

Studying at Home

A Solid Foundation Course for Parents

Help • Check • Praise

Session 2

MATH

HISTORY

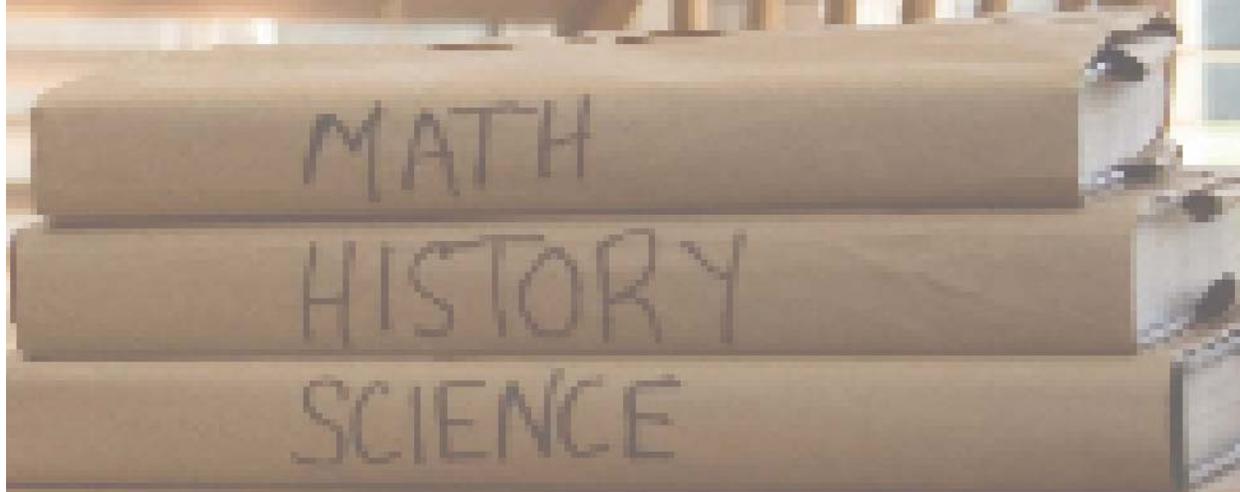
SCIENCE

Studying at Home

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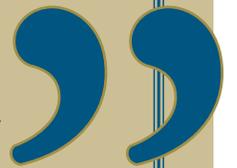
Session 2



Name _____



Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it.



What Works: Research on Teaching and Learning
U.S. Department of Education

Welcome back!

Studying at Home

A Solid Foundation Course for Parents

Session 2

Welcome back!

Did everyone sign the sign-in form?

Name tags in place? Great!

Tasks from Last Session

At the last session, we agreed to complete tasks with our families. As I read each task, make a check if you completed the task with your family.

Check if completed:

- _____ 1. I HELPED my children complete their study schedules for the week.
- _____ 2. I HELPED my children find a time and place to study.
- _____ 3. I CHECKED to see that my children followed their study schedules and used their study time wisely.
- _____ 4. I PRAISED my children for good study habits and for constructive attitudes about school and learning.

At the end of the last session, we made a commitment to complete the tasks listed above. I will tell you about my family's experience with each task. Then each of you will share your family's experience. Tell the group how you did with your tasks. If you had a great success, share your excitement with the group. If you had problems, maybe the group can give you suggestions. Our work with our families between sessions is 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 with tasks from last session.

Help•Check•Praise

In the first session, we learned the importance of establishing a study time and study place in our homes. We also learned to help our children plan their time with weekly study schedules. In session 2, we will learn about learning charts and assignment notebooks. We will also learn the importance of ACTIVE listening. We will learn more about the **Help•Check•Praise** method for developing constructive habits and attitudes in our children.

*The Help • Check • Praise method
develops constructive habits and
attitudes in our children.*

Lesson 1: Communication Tools

Session 2

When we talk with our children about school, we show them how much we value education. They discover that we care about their learning. Communication tools serve as sources of discussion about school and learning. Two communication tools are especially useful in focusing our conversations on school and learning. The first tool, a learning chart, works best with young children—from kindergarten through third grade. The second tool, an assignment notebook, is great for older children who have daily assignments in school.

