



Citizen of the Week: Shaping the Whole Child Through Storying

Rebeca Batres

INTRODUCTION

Educators are truly tasked with teaching so much more than basic academic skills. They are asked to develop the whole child. To me, this means developing inquiring, knowledgeable, and caring students who are motivated to learn and succeed. One approach to learning that I will discuss in this chapter is to use a writing activity to support growth and confidence in each of my students. Through this activity, I am able to help my students tell their own story, to learn about their ancestors and family culture, and who they want to be when they grow up. A child's self-esteem, self-awareness, and confidence will all be fostered throughout the school year when a new child is recognized and celebrated each week.

"Ms. Batres, you are building the whole child" (*Jacqueline, 4th grade*). This statement reflects what many of my students think about the benefits of an activity called Citizen of the Week (COTW). A simple writing activity, yet this one activity helped me build a foundation of trust and

R. Batres (✉)

Rowland Unified School District, Rowland Heights, CA, USA

e-mail: rbatres@rowlandschools.org

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community within my own classroom year after year. More so, the Citizen of the Week structure provides a useful bridge to other subject areas as students explore who they are, their hobbies and interests, and future aspirations.

In this chapter, I hope to illustrate how the activity of Citizen of the Week can positively impact your teaching, the lives of your students and their families, and your own classroom community. To better illustrate, here are a few examples of friendly letters written by students, parents, and myself (Figs. 10.1, 10.2, and 10.3).

December 9, 2020

Dear Isabella,

I hope you had a wonderful birthday and a great COTW. Your presentation was great and I especially liked your spark video. I was already great friends with you in third grade but it was still cool learning all about you in your amazing presentation. We also have many things in common like



we both like to draw and that we were both nice babies. We also have some things not in common like how you like to watch anime and read mangas but I like to read novels about mystery and mythology. However, I do watch Avatar the Last Airbender if you do count that as an anime.

Did you know that the name Isabella means “devoted to God” and “God is perfection” and is of a Hebrew origin. Your name means that because the element representing God “el” has adapted to the “bella” in “Isabella.” Fun fact: The name Isabella has been around since the 12th century. That’s a long time! Isabella, you are an amazing person and everybody should be asking you for tips on how to be the best person they can be. I know that Santa will definitely give you gifts this year. My mom says that Santa will probably have to send his gifts to children this year because of the pandemic. At first when I heard this I was a little sad but after doing the calculations, I think it’s for the best. After all if Santa were to visit all the independent states and taking into account that he will need to quarantine for 14 weeks each country, he would need to quarantine for 2,730 weeks. That’s around 52 years!

Lastly Isabella, I hope that we can see each other in person after this pandemic is over and that you have a wonderful safe Christmas with your loved ones. Fun fact: We use evergreens as Christmas trees because in ancient times it reminded people of what spring would bring as the trees were green all year long.

*Love your your best buddy,
Jacqueline Lau*

Fig. 10.1 Letter to a classmate

To our beautiful daughter Jacqueline:

We want you to know how precious and special you are to us. You have brought so much joy to our lives since the day you were born. You mean the world to us. We love you to the moon and back. We will always be there for you...through thick and thin, rain or shine. You have our support 200% always so please don't be afraid to ask for our help whenever you need us. We will always be there for you.

We are so proud of your accomplishments and your hard work in school. Please keep up the good grades. You will achieve great success in the future with your determination and hard work.

Never forget how much we love you. As you grow older, you will face many challenges in life, please remember to just do your best. Life isn't about waiting for the storm to pass. It's about learning to dance in the rain. Every day may not be good, but try to find something good in every day. Follow your dreams and believe in yourself. Remember to always be awesome!

With lots of hugs and kisses,
Mommy and Daddy

Fig. 10.2 Letter to child from parents

Reading a friendly letter to the Citizen of the Week is incredibly empowering to a child's self-esteem. A current student of mine commented, *"It feels like you can do anything, and you have the support of everyone."* Another student said, *"Whenever you have a bad day, my letters make me feel better."* A parent recently thanked me for the opportunity to participate in her son's Citizen of the Week project. She mentioned that this was the first time she was able to sit down and "really" talk with her son about his birth as he was their family's miracle baby, born prematurely. So many emotions were felt as she described telling her son about his incredible birth that she couldn't wait to thank me for doing the activity. In addition, in response to his story, his classmates praised him for being courageous in sharing his story and for being a miracle baby.

