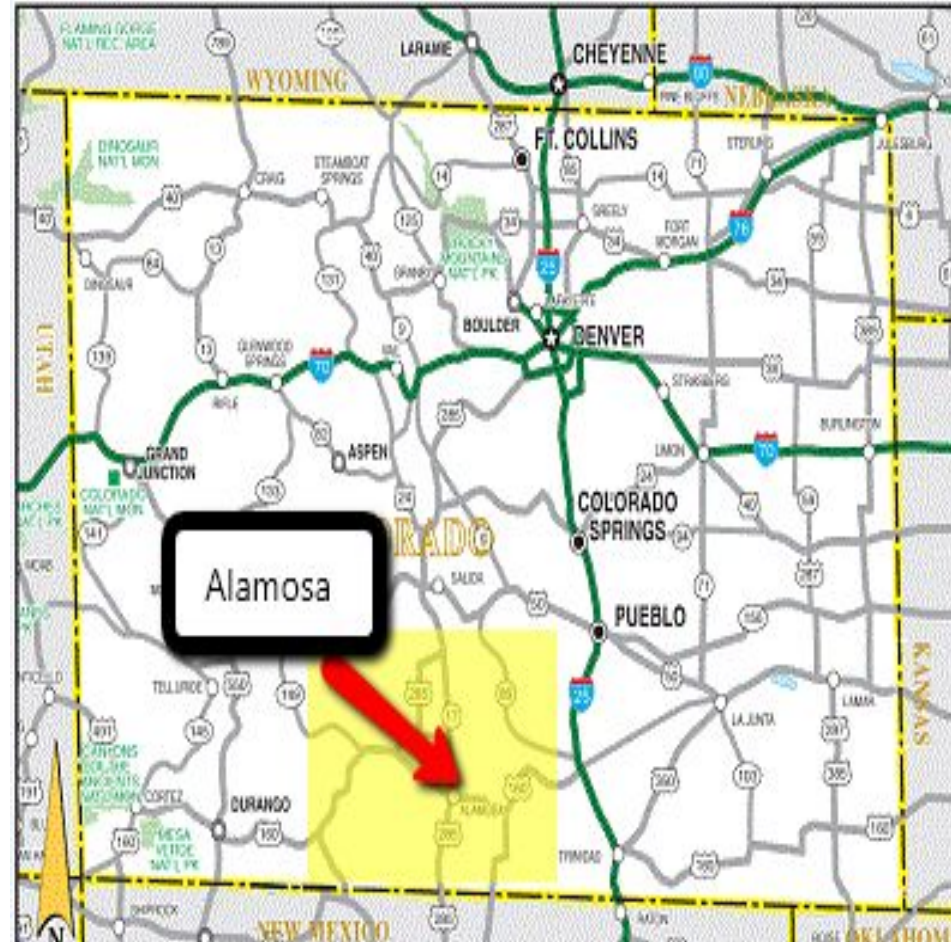
- ❖ Access families’ cultural capital and make it applicable and meaningful in the school setting.
- ❖ Enhance school curricula by connecting home values and school expectations.
- ❖ Disrupt oppressive structures.

# Culturally Sustaining Pedagogies

(Paris & Alim, 2014, 2017)

