The traditional games, songs, and rhymes presented here are a sample from a compilation by Lucia Quiñonez Sumner.

**Aserrín Aserrán (Peruvian version)**
This is an old rhyme/game that Hispanic parents have played with their little children through generations. It was brought to Latin America by the Spaniards. Usually the parent sits the child in his/her lap facing himself/herself and then holds the child’s hands or arms and rocks the child back and forth while singing the song. In some countries the parent tickles or kisses the child at the end of the rhyme. The McArthur Bates Communicative Development Inventories ask if a child knows this rhyme in “Games and Routines” under “Actions and Gestures.” There are different versions in different countries. Here are two of the versions:

**Version #1 (Peruvian versión)**
Aserrín, Acerrán
Los maderos de San Juan
Piden pan, No les dan
Piden queso menos eso
Piden vinos si les dan
Se marean y se van

*Translation*
Saw, saw,
The woodworkers of San Juan
They ask for bread
They get none
They ask for cheese, they get none
They ask for wine, they get some
They get dizzy and then go home (parents tickle the child).
Version #2 (Version de México, Argentina, Chile, Ecuador, and certain areas in Spain)
Aserrín, aserrán,
los maderos de San Juan,
piden pan, no les dan,
piden queso les dan hueso
y les cortan el pescuez

Translation
Saw, saw,
The woodworkers of San Juan
They ask for bread
They get none
They ask for cheese, they get a bone
and their necks get cut off.

(The parent either tickles the child’s neck or lightly touches the child’s neck simulating the neck cutting. This may seem crude to American sensibilities but it is a rhyme that has prevailed throughout generations and the passage of time like the American nursery rhyme Ring Around the Rosie).

*Note:* Parents & teachers can use with infants, toddlers and preschoolers... two year olds adapting how you hold the child, or how child is placed in your lap or floor. Preschool & K classes can use with dolls (parenting skills)

Promotes skills: gaze in direction of movement-interaction attachment, socialization, prosody (the rhythm and melody of spoken language), musical rhythm, tune/ song identification, imitation (facial first then spoken), vocabulary input, [language input - language comprehension leading to language expression], auditory memory, proprioceptive skills , gross motor skills anticipation. saving traditional games/owns heritage to pass on to generations to come.

La Senora

La senora va al paso
Al paso  al paso , al paso

Los señores van al trote
Al trote, al trote , al trote

Y los niños.....Al galope
Tantartarrantantantar
Tantartarrantantan
Finger Play

The following is a segment of a song from Spain that can be used as finger play.

Credits
Writer(s): Ramon Ortiz Del Rivero
Copyright: Southern Music Pub Co. Inc.
Lyrics powered by www.musiXmatch.com

Hola Don Pepito
Hola Don Pepito
Hola Don Pepito
Hola Don José
Paso usted por mi casa
Por su casa yo pasé
Vio usted a mi abuela
A su abuela yo la vi
Adiós Don Pepito
Adiós Don José

Translation
Hello Don Pepito
Hello Don Pepito
Hello Don Jose
Did you drop by my house?
I did just as you say.
Did you see my grandma
She’s looking well today.
Goodbye Don Pepito
Goodbye Don Jose

Cinco lobitos

Translation
Five Little Pups
Five little pups had the Wolf. Five pups behind the broom. She had five, she raises five and to all five she gave milk. Five little pups had the Wolf. Five pups behind the broom. Five she bathed, five she combed, and all five she sent to school.
**Tortas, tortitas** (A Latino traditional “Patty cake” game)
Tortas, tortitas que viene mama. Tortas, tortitas que pronto vendrá. Y traе un perrito que hace guau, guau. Palmas palmitas, que viene mama. Y traе una obeja que dice: baaa

*Translation*
**Pancake, pancake**
Pancake, little pancake, mom is coming, pancake, pancake she will be here soon. She brings a doggie that goes woof woof. Clap clap mom is coming and brings a sheep that goes baaa-baaa

**La Vaca** (A song created by Lucia Q. Sumner to the tune of London Bridge)
Tengo cuernos y hago mu
hago mu, hago mu
Yo doy leche y hago mu
Mu, mu, mu, mu, mu

*Translation*
**The Cow**
I have horns and I say moo
I say moo, I say moo
I give milk and I say moo
Moo moo moo
Bibliography


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Who are newcomers to the US?