Learning Chart (Grades K through 3)

We help our children develop good study habits by making study a part of family life. We help our children develop good attitudes toward school by talking with them about their school experiences. A learning chart creates links of communication between parents and children about school. A learning chart becomes a source of positive conversation about learning. The learning chart may be completed just prior to study time.

A learning chart is simply a sheet of paper, with headings as illustrated below:

<i>Jenny's Learning Chart</i>			
Date	Assignment	What I Learned	Parent's Initials
3/16	Math p. 26	adding and subtracting	S.R.
3/17	Spelling Test	to spell 20 words	S.R.
3/18	Science Worksheet	The parts of a plant	S.R.
3/19	Read Story p. 64	about Lincoln as a boy	S.R.

Each day, before study time, ask your child to show you the schoolwork completed that day. Ask your child to explain the assignment; then write the assignment in the column. Record the date. Then ask your child what she learned by doing the assignment. Record the child's answer. Finally, put your initials in the last column. If your child brings no schoolwork home on some days, ask the child to recall lessons from the day.

The purpose of a learning chart is to bring parents and children together to talk about learning and school. The learning chart is not displayed for everyone to see or plastered with gold stars. The learning chart is a source of private conversation between a parent and a child. Sharing the learning chart should always be a happy occasion for a child, a time to talk with excitement about the child's learning. Time spent discussing a learning chart with a parent is special, personal, and private time for a child. The discussion centers on what the child learned, not on the grade earned. The importance of the learning chart is the conversation between the parent and the child.

The purpose of a learning chart is to bring parents and children together to talk about learning and school.

Assignment Notebook (Grades 4-8)

Session 2

Group Leader: Refer to sample Assignment Notebook sheet in the back as you read below.

An assignment notebook includes a section in which a student records:

-  All assignments, including homework, assignments completed in class, and up-coming tests.
-  The dates assignments are due and tests will be taken.
-  The dates assignments are handed in and tests are taken.
-  Grades earned on returned work.

An assignment notebook helps a students:

-  Remember assignments.
-  Remember when assignments are due.
-  Keep a record of work that is completed.
-  Keep a record of grades earned.
-  Understand the connection between work done and grades earned.

An assignment notebook helps parents:

-  Know what the child is learning in school.
-  Check to see that assignments are being completed.
-  Follow the child's progress.
-  Catch problems early.
-  Know when to praise the child for good work.

PARENTS AND ASSIGNMENT NOTEBOOK

An assignment notebook is a great learning aid for students, and many schools use assignment notebooks for that purpose.

The assignment notebook becomes a powerful communication tool when parents use it as a source of discussion about school. That is why the assignment notebook includes a "Parent Page" for parents to initial when they discuss it with the child.

Look at the assignment notebook, talk with your child about the assignments, discover what your child is learning, and show your excitement about the learning.

If your child already uses an assignment notebook, add a "Parent Page" and use the assignment notebook as a daily communication tool.

The assignment notebook becomes a powerful communication tool when parents use it as a source of discussion about school.

Assignment Notebook

Session 2

HOW TO USE THIS POWERFUL TOOL: INSTRUCTIONS FOR STUDENTS

Did you ever forget to do a homework assignment? Have you ever been surprised by a grade on your report card? Do your parents ever ask how you are doing in school, and you aren't sure what to tell them? An Assignment Notebook is just for you! It helps you keep track of your assignments and your grades.

AN ASSIGNMENT NOTEBOOK IS A NOTEBOOK USED AS A RECORD OF ASSIGNMENTS.

-  Use any notebook or a special part of a notebook.
-  Create a cover page and section for each subject.
-  On the cover page, write the name of the subject and the name of the teacher.
-  On the pages that follow the cover page in each subject section, use the following headings:

Assignment	Date Due	Date Handed In	Grade Earned

-  When a teacher gives an assignment, write the assignment in the "Assignment" column. For example, you might write, "Read chapter 10," or "Test on chapter 9," or "Problems 1 through 20 on page 57."
-  Under the "Date Due" column, write the date the assignment is due.
-  When the assignment is completed and handed in, put the date under the "Date Completed In" column.
-  When the teacher returns the assignment or test, record the grade you earned under the "Grade Earned" column.

