

FACILITATORS' SCRIPT FOR HMONG/ENGLISH PROGRAMS

(Hmong)

SESSION 1: DUAL LANGUAGE AND IMMERSION BASICS

Qhov Chiv Ntawm Kev Kawm Ob Hom Lus

Anything *in italics* is meant for the facilitators only and not read aloud to participants.

1. *Welcome the participants to the session. Introduce yourself and your role at the school/district. Let them know there is one scheduled break but they are free to take personal breaks as necessary.*

Cov ntawv tus cob qhia yuav hais yog cov ntawv italics

Qhib lus txhais tos cov niam txiv tuaj kawm hmo no. Qhia koj tus kheej thiab koj txoj hauj lwj nyob hauv tsev kawm ntawv.

Qhia rau lawv paub tias hmo no sawv daws muaj so ib zaug tiam sis yogleej twg ho xav muaj chaw mus so ntxiv no los yeej meem mus so tau.

Ua tsaug nej sawv daws tuaj hmo no. Peb cia siab tias nej yuav nyiam thiab txaus siab rau cov kev kawm peb npaj tuaj qhia nej hmo no. Peb sawv daws sib cog kawm mus, yog nej tsis tau taub qhov twg los yeej meem nug.

2. Lub Roj Kawm Kev Qhia Ob Hoom Lus Rau Tsev Neeg tau txais kev txhawb ntawm United States Department of Education uas yog ib qhov grant los ntawm Office of English Language Acquisition.

Tus Qhia: Muab cov niam txiv sib xyaws kom lawv zaum ua ib pawg cov hluas txuam cov laus los yog muab lawv ua ib pawg uas (hais lus sib txawv txhob cia tib pawg hais tib hom lus xwb).

Peb yuav siv lus Hmoob thiab lus Askiv los qhia 3 lub roj kawm no, kom tsis txhob tau muab nej cais nyias mus raws nyias hom lus. Nej cov me nyuam tuaj kawm hauv chav ua ke ces yeej muab lawv zaum sib txuam pem daws. Qhov no yog qhov yuav kom lawv kawm tau mus zoo. Nco cia tias peb txawm siv ob hom lus los qhia 3 lub roj kawm no, tiam sis hauv chav cov tub ntxhais kawm peb tsuas siv tib yam lus xwb. Cov xib hw b tsis txhais lus los yog siv ob hom lus nyob hauv li.



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3. Hais txog ntawm pob nyiaj, lawv muab rau lub tsev kawm ntawv qib siab, University of Minnesota tau muab koj los sib koom tes nrog lwm cov tsev kawm ntawv xws li: Eastern Carver County Schools, Minneapolis Public Schools, Northfield Public Schools, Risen Christ Catholic School, Roseville Area Schools, and Saint Paul Public Schools.

4. *Depending on the size of the group, do introductions as a whole group or at tables. 10 minutes.*

5. *Because many of the parents are L2 learners themselves, it is important to “read the room”: check frequently for understanding, rephrase as necessary, keep the acronyms to a minimum. Use your “teacher talk.”*

6. *Point to the 3 points of the triangle to emphasize this partnership.*

Qhov no txhais tau li cas? Qhov ib, cov tub ntxhais kawm ntawv, cov tsev neeg, cov xib hwb thiab lwm cov neeg hauv tsev kawm ntawv sib koom tes txhawb kom cov tub ntxhais kawm tau ntawv zoo lawm tom ntej.

Tseem ceeb heev rau koj ua niam ua txiv txoj kev txhawv koj tus me nyuam txoj kev kawm ob hom lus. Qhov ib, koj yuav tau sib koom tes nrog tsev kawm ntawv, cov xib hwb thiab koj tus me nyuam txoj kev kawm. Kev koom tes zoo tib yam li thaum yus cog lus los npaj pib yus lub neej. Yuav tau sij zog ntso, mob siab, thiab rau siab tshwj yus lub neej kom zoo. Qhov 2, koj yuav tau kawm kom paub kom tus me nyuam txoj kev kawm ob hom lus kom zoo zoo thiab meej meej ces koj thiaj paub nug thiab nrhiav kev los pab koj tus me nyuam. Qhov 3, yog koj kawm thiab paub zoo txoj koj tus me nyuam txoj kev kawm ces koj muaj lub peem xwm thiab muaj cai mus hais thiab tawm suab los nrhiav kev pab koj tus me nyuam thaum nws kawm ob hom lus.