- In 2014, 1.3 million foreign-born individuals moved to the United States, an 11 percent increase from 2013. India was the leading country of origin for new immigrants, followed by China, Mexico, Canada, and the Philippines.
- In 2014, 46% of immigrants (19.4 million people) reported having Hispanic or Latino origins.
- 21% of the US population (5 and older) speaks a language other than English at home. Spanish is most common (62%) followed by Chinese (5%).

Statistics for North Carolina

- As of 2013, those with Limited English Proficiency (LEP) in NC numbered 442,000. This represented 4.8% of the overall population (documented).
- What are the main groups you see in your work with students?

Migration Policy Institute (migrationpolicy.org)
Limited English Proficiency from US 2013 Census
As reported by migrationpolicy.org

Session Goals
Increase self-awareness of our own teaching practice through examining:

• culturally diverse teaching and learning in educational programs (US and elsewhere)- current literature
• how educators access and integrate values and practices of diverse families into the curriculum?
• a glimpse of Lucia’s practice
• Resources in Spanish: learn a song/game

Why?
• Awareness of practice is an important contributor to creating the capacity and readiness to change
• Excellent teaching requires intentionality
• Resources help practitioners - explore- examine-adapt practices
How?

• Value diversity
• Perform a personal cultural self-assessment
• Be conscious of intrinsic dynamics when cultures interact (cultural capital & power relations)
• Learn about the culture of each individual family (prompt and ask- share resources, play with ideas, experiment and ask again!)

Adapt service delivery to reflect this understanding

Cultural awareness & Self assessment

Study of 2 Vancouver Literacy for Life programs working with recent newcomer families (Chinese immigrants and Sudanese refugees). Goal was to prepare children for Canadian kindergarten.

Could they work towards that goal within the cultural frames of families?

“Time & again, our field notes indicated that our perspectives on the role of families and parents in the literacy development of their children were not the perspectives held by the families with whom we were working.”

Cultural awareness & self assessment

“Without understanding our own cultural constructions, we will continue to see those who are different from us as the other”.

• Culture isn’t just what other people do!
• Teachers can move in rhythms of families (clock time vs natural time- sign in as a sharing & literacy event)
• Teachers adjust expectations and accommodate children/caregivers other than parents or immediate family members - community
• Teachers look to families for information about how family is “performed” within their cultures.
A gift of Songs, Rhymes, Games and Stories

- Families share with you. You share with families.
- You include families. Families include you!

You explore language, child development and literacy TOGETHER! You create a “third space” in which the voices of parents are heard and used to “create a shared curriculum” (Pahl & Kelly, 2005)

What can home visitors do to engage linguistically diverse students and families?

This is Lucia’s area of expertise-

VIDEO

Lucia’s tips on working with Spanish Speaking Families

- Ask open-ended questions and encourage family members to ask questions.
- Some families prefer that the providers coming into their home are women especially if they are working closely with the mother and the child without other adults in the household.
- Families may be very sensitive to your reactions regarding what they are going through and to your behavior toward their children.
- It is not uncommon for a family to not attend meetings if their children are not included.
More tips from Lucia

- If you are offered coffee, a drink, or food and do not want it, let the family know that you really appreciate their hospitality but just had a drink or ate before you came to the house.
- Hispanic people may avoid eye contact with people they view as authority figures as a sign of respect.
- Nodding doesn’t always indicate understanding. It could simply mean they are listening.
- Unless there is an established trust relationship, and a need to ask about immigration status, doing so could jeopardize the rapport you have built with the family. Provide reassurance that their information will be kept confidential.