Similarly, a mom sent me the following message after her daughter's COTW (Fig. 10.4).

She expressed her joy in hearing the encouragement for her daughter's future aspirations to become a marine biologist because she had not yet asked her daughter what she wanted to be when she grew up. Another parent message read, *"I wish all the other teachers could incorporate the COTW for their students too. The COTW helps students build friendships and confidence."*

Every summer, as each new school year approaches, I eagerly anticipate setting up the Citizen of the Week activity for my incoming students. I

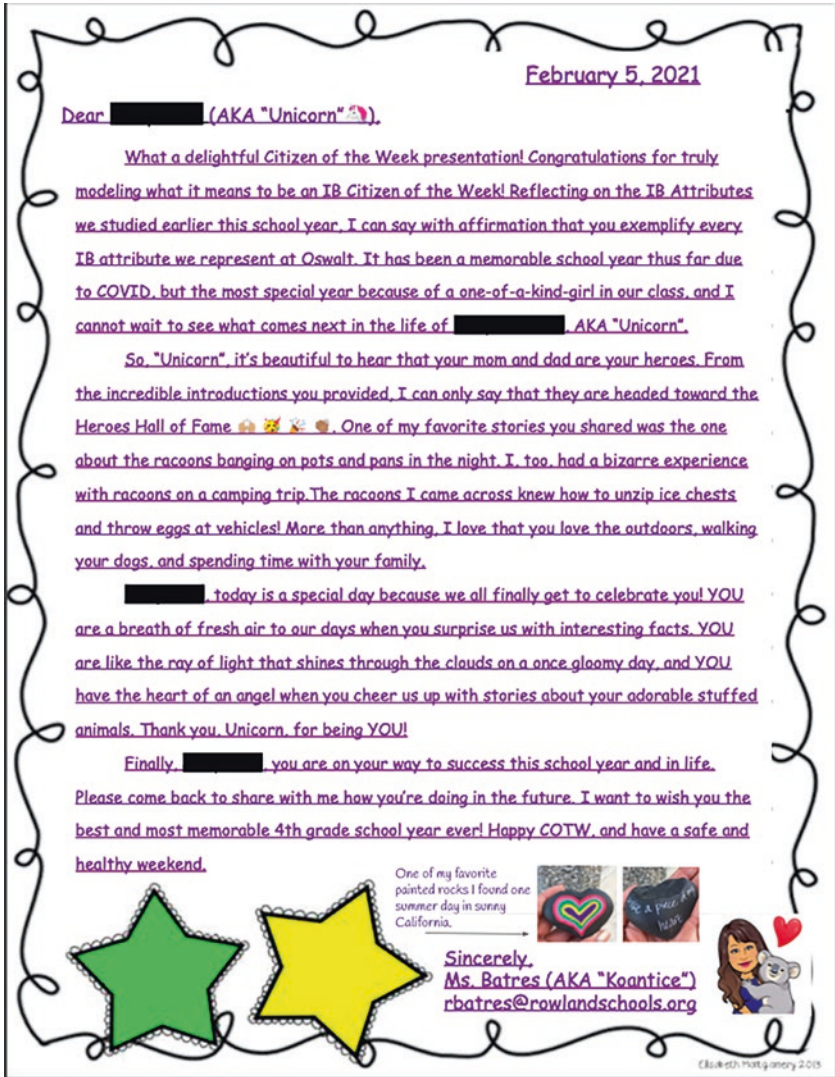


Fig. 10.3 Letter from teacher to student

Thank you for having me.

I think you have done a fantastic job with COTW given that it's on zoom. I think it so important especially now that kids have this social interactions, and to feel special while getting to know each other. I laughed, I cried, and I felt really touched by many letters from Megan's friends and classmates. She is so very lucky to have such compassionate classmates, and you have a such great students. I can't wait to put those letters into a book. Thank you have having me and making Megan's birthday special. Have a good and safe weekend!! All my best, Quan.