Peb yam hais tag los no yog txoj kev koj tus me nyuam yuav kawm tau zoo thiab vam meej mus lawm tom ntej. Nws tseem ceeb rau tsev neeg thiab tej niam tej txiv los siv koom tes txhawb tus me nyuam txoj kev kawm ntawv. Kev siv koom tes txhawb no txhais tau tias lb qhov koj txaus siab uas koj muab tag nrho koj lub siab lub ntsws tso rau ntawd--tib yam li cov lus yus siv thaum yus sau siab hlo yuav sib sau los ua ib lub neej uab yig ua ke mus txog hnuv kawg. Ces yog yus tau koom tes txhawb lawm ces yog yus tau muab tag rhos ib puas yam tshav rov ntawd. Qhov no los muaj tseeb rau cov xib hwb thiab cov tub ntxhais kawm ntawv. Lub tswv yim thiab qhov tseeb ces kom txhua tus yuav tau los siv koom tes koom siab sib pab txhawb tus me nyuam txoj kev kawm ntawv kom mus rau qhov zoo ua ke. Tsis tag li, kuj tseem ceeb rau cov niam thiab



txiv kom paub txog qhov program txoj kev kawm-kom tau taub txog seb kev kawm ob hom lus yog dab tsi, es thiaj paub nug thiab qhia txog rau cov xib hwb thaum pom tej yam tsis zoo.

Qhov kawg, nws tseem ceeb rau cov niam thiab txiv muaj suab rau tus me nyuam txoj kev kawm thiab lub program. Thaum koj muaj suab koj yuav muaj zog thiab muaj cuab kav, xws li thaum koj tus me nyuam txoj kev kawm thiab tus me nyuam muaj cai hais li qhov yog ntawm nws txoj kev kawm rau hauv chav kawm ob hom lus. Thaum koj txhawb thiab kawm paub txog lawm, koj yuav hais taus dua. 3 yam no yuav pab koj tus me nyuam txoj kev kawm kom vam meej nyob tom tsev kawm ntawv los yog lawm yav tom ntej. Koj yog tus uas yuav txhawb thiab ua tau rau koj tus me nyuam.

7. Ntawd no yog plaub lub ntsiab uas yuav muab koj los qhia rau Lub Rooj Kawm no. Peb ntseeg tau thiab vam tias nej yuav tuaj kawm tag nrho plaub lub ntsiab kawm uas peb npaj tau no. Thaum nej kawm tiav tag 4 lub ntsiab no, nej yuav tau txais ib daim ntawv qhuas qhia tias nej tau kawm tiav lawm los ntawm lub tsev kawm ntawm qib siab University of Minnesot thiab tsoov fwv lub tsev kawm ntawv St. Paul Public Schools.

As you read each session title, use these questions to clarify the academic language:

- a) Kev kawm ob hom lus no txhais tau li cas? Qhov tseem ceeb ntawm kev kawm ob hom lus yog dab tsi?
- b) Kev paub ob hom lus thiab paub sau nyeem ob hom ntawv txhais tau li cas? Yus yuav pab tus me nyuam li cas kom nws paub ob hom lus thiab paub sau nyeem ob hom lus?
- c) Cov kev yuav nyuaj rau tus tub ntxhais kawm ntawv thiab lawv tsev neeg muaj li cas thaum lawv xaiv kev kawm ob hom lus.
- d) Kev paub ob hom lus thiab paub sau nyeem ob hom lus yuav pab tau koj tus me nyuam li cas rau yav neej pem suab?

8. Peb muaj ib lub hom phiaj kom nej paub rau hmo no: Rau kom nej tau tau cov hom phiaj thiab cov ntsiab lus ntawm kev kawm ob hom lus. Peb yuav siv cov tsiaj ntawv “DLI” no los sawv cev rau kawm ntawv ob hom lus. “DLI language” thiab Partner Language” hais txog lus Mev los yog lus Hmoob.

9. Kev kawm ob hom lus yog txoj kev txhawb nqa txhab kev paub ob hom lus- uas kom cov me nyuam paub ob hom lus zoo zoo thiab meej meej ib yam nkaus tsis hais lus Askiv los yog lus Hmoob.