Studies of engaging newcomer families in the US?

Studied parent outreach/home based involvement in gateway and new destinations including 33 schools in NC.
- Engagement of immigrant parents increases in schools where personnel have connections to parents’ racial and ethnic origin groups and can act as ‘cultural brokers’.
- Positive correlation between principals from minority groups and parental involvement programs.

Miller (2016) studied enrollment of preschoolers in Head Start classrooms and found families were more likely to enroll and engage in programs where providers spoke their children’s first language.
- This allowed children to maintain connections to family members and cultural experiences
- Spanish was used in important routines (health, mealtime) and with parents, increasing involvement.

Cultural connectors have different roles

Interpreters facilitate accurate communication between people using different languages to ensure understanding. Use interpreters to communicate with the family/student and when performing assessments and evaluations.

A Translator converts written materials from one language into another. This requires excellent writing and analytical ability; translations must be accurate.

A cultural broker bridges, links or mediates between groups or people of differing cultural backgrounds for the purpose of reducing conflict or producing change (Jezewski, 1990)
Studies of engaging newcomers in the US
- The Welcome Center (Iddings, 2009) offered immigrant Latino families in SW US the opportunity to engage in oral storytelling and cultural cooking demonstrations at their children’s elementary school.
- FRED (Families Reading Every Day) books (Hancock, 2002): Engaged Spanish speaking families.

Adair’s studies of engaging immigrant Latino families (2015):
- Negative interactions with school staff and peers
- Narrow learning experiences
- Low educational expectations
- Devaluation of primary languages
- School segregation
- Lack of high-quality educational resources
- Low engagement with parents
- Misdiagnosis of special education needs

Adair’s recommendations for engaging families:
- Pursue reciprocal, equalizing relationships with parents and community
- Support rich representations of diverse cultural and ethnic communities
- Offer dynamic, sophisticated learning experiences
- Provide teachers with rigorous training in early childhood pedagogy & encourage their connection to immigrant communities
- Invest in creative education strategies for schools serving children of immigrants

Cultural Identity & Bonding
NY study-Cultural and Linguistic Alchemy, (2011). Puig
- Resource perspective vs assimilationist perspective
- Grandparents as loving & linguistic resources
- View of language as access to future opportunities & family heritage – language embodies culture
- Love & relationships are resources
- Educación vs education (how to live in the world: values, respect, responsibility, sharing & caring) – interdependence vs independence
- Family empowerment vs family training
- Identified need to build on family routines, expertise & interests
Literacy

A number of scholars suggest that acquisition of literacy in the home language is a source of general cognitive and academic advantages for bilinguals that extend beyond the linguistic domain:

• Meta-linguistic awareness
• Phonological awareness
• Working memory
• Ability to decode & interpret text

(Bialystok, 2001)

What are other countries doing to engage newcomers?

Georgis, Gaskert, Ford & Ali (2014)-Transition Supports Program (Somali cultural brokers)
Zhang et al. (2010). Chinese & English


England: Hope (2011): Use of bilingual story books matching home languages

New Zealand: Guo (2015): Need for practical applications of theory after examining program that included a newcomer from Sri Lanka (parent values did not mesh with program)

What can classroom teachers do to engage linguistically diverse students and families?

Classroom ideas from Adele Amorsen (2015-Practically Primary)-Australia

• Read and share dual language books.
• Sing and celebrate songs in dual languages.
• Translate classroom routines / timetables into parents' home languages *automated translator bloopers make for conversation starters☺
• Ask families to bring artifacts to school to share (labeled in home language if families are literate)
• Create vocabulary boxes in dual languages (if families are not literate, can do with pictures/video)
• At drop off time have adult read to child in home language. Use “wordless” picture books or encourage families to “read” in their own story. Other children will join!
• Create family journals using dual languages and pictures of what is happening at home.
What are you doing in homes and schools?

Please share!
We are in this together!

www.multiculturalfamilies.org

References on handouts
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