Fig. 10.4 Letter from parent to teacher (Ms. Batres)

wonder who I might meet, what incredible stories I may hear, and what new friendships might arise in the new school year. I reflect over the hundreds of students and families who have participated in this meaningful journey with me, and many who have returned to describe a school year never to be forgotten. More than 20 years ago, I was introduced to the activity of Citizen of the Week by my fifth grade colleagues. To my delight, I discovered that through the use of this activity, I was able to make deeper connections with my students and their families. In fact, a former student of mine recently reached out to me through social media as a way of keeping in touch and sharing her successes with me. She is now playing NCAA women's basketball and wants to become a teacher! What strikes me is that I have a vivid recollection of her goal of wanting to play for the WNBA (Women's National Basketball Association). As her fifth grade teacher, and through the Citizen of the Week writing activity, I encouraged her to go after her dreams and to remember that I would always be cheering for her continued success in life. After more than a decade, she couldn't wait to share her story with me. The lasting relationships I have developed with my students are due in part to my commitment to keeping Citizen of the Week as part of my yearly academic routine. And now, I want future educators to have the opportunity to experience the same.

WHAT IS CITIZEN OF THE WEEK?

The overall purpose of the activity is to provide each student an opportunity to be celebrated through various activities for one week of the school year, while raising the student's self-esteem, self-confidence, and to

promote positive attitudes toward others. The student being recognized for Citizen of the Week (COTW) prepares an Autobiography Essay, an All About Me video or slideshow, and completes an All About Me poster provided by the teacher. The student presents these on the first day of the student's scheduled week. Throughout the week, all other students in the class and the teacher focus on learning more about the COTW and write a friendly letter to the student, which is presented at the end of the week. Special assignments and classroom roles such as line leader or library monitor can be given to the Citizen of the Week. On the Friday of the student's COTW, parents and guardians are invited to attend and participate in the letter reading presentation. The teacher, students, and parents (may include support staff and siblings) write a friendly letter to the Citizen of the Week and present their letters to the student. The "celebration" day can also include a 15-minute lesson shared by parents about the child's culture or family traditions. In my class, the celebration takes place after lunchtime, and the COTW may bring in a treat to be shared at the end of the day. Any special activities involving the family will make the event more meaningful and memorable.

GETTING STARTED

Establishing the Citizen of the Week routines from the first day of school is essential to its success. Students will build on these routines for the remainder of the school year. Thus, modeling each part of the overall activity is strongly recommended. My students begin their first day of school by reading a friendly letter written to them by students from the previous year. The letter is written in the same format that is used throughout the year for the activity, helping to lower the anxiety that so many students experience in writing. To better illustrate, here is a friendly letter written by one classmate to another (Fig. 10.5).

Imagine each child in the classroom receiving letters of praise and encouragement every week throughout the school year and the positive impact which results from these letters. Students are then encouraged to write their first friendly letter to a former teacher (or someone they look up to). The teacher models how to write a complimentary letter by writing his/her own friendly letter to a colleague. All letters are then delivered to the recipients either by me (by placing them in each teacher's mailbox or by the student) only to be received with an abundance of joy and appreciation as you can imagine.

January 27 2021

Dear Jacob (A.K.A BO),

Congratulations on an astonishing presentation! It sparked the interests of all of us in the class. You are also a very talented writer, the story you told us touched my heart and I am so glad that you are in the same class as me this year. My favorite part was your adobe spark video. We all watched in awe as we saw all the places you've been. Just like you I have family in Australia and sometimes we visit them. Once, we went to a store and we tried Australia's specialty, meat pies! They were okay but I did like the veggies and pie crust.

Jacob, you are a very kind person. You always think about others and I am grateful for that. Nomatter what people look like you are always so kind and caring to them. I am so happy that you are following your dad's footsteps and becoming a doctor. You will do so well in the medical field. It's the perfect job for you because you get to meet and help new people. I am so glad that you want to be a doctor, I bet that you will save many lives. Maybe you can even advance different medicines. Just remember that we will be here rooting for you.

Furthermore, it is so cool that you have a turtle named Tizzie. I think that name really suits her and it is so cute! It must be fun having a turtle because unlike cats and dogs they don't bite or scratch. Also, it's cool that you watch the Madelorian! My dad also watches the Madelorian but whenever my uncle or my brother start talking about an episode he didn't watch he is like "Shhhhh, stop, don't give spoilers!" I don't really watch the Madelorian, the only times I do watch it is when baby yoda does something like putting a frog in his mouth (which is a part in the show).

Additionally, me and you have something in common. We both like to play pokemon. I got Pokemon Sun and Moon on my 7th birthday when I got my own DS. I got Pokemon Let's Go Evie this christmas. Maybe someday we can play together and explore new places.