## “Culturally Sustaining”

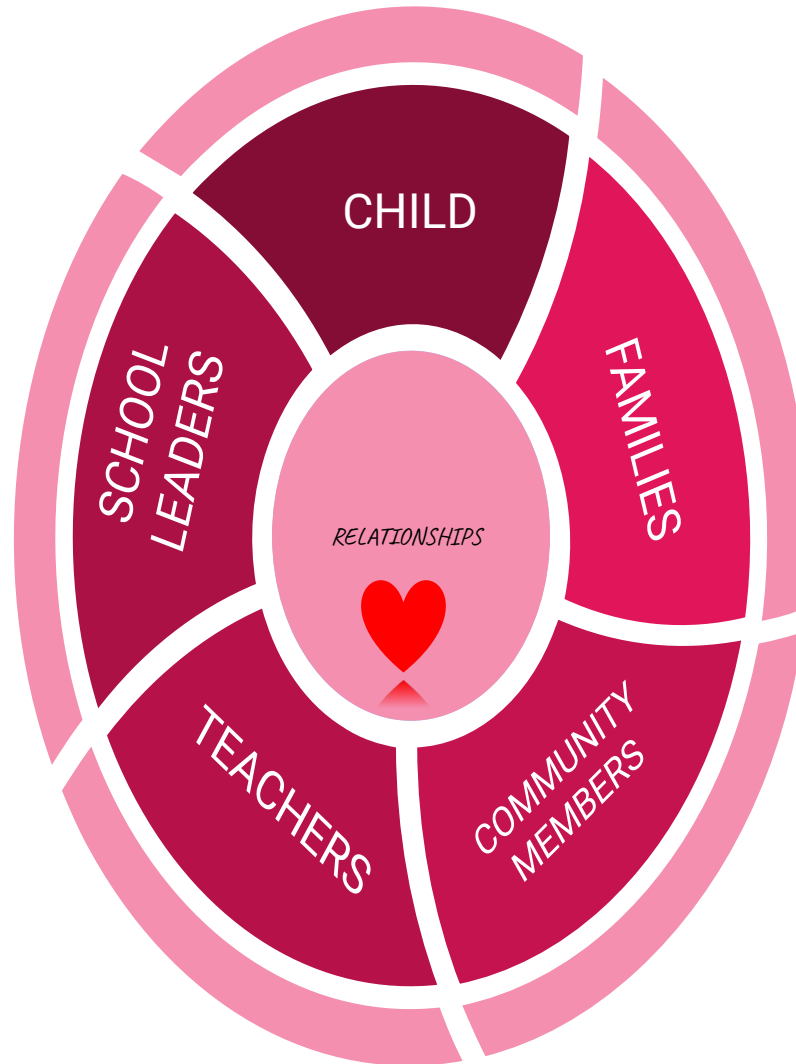
- ❖ Relies on storytelling to maintain cultural bonds and healthy identity development
- ❖ VALIDATES students’ and families’ lived experiences by connecting them to literacy practices
- ❖ Leads to the discovery of mutual goals and values





# RELATIONSHIPS

According to Coady (2019, p. 6), we should “evolve from learning about families to learning with families and from families.”



# Ice Breaker

What stories do you wish you knew of your own family?

OR

What stories do you already know about your own family?

# 3 steps

1. Students ask their families a series of questions that are rooted in previous and upcoming lessons. Then, students and/or families write an account of the conversation in the writing journal.
2. The teacher creates a lesson based on the writing content and responds to each family with a personal message.
3. The teacher presents the end product to families and the school community.



The questions can serve as a window that allows families to see what their children are learning in the classroom.

1. Students ask family members specific questions, then the student writes in the journal.

Modeled authentic writing from teacher.

Use of native language as an option for families.

Visuals and memorabilia.

Response from teacher.





# EXAMPLE “INTERVIEW” QUESTIONS...

## Question 1

What does our family do to remember our passed loved ones?

## Question 2

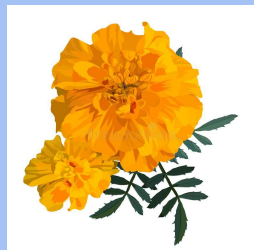
Share a story about a passed loved one.

## Question 3

What was this person like?

## Question 4

What did you learn from this person?



Nuestros Antepasados...

7 de diciembre del 2019

Amarillo es la familia Lopez cuando vamos todas a comer juntos.

La dificultad que enfrentamos este año fue por la sobrecantidad de trabajo que tiene mi mamá. Ella tiene la responsabilidad de cumplir con los requisitos de su maestría, también se dedica mucho a sus estudiantes, y todavía tiene la responsabilidad de criarme a mi y a mis hermanos.

