Home Literacy & Math Practices
Scholarship Tool Kit
A Parent Engagement Presentation
KEY IDEAS

Parents are a child’s very first teachers. Your home is your child’s first classroom. You can help make learning fun. You and your child’s teachers are partners in their success!
Overview

Group Activity- Choose 1 person to write

1. In your category (Kitchen, At Play, Restaurants, On the Road, During Math/Reading Homework Time) think of ways that you could or already do help highlight math and reading (literacy) for your child. Example-Cooking-My child reads the recipe to me.

2. Time to share ideas.

3. Review the PowerPoint as a group and see if your ideas match the ones on the list or if we can discover new opportunities.
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In the kitchen:

Read recipes together (from online, index cards, magazines, etc.) and talk about the steps, ingredients.

Encourage your children to write a quick “review” of the dish after you eat it, giving their own rating system using symbols such as stars, emoji’s, etc. Display the review in a prominent place in the kitchen.

While cooking, ask your child to retrieve ingredients by reading the labels aloud.

Allow your child to label shelves, cabinets, drawers with sticky notes to organize items by categories (“cans,” “spices,” “after-school snacks”).

Have your child measure ingredients for a recipe you are making.
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On the road:

Read license plates together, calling out letters/numbers and making sense of custom plates (e.g. GR8DAY).

As you drive, read the street signs aloud as you pass them and ask your children to help you find street names/numbers when you are looking for your destination. This is great practice in learning practical directional skills such as even/odd street numbers, block numbers, and east/west/north/south.

As you drive, ask your child to name something they see and then you use it to begin a story. For example, if your child sees a dog, you might say, “One day, a dog was wondering in the woods, when...” Then your child adds to the story with something they see. Alternate turns by adding a sentence based on what each of you sees during the drive. Later, you and your child can recall the story together, write it down, and read it to a friend/family member.

Look for shapes and patterns in real life.
During reading time:

As you read books, magazines, online texts together, encourage your children to think about the words they read and the images they see by asking questions such as:

- What do you think this ______ (article, story, website) is going to be about? What makes you think that?
- What do you think this section/word means?
- What do you think might happen next?

When you read together, share your connections to the texts and encourage your children to do the same. Comments such as, “This story reminds me of a time...,” “This character reminds me of...,” and “This picture looks a kind of like a...” help children make meaning from the words and images they read and show you as a reader and learner too!
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During Math Homework Time:

Have tools such as a ruler, a scale, a calculator, and a measuring tape available to use in your house.

Ask your child to explain the math skills that he or she is working on in school.

When helping a child with a homework assignment, ask him or her to explain how he or she got an answer.
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At a restaurant:

Encourage your child to read the menus to determine the differences between meals/items. Allow them to order for themselves, practicing what they will say and reading from the menu if needed. This encourages independency while providing support in their reading/speaking.

Ask your children to match the food images on the menu to the description/listed items on the menu.

Read the menu items as if you were reading for a commercial, exaggerating descriptive words such as “delicious,” “tangy,” etc. and then ask your children to do the same. Allow your children to write “thank you” on the restaurant receipt.

Help your child learn to compare. Which item is the most expensive? Least expensive? Estimate what the food might cost by adding up the prices of the menu items.
At the store:

Ask your children to write the shopping list with you, allowing them to spell words on their own and add images/symbols.

While in the store, encourage them to read the aisle signs to determine where to find items on the list.

While seated in the shopping cart, encourage them to read the words and explain the pictures on an item (e.g. cereal box). Ask them to find/count the number of letters they see (e.g. “A’s”).

In selecting an item, ask children to look at the different varieties of an item (e.g. orange juice) and spot the differences they see. For instance, “lots of pulp,” “with calcium,” “no pulp” all help them become more aware consumers of everyday products.

Point out the weight of food items on bags, cans and boxes.

Ask your child to help count change at the store.
The family calendar:

Encourage your children to list and/or draw their activities for the week on index cards or sticky notes, along with their names (e.g. Alex, soccer). Together, determine where on the calendar the card should be placed. Each child may choose his/her own card/note/ marker color to represent his/her activities. Once the weekly calendar has been posted, encourage your child to read the calendar each day, listing what the family will do (e.g. at bedtime the night before or at breakfast the day of).

At the end of the week, ask your child to list/write what they enjoyed doing during the week (e.g. played outside, learned a new game, etc.).
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Stories & Conversations:

Share the history of special items in your home (e.g. your mother’s table, a vacation momento/souvenir) by telling your children how you came to have it and why it is special to you. Ask them to share special items from their rooms by telling you their “story.”

Use math words in your everyday conversations. “I like this more than that. “I walked less steps today than I did yesterday.”
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Play:

As you read together, ask your child to choose a random word and you think of a rhyming word, opposite word, or draw an example of the word (e.g. hot = spot, cold, image of sun).

Play board games that involve counting or patterns.

Help your child find some appropriate number and problem-solving games to play online.

Use dice or playing cards to make a game out of practicing math facts.

Encourage your child to track or graph scores or stats for a favorite sports team.
Encouraging Inquiry at Home for Math

TO DO:
Bring your child’s school schedule to class next time. What time is lunch? Who are their teachers? Who do they sit with at lunch?
Encouraging Inquiry at Home for Math

Ideas Provided by:

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Scholarships

• **FREE** money!

• Based on certain criteria:
  
  ▪ Awards and Honors
  ▪ Good grades (Don’t need to have a 4.0 GPA…)
  ▪ ACT/SAT results
  ▪ Athletic ability
  ▪ Musical ability
  ▪ Community Service
  ▪ Parent’s Employer/Profession
Scholarships

Sources

• Private
  ▪ Foundations
  ▪ Businesses
  ▪ Professional Organizations

• Civic Organizations
  ▪ Churches
  ▪ Charitable organizations

• Employers
• University or Colleges
Scholarship Tool Kit

What do you need to be ready?

• Resume
• Recommendation Letters
• Essays
• Transcripts
• Test Scores
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Resume

• Start as early as Middle School
• Update each month if possible
• Analyze your weaknesses on your resume
• Don’t stuff the resume with meaningless work
• Describe everything in detail
Recommendation Letters

• 3-5 letters at the ready
• Teachers, coaches, religious leaders
• Diversify
• Do not ask from people that don’t know you- Generic letters
Transcripts and Test Scores

- Learn who to ask for transcripts (may cost money)
- Some scholarships do not need official transcripts so copies are ok
- Learn how to order SAT and ACT scores
- The same-some might take copies as well
Scholarship Search

• It’s a marathon not a sprint
• Begin looking as early as possible
• Research the colleges you are interested in
• No magic wand
Scholarships

Other Web Sources

• cafécollege, www.cafecollege.org
• College For All Texans, www.collegefortexans.com (click “Apply”)
• San Antonio Area Foundation, www.saafdn.org (click “Apply”)
• Hispanic Scholarship Fund, www.hsf.net
• New Futuro www.newfuturo.org
• www.collegenet.com
• www.collegefunds.net
Please fill out our quick workshop survey

Thank you!!!

See you next time!
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