In conclusion, you did a fabulous job on your presentation! I got to learn so much more about you! I loved hearing all the trips you've been on and I'm looking forward to hearing about even more trips. I can't wait to see you in person and work together. Have a wonderful day. Also, don't forget to chase your dreams! :)



Hello, my name is
Dr. Jag. How are you
feline to day?

Thank you to:

-Your old Catechism buddy,
Isabella Dimalanta
Ms. Batres
4th Grade

<https://theconversation.com/from-jaguar-teeth-to-the-nail-of-the-great-beast-the-evolution-of-animal-medicines-107821>

Fig. 10.5 Letter from a student to classmate

During the first few weeks of school, teachers are setting up classroom routines and expectations. At this time, my students will create a list of Essential Agreements that support the overall behavior expectations in the classroom. When students take ownership for a successful learning environment, they are more apt to follow their own “rules.” Most elementary schools also follow an overarching citizenship program. Character development is a key component of instruction at the school where I currently teach. In my class, students participate in a group activity to define and present posters on attributes such as *Inquirer, Knowledgeable, Thinker, Communicator, Open-Minded, Principled, Caring, Courageous, Balanced, and Reflective*. Using these attributes as part of the writing process for Citizen of the Week offers a topic for writing about in the friendly letter and also helps children recognize these attributes in themselves and others. This is why it is important to begin early, so all students are equipped with the necessary tools to succeed in the writing activity.

Moreover, this is a great opportunity to introduce yourself to your students by *modeling* your own “Autobiography Essay” and “All About Me” Spark video or something similar like a Google slideshow, iMovie, and so on. Once your video is presented, every child should begin his/her own video through direct instruction. Students should be provided class time in order to explore making their own video. As their presentation day approaches, students will refine their videos and make them unique. As with any learning experience, defining the expectations of the activity and modeling behavior will set the foundation for the remainder of the school year.

WHAT IS THE ROLE OF THE STUDENT BEING RECOGNIZED FOR CITIZEN OF THE WEEK?

The student prepares his/her information for all three components to the Citizen of the Week “project” as early as they would like. The project requires the COTW to research his/her interests, hobbies, family experiences, goals, and so on. The presentation guidelines may be modified by the teacher to reflect his/her classroom needs. The following is an example of the rubric given to each student (Fig. 10.6).

IB Citizen of the Week Project **Guidelines - 100pts.**

_____ Name _____

Due Date (Due the **Monday** the Week of your

Celebration Day.) _____ - _____ - _____



Written Autobiography (30 points)

- Choose a creative title AND put your #, name, date
- Use good spelling, correct grammar, and use descriptive language
- Each paragraph needs a topic sentence
- Write FIVE indented paragraphs:
 - Introduction on your early life (3 sentences minimum)
 - body paragraph on your family (5 sentences minimum-do not list names of relatives)
 - body paragraph on your your hobbies and interests (5 sentences minimum)
 - body paragraph on your achievements OR on trips that you've taken (5 sentences minimum)
 - Closing paragraph on your goals (3 sentences minimum)

Poster (20 points)

- Decorate the poster provided by your teacher. Be creative and make it your own!

Oral Presentation & All About Me Spark Video (50 points)

- Rehearse/practice your presentation in front of your family before your presentation day!
- Make eye contact with your audience. Speak clearly and loudly.
- Present your autobiography & poster to the class
- Create a Spark video (<https://spark.adobe.com>) all about YOU. Include information about your family/ancestors, your hobbies/interests, and your future goals. Have fun and make it your own!

Fig. 10.6 Directions to students on activity

After the COTW presents this information (on the first day of the week), all other participants may ask the COTW follow-up or clarifying questions. This only takes a few minutes after the overall presentation. Throughout the week, students are encouraged to continue asking questions about the COTW's presentation and to compliment the COTW for sharing about themselves. Teachers should always take care to be sensitive to the needs of every student, especially for those who may not want to share more personal experiences.

Kicking off Citizen of the Week should take place at Back-to-School Night, allowing time for students to have a week of their own on the school calendar. After going over the year's curriculum, I always end with stories of former students who returned as adults to share in their successes with me. These stories have encouraged families to participate fully in the Citizen of the Week activity. The evening concludes by having parents select a date for their child's Citizen of the Week (most often near the child's birthday or at the parents' convenience). Giving parents ample time to think about their role in the Citizen of the Week activity will only make it more successful. By the end of the week, assign any remaining students to the available dates on the schedule and send home the Final Schedule along with the rubric and sample templates the following week. Here is an example of the schedule I create for the school year (Fig. 10.7).