Mi mamá no tiene mucha ayuda de su familia y se divorció de mi papá hace 3 años. Cuando ella ha trabajado yo y mis hermanos hemos aprovechados y hemos hecho lo incorrecto como no hacer nuestra tarea o tirar, limpiar nuestros cuartos. Yo aprendí que tengo que tener el valor para hacer lo correcto y ser honesta.

Juegos piractónicos. Yo aprendí que el día de la independencia es una celebración muy bonita donde festejan la independencia de México. Son muy bonitos de ver solo en México ese día.

¡Qué linda historial! Yo no sabía de los "buscapiques" y suena muy divertido, lo cual puede ser muy peligroso en cualquier parte del mundo. Lo importante es que entre las amigas se cuidaron y disfrutaron de la vida y sus raíces. mi mamá

# ¡Adelante!

## Step 1

What family story might you ask of your students to record in their journals?

How does that story connect with the curriculum that you use?

Write two questions that your students could ask their families in order to promote deeper dialogue about that story.



## Step 2

The teacher creates a lesson that is based on the writing content.

### LESSONS:

Letter writing from the perspective of the deceased family member/friend.

### OTHER POSSIBLE LESSONS:

Comparison of Halloween and Day of the Dead

OR

A comparison of the regional variations of Day of the Dead tradition

***AS WITH ALL LESSON PLANNING, ADAPTATIONS OCCUR DEPENDING ON THE ACTUAL CONTENT OF THE JOURNAL.***



Nuestros Antepasados...



# TODAY'S ELD OBJECTIVE

**WHAT:** We will use complex sentences.

**WHY:** We need to describe how our characteristics have changed over time.

**HOW:** We will apply **used to/would**, **but now** with **adverbs of time**.

# CHARACTER EVOLVEMENT!!

A: HOW did you used to be before you became \_\_\_\_\_  
and **how often** did you show that characteristic?

B: I **used to be** \_\_\_\_\_. I **would** \_\_\_\_\_, but now I  
\_\_\_\_\_ **every day**.

OR

B: I **used to be** \_\_\_\_\_. I **would** \_\_\_\_\_, but now I  
**usually** \_\_\_\_\_.



# Elias



Hello! My name is Elias and I was Milenna's Uncle. I was from Chihuahua and I moved to Texas since I wanted a better life for my family. I would always work at my job as a cook at Chili's and Black eyed pea. I used to hang out with my two kids to play games at arcades and the park, but now I watch them from heaven..

# ¡Adelante!

## Step 2

How could the writing content contribute to instruction in your classroom or at your school?





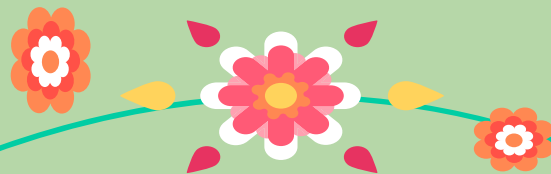
### 3. Present the final product to the school community. *How?*

- by creating hallway displays that draw attention to and inform the school community of the community's knowledge, skills and experiences.
- by organizing events with stakeholders, including school leaders, families and other teachers. During these events, students can present their completed assignment, such as a Poetry Slam.

