



Ready, Here I Come!

A Solid Foundation Course for Parents

Everyday Learning

Session **2**




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Name _____



When your child helps you cook, he or she is developing motor coordination while mixing and pouring; heightening his sensory development as he smells and tastes; and practicing math skills by counting and measuring. His vocabulary expands as he discovers new objects and new actions.

Scholastic Pre-K Today



WELCOME BACK!

Ready, Here I Come!

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Session 2

Did everyone sign the sign-in form?

Name tags in place? Great!

Activities From Last Session

At the last session, we agreed to complete activities with our children. As I read the tasks, check the ones you completed.

Check if tried:

- _____ 1. My child and I played Animal Walks
- _____ 2. I helped my child make and play with Kitchen Clay.
- _____ 3. I helped my child cut and glue pictures related to a topic; I then listened to my child tell about the pictures.
- _____ 4. I kept a Family Fun-Word Journal.
- _____ 5. I played Welephant and/or Endings with my child.
- _____ 6. I played Alike and Different and/or Where are the B's? with my child.
- _____ 7. I played PATTERNS, patterns, PATTERNS and/or Matching with my child.

At the end of the last session, we made a commitment to try the activities from the list above. I will tell you about my experience with each activity I tried. Then each of you will share your experience. Tell the group how you did with the activities. If you had a great success, share your excitement with the group. If you had problems, maybe the group can give you suggestions. Our activities with our children between sessions are the most important part of this course, so let's take time to discuss our progress and be helpful to one another.



TELL THE GROUP

Group Leader: Allow about 15 minutes to report and discuss progress on activities from last session.

Learning Every Day

In the first session of *Ready, Here I Come!* we looked at ways a child's play helps her develop and prepare for school. As adults, we can easily divide activities into two categories—work and play. But children playfully engage in work, especially if they are imitating adult work.

Many everyday tasks, including tasks that adults would consider work, can be used to help children develop the skills they will need in school. **The key to the effectiveness of these tasks lies in the relationship between the parent and the child.**

In this session, we will learn to use everyday activities, including some that we think of as work, to develop our preschool children's skills and habits.

The key to the effectiveness of these tasks lies in the relationship between the parent and the child.

Lesson 1: Everyday Chores

Session 2

In the first session, we talked about gross-motor skills and the way children run, jump, swing, push, and pull as part of their play. Large muscles are also used to perform work. Sweeping the kitchen floor, dusting furniture, picking up a room, shoveling the snow, raking the leaves, and operating a vacuum cleaner require strength and coordination of large muscles.

HELP•CHECK•PRAISE

Sweeping, cleaning, dusting, shoveling, and raking are good ways to exercise large muscles. But each of these activities requires skill, and each can become a helpful habit in the household. To teach a skill and build a habit, many parents find success with the **Help•Check•Praise** method.

Now suppose we want our child to develop the habit of putting toys away. We would begin by **HELPING** the child—carefully showing him how to pick up toys and where to store them. **HELPING** is the most direct and personal way to teach. The word **HELP** implies that the child is performing the act with the parent's assistance.

After a few days of **HELPING** the child put toys away, we will want him to become more independent in his habit. So we will **CHECK** once in a while to see how he is doing. If we find that he is falling out of the habit, we may need to **HELP** some more.

As the child becomes independent in putting toys away, he should be praised. A parent's **PRAISE** is a child's best reward.

LARGE MUSCLE CHORES

EXERCISE

What large muscle chores does your child now perform?

What new task would you like to teach him/her?

I'll share with the group the large muscle chores that my preschooler now helps with, and also new ones I will teach my preschooler. Then each group member can share his or her preschooler's tasks and potential tasks.

TELL THE GROUP

Lesson 2: Household Coordination

Preparing and serving food offer many ways to develop eye-hand and small-muscle coordination. As a **Kitchen Helper**, your preschooler can stir food, measure ingredients, pour liquids, set the table, and count plates, spoons, forks, knives, and glasses. When the meal is finished, the preschooler may also help clear the table. If this is beginning to sound like child labor, just think of the wonderful fine-motor skills that are being developed.

Sorting nuts, bolts, screws, and washers or carefully putting tools in their place requires the same coordination and use of small muscles. So the **Kitchen Helper** could just as well be a **Garage Helper**.

Of course, children are constantly developing fine-motor skills by playing with their toys, putting on clothes, and turning knobs. But activities that provide parent-child interaction are especially valuable. Learning is amplified when it occurs within a parent-child context.

EXERCISE



KITCHEN HELPER

Kitchen Helper is a way to place your child in an environment rich in opportunities for eye-hand coordination. It also places the child in a relationship with a parent at the same time. Think of another everyday activity that would put you and your child together while offering your child several small-muscle tasks.

TELL THE GROUP



I will tell the group my idea of an everyday, small-muscle activity that my child and I could do together. Then each group member will tell his or her idea.

Notes on Other Ideas:

Lesson 3: Everyday Language

Session 2

Talking is something parents and children do every day. They also deal with words in other ways—watching television, listening to the radio, singing songs, and reading everything from books to labels. Any time a parent, a child, and a word come into contact with each other, the possibility exists for developing the child’s language abilities.

Stories. Help your child construct stories by prompting her with questions. Reconstruct television stories or stories from books. Retell the events of the child’s day. First tell about your day, then ask your child to tell about hers. Encourage your child to tell the stories of special events, such as “the day we went to the zoo,” or “the day my little brother was born.”