IB Citizen of the Week 2021-2022 Schedule

Dear Parents,

Listed below are the Fridays on which we will be having our "Citizen of the Week" celebrations. These will promptly start at **12:00p.m.**, but on occasional Fridays may need to start sooner due to scheduling conflicts. I have assigned each student a week in the school year where he/she will be our IB Citizen of the Week. As explained at Back-to-School Night, on the Friday of the designated week, complimentary letters will be read to your child, and you are invited to come in and participate in our Zoom Meeting. Parents will be receiving a reminder letter prior to your child's week. **Please remember that your child will be presenting his/her autobiography, poster, and Spark video on the Monday (or *Tuesday in a few cases) of the assigned week.** I'm looking forward to celebrating your child! Thank you in advance for your participation in this special day!

Sincerely,
Ms. Batres & The Fourth Grade Team

STUDENT NAME	DATE OF PRESENTATION	IB Citizen of the Week Celebration Day
	September 7 (Labor Day Sept. 6th)	September 10
	September 13	September 17
	September 20	*September 24 (No School on the 22nd-conferences)
	September 27	September 30 (No School October 1st)
	October 4	October 8
	October 11	October 15
	October 18	October 22
	October 25	October 29
	November 2 (No School on Nov. 1st)	November 5
	November 8	November 12
	November 15	November 19
Thanksgiving Break	Thanksgiving Break	November 22-26
	November 29	December 3
	December 6	December 10
	December 13	December 16 (No School on Dec. 17th)
Winter Break	Winter Break	December 20-January 7
	January 10	January 14

Fig. 10.7 Letter to parents and guardians on activity

IB Citizen of the Week 2021-2022 Schedule

STUDENT NAME	DATE OF PRESENTATION	IB Citizen of the Week Celebration Day
	January 18 (MLK January 17)	January 21
	January 24	January 28
	January 31	February 4
	February 7	February 11
	February 14	February 18
	February 22 (PRESIDENT'S DAY February 21)	February 25
	February 28	March 4
	March 7	March 11
	March 14	March 18
	March 21	March 25
NO SCHOOL (SPRING BREAK)	NO SCHOOL (SPRING BREAK)	March 28-April 1
	April 4	April 8
	April 11	April 15
	April 18	April 22
	April 25	April 29
	May 2	May 6
	May 9	May 13
	May 16	May 20
	May 23	May 27



WHAT IS THE PARENT/FAMILY ROLE?

Parents are asked to participate in the Citizen of the Week activity by preparing a “love” letter or complimentary letter to their child. There are no specific guidelines for the parent letter, but I do ask them to use this opportunity to express their love and support for their child in a letter. If the parent is unable to attend the presentation day, the teacher can read or present the letter to the student. Remember to stress the importance of this special day for the student and that its success is heightened by all who participate. Parents will remember this day for many years to come. Again, I have illustrated this point by sharing some messages from parents in Fig. 10.8.

Mrs Batres, Thank you for allowing us to participate in an event that nurtures encouragement, motivation, curiosity and many other cognitive learning. It made it more special to feel the energy be propelled to our offspring, our Emma. A special thank you to you for making the current WORLD dynamics feel like we can feel a bit grounded. Your efforts are not unnoticed and are appreciated.

Regards,
The Aguilar Family

Hi Ms. Batres,
Thank you so much for your lovely letter to Jacqueline for her COTW. I wish all the other teachers can incorporate the COTW for their students too. The COTW helps students build friendships and confidence. Thank YOU and the class for making Jacqueline's birthday extra special. ❤️❤️❤️