# OCTOBER 2019







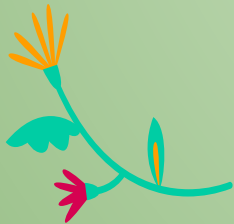


# OCTOBER 2018





# My Tio's Altar



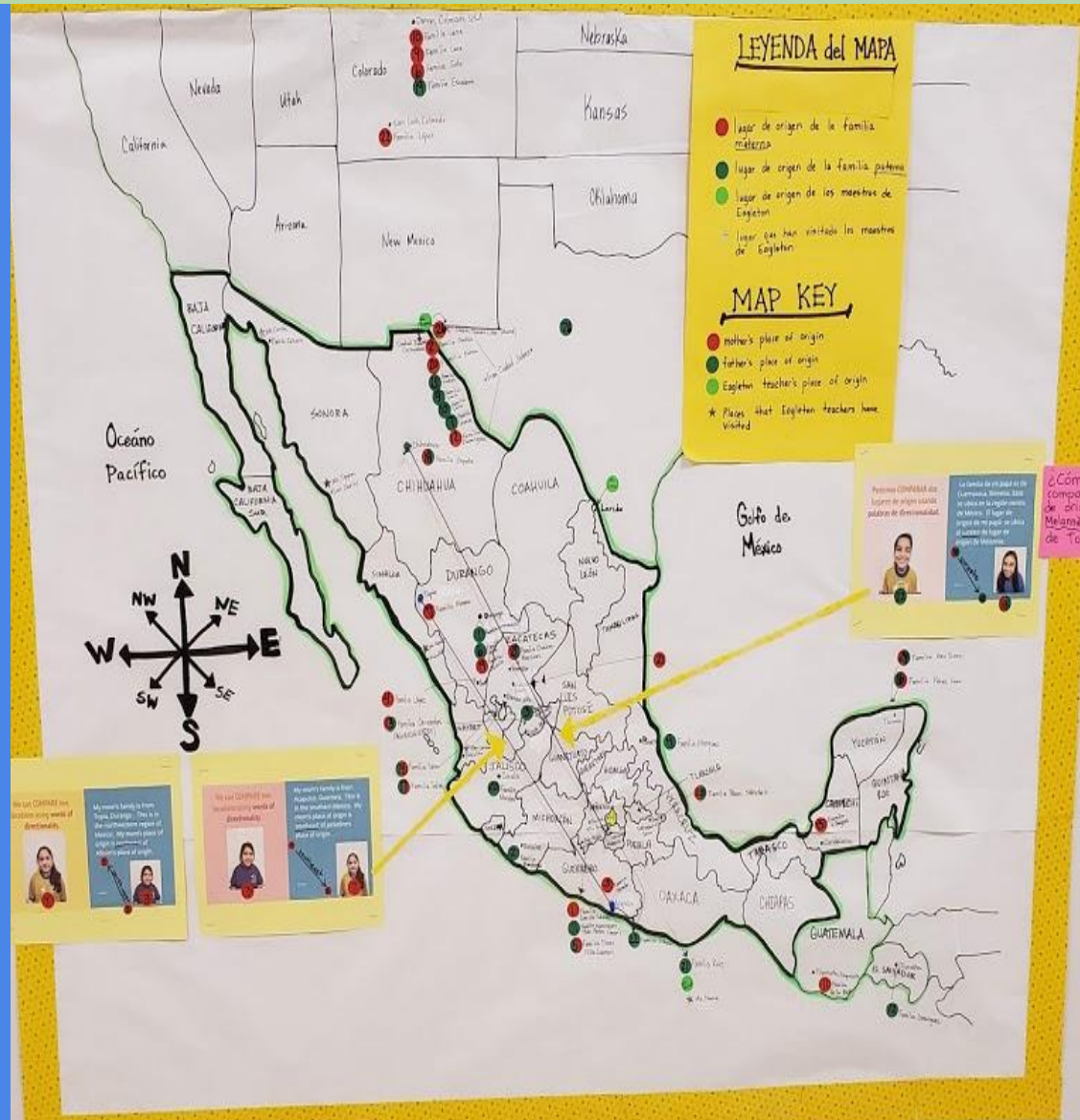
# AUGUST and SEPTEMBER 2019

## CURRICULAR CONNECTION

Comparing backgrounds

Geography skills:

- differentiation of cities, states and countries
- language of directionality
- map key
- Metalinguistic comparison (My mom's family vs. La familia de mi mamá...)





# ¡Adelante!

## Step 3

How could you connect families, school leaders and the greater school community?