STORIES

What special family event could you help your child reconstruct into an often-told story?

I’ll share my story ideas. Then each group member will share his or her ideas.

Books. The bond of affection between a parent and a child at the time of reading instills lasting, positive feelings toward books. Reading with a preschooler can be very interactive. “What do you think will happen next?” “Do you think the rabbit is funny?” “Tell me what Mr. Squirrel just did.” “Do you see a letter ‘a’ on the page?” “Point to a long word.” Pointing, encouraging your child to ask questions and retell the story, speculating about what will happen next—these are ways to stimulate interactions among yourself, your child, and the book.

TELL THE GROUP

EXERCISE


TELL THE GROUP

TAKING IT HOME

Lesson 4: Sorting

In the first session of *Ready, Here I Come!* we discussed ways children can learn to categorize, to tell how some things are alike and other things are different. We used a child’s play as a means of teaching **alike and different**. The same skills are used every day as part of ordinary life, and we can find many opportunities to teach children more about **alike and different**.

TAKING IT HOME


 **Groceries.** Putting away groceries requires a great deal of sorting and categorizing. When children help, they learn to sort frozen food from non-frozen food. They learn to put all vegetables with the same label (green beans, for example) together on the same shelf. They learn that tall boxes go on the big shelf and short boxes go on the small shelf. By talking with your child while putting groceries away, you can teach other “alikes and different.” What is a fruit and what is a vegetable? What is a box and what is a can? What vegetables are green? What foods are red?

EXERCISE

ALIKE OR DIFFERENT

How would you use other everyday events to expose your child to **alike or different** comparisons? What categories would you use?

TELL THE GROUP

 *I’ll share my idea for using everyday events to teach a child about alike or different comparisons. Then each group member can share his or her idea.*

Notes on Alike or Different Ideas:

Lesson 5: Everyday Memory

Session 2

We now have our children cleaning their rooms, putting away groceries, and helping cook. Before we are ready to turn the house over to them completely, let's talk about memory. As we learned in the first session, memory begins with concentration. Memory ends with recall, bringing an image back into the mind. How can we help children use their memories in the course of everyday living.

Series. Whenever you and your child are presented with a series of objects or events, you have an opportunity to exercise short-term memory. For example, while walking or driving down the street, you might tell your child the name of each cross-street, then ask her to recall the last cross-street, the last two cross-streets, the last three cross-streets, and so on. Remember the color of the last three cars you pass, or recall the last three grocery items placed in the cart at the store. These are good exercises of short-term memory.



TAKING IT HOME

NAMES AND NUMBERS

Names and Numbers. Remembering names and numbers requires long-term memory. What important names and numbers do we want our children to know? For example, should they know that 9-1-1 is an important telephone number? Should they know their street address? Should they know the names of neighbors? Important dates? Think of a few names and numbers you want your child to remember.

_____	_____
_____	_____
_____	_____

Let's each share our list of names and numbers we want our children to remember. As we hear good ideas, we can jot them below. When we have produced a list, this list becomes a good memory lesson for our children.

Names and Numbers to Remember:

_____	_____
_____	_____
_____	_____



EXERCISE

TELL THE GROUP

Key Points







Let's review the key points from this session:

- ✂ Many everyday tasks can be used to help children develop skills needed for school.
- ✂ A parent's praise is a child's best reward.
- ✂ Activities that provide parent-child interaction are especially valuable.
- ✂ Learning is amplified when it occurs within a parent-child context.
- ✂ When a parent, a child, and a word meet, language skills can be developed.
- ✂ Kitchens are full of objects to sort into *alikes and differents*.
- ✂ A series of objects or events creates opportunities for memory games.
- ✂ Important names and numbers offer good everyday memory exercises.

We have learned to use play and everyday events to help our children develop skills they will need in school. We have learned the **Help•Check•Praise** method for developing good habits in our children. Now it is time to put our learning into practice.

We will try as many of these activities as possible with our preschool children. Of course, the child's interest in the activity will indicate the activity's appropriateness for the child. At the next session, we will share our experiences with the Activities for the Week.

ACTIVITIES FOR THE WEEK

-  Use **Help•Check•Praise** to start my child on a large-muscle habit such as putting toys away.
-  Help my child become a **Kitchen Helper** or **Garage Helper** to use fine-motor skills.
-  Use questions to construct **stories** from the day's events, special family events, books, and television shows to encourage my child's interest in words, language, and stories.
-  Use groceries or other objects to help my child see **alikes and different**s.
-  Use everyday series of objects or events to exercise my child's short-term memory.
-  Help my child memorize important names and numbers.

Closing the Session

The next page in this manual is a tear-out page to help us remember our activities for the week. You have my name and telephone number so you can call me during the week if you have questions.

I will collect the pencils so we will have them at the next session.

Group Leader: Collect pencils.

At the next session, we will discuss our progress, share family experiences, and help each other solve problems.

Good luck with the activities for the week! Let's make good things happen for our families.

Remember, at the end of the next session we will hold a graduation ceremony and receive our certificates.

APPLAUD



APPLAUD FOR A GREAT SESSION!

Academic Development Institute

Founded in 1984

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children. At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents, but full partners in the education of their children and of each other's children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.



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