Kej kawm ob hom lus muaj 4 txoj kev kawm nyob rau hauv lub kaus kawm ob hom lus.

Taw ib kem zuj zus thaum koj piav txog 4 yam kev kawm no.

Indigenous/Heritage language immersion: Cov kev kawm (Programs) no tsim muaj los cawm los yog ceev cov neeg khab tej lus, tej kev lis kev cai thiab tej txuj ci cia. Lawv tsuas qhib rau cov tub ntxhais kawm ntawv uas yog los ntawm caj ces ntawd xwb. Nyob rau lub xeev Minnesota lawv muaj cov kev kawm cov khab Ojibwe thiab Dakota cov lus.

Developmental Bilingual Programs: Cov kev qhia ob ho lus no pab rau cov tub ntxhais uas txawj hais tib co lus thiab muaj kev li kev cai zoo tib yam – muab piv txwv, lb pab tub ntxhais uas hais lus Mev nyob tom vaj tom tsev. Lawv muaj lub cib fim ceev lawv cov lus cia thiab txhim kho kom lawv cov lus zoo dua qub thaum lawv tab tom kawm Askiv. Nyob hauv xeev Minnesota cov Kev qhia ob hom lus li no puav leej rau neeg Mev xwb.

One-Way World Language Immersion: Qhov kev kawm no yog tsim los qhia cov tub ntxhais uas hom lus lawv tham tom vaj tom tsev yog Askiv. Nyob hauv xeev Minnesota lawv muaj (one-way programs) rau neeg Mev, neeg Fab Kis, neeg Ntsaws Mes Nis, neeg Suav thiab neeg Kaus Lim.

Ces thaum kawg no, yog qhov kev kawm (program) uas yuav coj los qhia hmo no. Nws yog qhov kev **Kawm Ob Hom Lus (Two-Way Immersion)** program) Nws zoo li muab ob qhov kev kawm (developmental bilingual and one-way world language immersion) tso ua ib qhov xwb. Vim nws coj cov tub ntxhais ntawm ob qhov kev kawm no los kawm ua ke – Cov hais lus Askiv thiab cov hais lawv thawj thawj hom lus (Hmong los yog Mev) tom vaj tom tsev. Tsis tas li ntawm kev qhia ntawv rau cov tub ntxhais los yog siv ob hom lus qhia (Askiv thiab Hmong los yog Mev)

10. Peb rov saib peb kawm li cas lawm. Peb lub hom phiaj ntawm kev kawm ob hom lus. Hmo no peb tham txog kev kawm thiab xeev tau ntaub ntawv. Lwm lub lim tiam peb yuav kawm txoj kev paub nyuam, sau, thiab hais ob hom lus. Ua ntej peb xaus hmo no, peb xav hais ob peb lo los txoj kev paub haiv neeg kab li kev cai thiab keeb kwm.

11 – 13. **Kawm** ntawv tau yooj yim

14 - 16. *Note: You don't have to go into detail about all of the different kinds of programs on this graph. Point out the heavy dotted line, which represents average English-language reading*



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achievement levels for native English speakers in English-only programs, and the top 2 lines for ELs (ELs in two-way and developmental bilingual programs).

Note: Tsis tag koj you qhia txhua yam txog cov program qhia kawm ntawv kom paub lus no nyob hauv lub rooj teem cia. Taws thiab qhov qhia yog txoj kab dhoog dub dub rov tav uas yog qhia txog feem coob ntawm cov neeg paub lus Askiv tus xeeb rau cov neeg ib txhwm hais lus Askiv xwb uas nyob rau chav kawm ntawv Askiv thiab ob kab nyob saum toj qhia txoj lwm hais neeg kawm ntawv Askiv (lwm hais neeg kawm nyob rau chav kawm ob hom lus thiab chav qhiv kawv kom paub lus Askiv)

Rau cov Hmoob qhia lub rooj kawm: Ib zaum ntxiv, peb yuav muab piv txwv tau tias rau cov me nyuam Hmoob kawm rau chav kawm ob hom lus ces mus txog tim yam yog tias lawv taug tib txoj kev kawm li kev kawm ob hom lus.

For your information only: NCE = Normal Curve Equivalent – an NCE of 50 = the 50th percentile, which is the average performance of native English-speaking students - that’s depicted by the dotted line.