# ADDITIONAL IDEAS...

INTERVIEW QUESTIONS	POSSIBLE LESSONS
<p>Share why you named your child what you did.</p> <p>Share a story that makes you feel proud of your child. What did she do? Why did it make you feel proud?</p>	<ul style="list-style-type: none"><li>● Name poems</li><li>● Paragraph writing</li></ul>
<p>Share a story of a moment that your family celebrated a historic event?</p>	<ul style="list-style-type: none"><li>● Create an invitation to your families party</li><li>● Compare how different families celebrate</li></ul>



Tonatiuh  
My name is Tonatiuh.



# Another example...Honoring LA MUJER

## Women and their Accomplishments

Family can be a great source of happiness, inspiration and support. Through the texts that we have been reading, including biographies and the book Return to Sender, we have discovered that families can support us in accomplishing great things.

Discuss the following with your child and write about it in the journal: **Tell a story about HOW a woman in your family has accomplished something great.**

*Who or what inspired her?*

*What challenges did she face along the way?*

*How did you she get through it?*

*What did she accomplish?*

*What did she learn from this experience?*



## LESSON

Compare how your accomplished family member has been as resilient as an agent of change in a 3 paragraph essay.

# FAQ's

## About how long does a writing activity require?

*I usually give my families at least three weeks to complete the journal activity. Then, I give myself an extra week to collect journals and reach out to families that have not returned them.*

## Do families ever feel uncomfortable with sharing their personal experiences?

*Yes, sometimes; however, this is a great opportunity for relationship-building and teamwork. By sharing my own stories, I attempt to model vulnerability, and it seems to help them feel more comfortable and lends to the development of trust.*

## Do you ever have families that struggle with completing the activity?

*Occasionally, but it is mostly at the beginning, and it is an opportunity to reassure families that they DO have academic skills. From my experience, all families begin to feel more confident and see the value in sharing their stories after trying it once. An advantage to this project is that you and your families have multiple opportunities throughout the school year.*

## How can this be adapted for ECE and primary students?

*Some teachers have asked for illustrations in combination with words, short phrases or a few sentences. Families can also do more writing with a gradual increase in writing from the students as they acquire stronger writing skills.*

# TROUBLESHOOTING

<b>Feeling overwhelmed?</b>	Ease into it! Give yourself more time. Trying this at least twice per school year is a great way to begin!
<b>Not receiving a journal entry from every family?</b>	Don't be discouraged! For many families, this will be a new experience. Take it as an opportunity to validate their experiences, build trust and set your expectations high for ALL families!  Also, add an extra week after the due date to reach out to families and request journals.
<b>Struggling with finding a lesson?</b>	Not every lesson has to be so complex. It can provide the content for a rich conversation, a short constructed response and even a poem!

# TROUBLESHOOTING

**Were some questions left unanswered?**

Write questions exactly how you would like for your students to ask the family member(s).

Break down the questions and be explicit about how much writing you want for each question.

Don't be afraid to ask families to add more! This is all about teamwork!

**Is a family showing disinterest in this project?**

Be clear and honest about the why of this project. Explain how it connects families to their children within a system that jeopardizes those connections.



Questions???

[michelle\\_lopez@dpsk12.org](mailto:michelle_lopez@dpsk12.org)



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THANK YOU

GRACIAS

<https://www.cocabe.org/survey>

**Thank you for your feedback!**

**<https://www.cocabe.org/survey>**

**15:00**





¡Bienvenidos! Welcome Back!



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Praga-Rodríguez**

**Denver Public  
Schools**

**CO-CABE Director**



**Co-Host**

**Liliana  
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**Co-Host**

**Paulina  
Rodríguez Cañizares**

**Denver Public  
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**CO-CABE Volunteer**





**With the Presenter**



**Juntos somos más**

**What is something that you have either done or would like to do to include your students' families in their learning?**







**1. Types of questions to send home at the beginning of the school year**

**2. Ways to engage the school staff to promote vertical alignment**

**3. Strategies to engage and support families who speak languages other than Spanish and English**

**¡Gracias!**



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