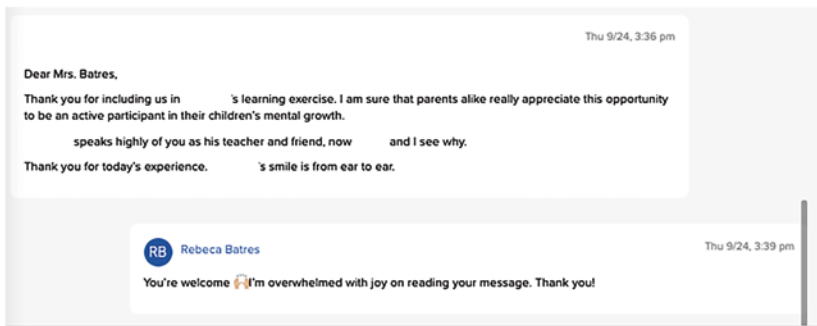


Fig. 10.8 Letters of appreciation from parents and guardians

CREATING A SAFE AND SUPPORTIVE ENVIRONMENT: THE TEACHER'S ROLE

Getting to know your students through low-stress activities in the classroom can go a long way in building trust. Students' willingness to share about their lives outside of school can be challenging, so teachers can play a variety of trust building or team building games appropriate for their classroom. One team building game my students play is to build a puzzle together without speaking words. Writing about shared classroom experiences is a great way to use Citizen of the Week. Stories read during English Language Arts can be used as topics for the friendly letter. Even a math lesson can become a shared experience to write about. Consider having your students welcome each other every morning by sharing their "favorites" or perhaps one goal for the day. In my classroom, the COTW gets to choose the topic. For example, one of my students began our morning greeting with, "What animal name would you give yourself and why?" The questions are sometimes more serious like, "What is one goal you have for today and why?" Starting each morning with a greeting lets everyone know that they are welcome and supported. Most importantly, the teacher can create shared experiences if he/she wishes to use instead of the traditional outline. Again, consider the child, his or her family situation, be willing to adjust the criteria, and model the desired behavior outcomes from the start.

All students need affirmation by their peers and teachers, especially during their formative school years. Affirming a student's story helps build a strong sense of self-esteem in a child. As part of the Citizen of the Week presentation, students are asked to consider their future goals such as, "What do you want to be when you grow up?" and "What are your academic goals?" One student noted in her "All About Me" slideshow, "*When I grow up, I would love to be a writer. I love writing and trying to teach a lesson to young children with characters that can relate to them. I hope that young children can learn an important lesson about the real world.*" If a student shares about his/her love of a specific subject, encourage everyone to look into careers the student might be interested in. Helping students explore career options as early as in the upper elementary grades helps develop a child's self-esteem and confidence to go after their passions. What better way of building a child's self-esteem, but by taking the time to help them explore and consider themselves in the future.

Furthermore, Citizen of the Week helps create a positive and safe learning environment in the classroom. Exploring character attributes and

attitudes not only provide the foundation for a safe learning environment but also teach the importance of being a good citizen. With Citizen of the Week, students are learning so much about themselves, building character and developing leadership skills all at the same time. Students become familiar with presenting in front of an audience on a weekly basis as letters are read in front of the class every Friday. Public speaking is one of the most difficult skills to acquire. The practice of reading friendly letters in front of one another builds confidence in all students. I encourage my students to rehearse their letters in front of their family the night before we read our letters. Allowing students to practice lowers the anxiety that comes along with speaking in public. Teachers can also pair students with a supportive friend if the child becomes too anxious. Reducing any anxieties of presenting in front of the class will make the experience more enjoyable for everyone. Overall, teachers can utilize Citizen of the Week to support other areas of instruction such as in the development of writing strategies, learning how to conduct research, and fostering strong communication skills.

Now more than ever, students need to see in action the support of their peers and teachers. When students reach high school, they begin to learn about the concept of networking. College-aged students are more likely to consider building a network of friends that will help them on their professional pathways. This idea of developing a network in the business world also applies to student life. Creating a network of supportive friends and family helps children build upon these support systems later in life. Life can be challenging for many students and their families. Several years ago, I met a child with a unique family situation. This young boy was being raised by his older sister and her husband, and he would soon become their adopted child. Unfortunately, his biological parents had lost their parental rights due to drug addiction. This young boy showed immense courage and confidence in sharing his story with his fellow classmates. He explained to a group of nine- and ten-year-old children that his biological parents were very sick and could no longer care for him. He also shared that through a lot of love and support from social workers, counselors, and his older sister, he would soon be able to be adopted by his sister. An unexpected reaction from one of his classmates was to give the child our class hand symbol of saying, "I understand. I can relate to you." After this, I watched with pride as the other children expressed their empathy and appreciation for the student. This authentic reaction showed me that children have the strength to overcome terrible crises with a network of

supportive friends, family, and community. Thus, it is important to show students how to create a network of support at an early age.