Nov yog rau koj paub xwb: NCE= yog txo kab ib nrab ntawm kev ntsuas sawv daws. - 50% 50 feem 100 ntawm ces yog ib nrab uas cov tub ntxhais hais lus Askiv - yog txog kab dub dhoog tab.

Peb rov saib peb kawm li cas lawm. Peb lub hom phiaj ntawm kev kawm ob hom lus. Hmo no peb tham txog kev kawm thiab xeeb tau ntaub ntawv. Lwm lub lim tiam peb yuav kawm txoj kev paub nyuam, sau, thiab hais ob hom lus. Ua ntej peb xaus hmo no, peb xav hais ob peb lo los txoj kev paub haiv neeg kab li kev cai thiab keeb kwm.

17 - 19. Tauj txoj kev paub ob hom lus yeej tsis nyooj yim. Koj thiab koj tus me nyuam yuav raug kev nyuam siab thiab muaj kev txhawj. Nyob rau hmo no thiab lwm lub lim tiam yog peb yuav tuaj kawm thiab sib txhawb cov teeb meem no ua ke. *Bumps in the Road Activity. Read/display each “bump” (slides 21, 22). Give parents a minute or two to discuss a possible response – how they might deal with this challenge. Share a few comments then click on the “bump” slide to show the response we created.*

20. **The second goal of DLI is Bilingualism and Biliteracy. Because there is so much information to share about this goal, we will dedicate the entire next session to it. Be sure to come back for this important presentation.**



21-25. *Cultural Competence*

26.

(TRANSLATE) The road to bilingualism is a bumpy one! Tonight you will learn how to deal with those bumps with your child. The first two bumps are about Academic Achievement.

Bumps in the Road Activity. Read/display each “bump” (slides 22, 23 and again later on). Give parents a minute or two to discuss a possible response – how they might deal with (or are dealing with) this challenge. Share a few comments then click on the “bump” slide to show the response we created.

26 – 27. *Continue with next bump in the road.*

28. *Break*

29. *DLI BINGO - Needs to be prepared ahead of time.*

*This slide is a place holder. **The game is a separate ppt in the Games folder.** Distribute BINGO cards, one to each table or small group. Display and read one slide at a time. Participants find the answer on their bingo card and either mark it with a pencil or, if you want to reuse the sheets, give them bingo markers. Tables can call out “DLI!” (or something else of your choosing!) but continue playing until all 13 questions have been asked (through slide 14). Click to bring up answers (slides 15-28).*

30. *DLI Key Features*

31. Nov yog ib cov qauv nyob hauv chav kindergarten daim ntawv qhia txog hnuv uas lawv kawm Hmoob. Tus txheej txheem kawm niaj hnuv txog leb, Cov tub ntxhais kawm ob hom lus kawm txog cov xim, cov zauv, cov hnuv, cov huab cua thiab cov khaub ncaw.

32 - 33. *Continue with Key Features*

34. Kev tshawb fawb hais txog ntawm kev kawm ob hom lus pom tau tias thaum qhia ntawv, peb yuav tau siv lus Hmoob kom xwm yeem txhob hloov mus hloov los thiaj kawm tau. Peb yuav tau muab qhov kev qhia ntawv Hmoob saib hlob, xyuas kom rau nqis, thiab nrog tiv thaiv kom zoo. Cov tub ntxhais kawm ntawv YEEJ yuav tsum txawj lus Askiv xwb xwb—Qhov tsis



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yooj yim yog tsim kom tau cov ntaub ntawv Hmoob los qhia nyob rau hauv tsev kawm ntawv.
Tsis yooj yim tib yam nkaus rau cov tub ntxhais hais Hmoob lus.

35 - 37. TIC-TAC-TOE. * Needs to be prepared ahead of time.

Explain how the game will proceed by reading the instructions on the slide. You may need to model the first one (do an audience check to see if that will be necessary).

Do not display the questions until you are ready to correct them.

You must be in presentation mode to see animations. To correct activity, click on each sentence to reveal the X or O. Be sure to go in order as the animations are sequenced in order 1-8. For each false answer, elicit the correct answer.

38. Survey

Distribute short survey, have them write responses. Tell them you'll ask for the surveys when they leave. If individuals are not comfortable writing, facilitators can have them share their responses orally while facilitator writes for them.