Building lasting relationships with students and their families is one of the greatest and most profound benefits of Citizen of the Week. Each week of the school year is met with anticipation for getting to know each other more deeply. The bonds I have created between my students and their families have lasted for many years, and I am sure will continue for years to come. When speaking to a former parent and now friend about her son's experience in my class, we reminisced together and remembered how her son had difficulty making connections with his peers and teachers, and his grades were declining. Through our communication and support, her son soon started engaging with other kids at recess. By the time his COTW arrived, he confidently shared about his passion for cooking. My friend tells me today that I changed the trajectory of her son's life because I showed him what it looked like to be supported and appreciated for who you are, without judgment.

LOOKING BACK AND LOOKING FORWARD

Over the years, I have had the privilege of witnessing my students go after their dreams, whether it be running for student body offices in middle school or having the confidence to share their research findings in college and beyond, and many who have returned with praise for having an opportunity to express themselves so clearly at such a young age. I hadn't considered the wonderful benefits which were to come year after year. I realized that the Citizen of the Week activity could change a child's path in school for the better. I believe wholeheartedly that by building relationships and establishing trust between students, their families, and the teacher, students can achieve greater success in school. There is no doubt in my mind that if done with the fidelity of building the whole child, Citizen of the Week can take your classroom to the next level of learning engagement. One particular story that will stay with me took place at the end of the 2020 school year, during the COVID-19 Stay-At-Home Order. I received a message from one of my former students, asking if I would join her on a zoom call. To my complete surprise, she was also joined by three of my other students from the same class! We reminisced about our time together, and they thanked me for being responsible for fostering their friendships, which would last a lifetime. Looking back, I can now easily see how our bond was created—through our COTW activities.

Today, we stay in touch through social media, and I can revel in their love of life, family, and their motivation to succeed.

Since January of 2020, the world experienced a terrible pandemic, which has also changed the way we provide instruction to students. Before starting the 2020–2021 school year, I pondered how I could incorporate Citizen of the Week. Knowing that students would be less inclined to want to share their screens on zoom, I knew I would have to find a way of bringing my teaching style into the virtual setting. With that, I made a commitment to include Citizen of the Week as part of my online teaching. The devastating effects of COVID-19 have impacted all of our lives, but especially the lives of children. Many parents this year have praised me for bringing a lot of joy into their child’s world during the pandemic and in spite of the pandemic. With much patience and consideration for the barriers of online instruction, the COTW activity fostered a caring, supportive, and friendly classroom environment. The bonds between students, parents, and myself blossomed into what I know will be lasting friendships. Citizen of the Week has been the one activity that my students look forward to every week, knowing that their parents may join us on zoom from work or home. Our online class has become “*our online family*” as one student said. Fridays are my favorite day of the week, not because the weekend has arrived, but because I know that one of my students and their family will embark on a new journey in school and in life.

* * *

There are four files that should be maintained and updated each year. They include (1) Parent Introduction Letter, (2) Parent Sign-Up Schedule (as shown earlier), (3) Rubric and Guidelines for the Citizen of the Week Project (as shown earlier), and (4) the Parent Reminder Notice (Fig. 10.9).



Fig. 10.9 Remote learning adaptation of COTW

Date _____

To the Parents of _____,

Next week is your child's chosen week to be Citizen of the Week. Please make sure your child comes to school prepared to present his/her typed or hand-written autobiography and pictures and mementos on a poster board about his/her life on **Monday**, _____. Please also make sure your child follows the attached rubric when preparing for his/her presentation.

Furthermore, at this time, I would like to remind you that you are to write a complimentary letter to your child. Separate letters from the mother and from the father are preferred. You are invited to join our class in reading the complimentary letters on **Friday**, _____ at _____ in Room P-41. If you would like to teach a **brief 10 minute mini-lesson** to the class about your culture, please let me know in advance. Thank you for your participation in this activity! I'm looking forward to celebrating your child with you!

Sincerely,
Ms. Batres

Student's Name _____

Parent(s) Name(s): _____

Please check those that apply:

- I will be unable to attend on Friday, but I will send in my letter for you to read to my child in a sealed envelope.
- I will attend on Friday to read my letter, but I will not be teaching a lesson.
- I will attend on Friday to read my letter, and I will also be teaching the class a lesson or sharing a story. The 10 minute lesson I plan on teaching is:

I will contact you if I should need any help or supplies.