PARENT PAGE: The last page of the Assignment Notebook is the "Parent Page." Each time a parent checks the notebook, the parent writes the date and his/her initials on this page.

ASSIGNMENT NOTEBOOKS ARE EASY AND FUN TO MAKE!

Learning Charts and Assignment Notebooks

Learning charts are in the back of this manual. Use the previous page in this manual to show your children in grades 4-8 how to make Assignment Notebooks. Help them make their first one, and don't forget the Parent Page. Assignment Notebooks are also effective for high school and college students.

Learning charts and assignment notebooks are easy to make.

Communicating About Grades

Many children in the early grades think that if they work hard and do what the teacher asks, they will get good grades. If they get a lower grade than expected, they feel a sense of personal failure. That is why we must focus their attention on what they are learning, and encourage them to see grades as helpful benchmarks of their learning. For this reason, learning charts emphasize **learning** rather than grades.

Older children often think grades are related to intelligence or to how well the teacher likes the student. They underestimate the effect of the student's hard work on grades earned. We need to reinforce in older children's minds the connections between their efforts and their grades. For this reason, assignment notebooks include a record of work completed and grades earned.

EXERCISE



HOW CHILDREN VIEW GRADES

Think of one of your children. How does this child view grades?

This child probably views grades as: *(Check all that apply)*

- A reflection of the student's intelligence or ability.
- An indication of how well the teacher likes the student.
- A measure of how hard the student has worked.
- A helpful gauge of what the student has learned.

Let's share our answers. I'll tell about my child's perception of grades; then I'll ask each group member to do the same.



TELL THE GROUP

Our job as parents is to encourage our children to see grades as helpful gauges of their learning and to understand that learning is, in large part, connected to their effort. Our primary concern should be that our children want to learn and make an effort to learn.

TAKING IT HOME

Our primary concern should be that our children want to learn and make an effort to learn.

Lesson 2: Help•Check•Praise

In the first session, we learned about the **Help•Check•Praise** method. When our children are little, we must **HELP** them most of the time. As a child begins to do things for himself, we **CHECK** to see that the child is managing on his own. When the child does well, we reward the child with **PRAISE**.

As children grow older, they may need less **HELP**, but they still need to be **CHECKED**. They always need **PRAISE** when it is deserved.

Questions and Answers About **HELP•CHECK•PRAISE**

QUESTION: How is **Help•Check•Praise** used to teach a child about study time?

ANSWER: Parents **HELP** the child learn how to make a study schedule. Once the child has learned to make a study schedule, parents **CHECK** each week to see that a new study schedule is made. The study schedule is kept where it can be easily seen by the child and parents. The child is **PRAISED** for preparing and following a study schedule.

QUESTION: How is **Help•Check•Praise** used to establish a good study place in the home?

ANSWER: Parents **HELP** the child select a good study place. They **HELP** the child organize a study place so that pencils, pens, paper, pencil sharpener, dictionary, and other tools for learning are handy. Parents then **CHECK** to see that the child is studying in the study place, sitting up to study, taking a brief break every 20 minutes to avoid fatigue. Parents **CHECK** to see that the child is not distracted by other family members, television, or other disturbances. When the child is maintaining a good study place, the parents reward the child with **PRAISE**.

QUESTION: How is **Help•Check•Praise** used to teach a child to keep a learning chart?

ANSWER: Parents **HELP** the child keep a learning chart by reminding the child to bring home completed schoolwork. Parents then listen to the child tell about his school day and **HELP** him fill in the learning chart. Talking about daily work is a good way to **CHECK** on the child's progress in school. **PRAISE** is given for good work, bringing the work home, keeping a learning chart, and enjoying school and learning.

QUESTION: How is **Help•Check•Praise** used to teach a child to keep an assignment notebook?

ANSWER: Parents **HELP** the child keep an assignment notebook by reminding the child to bring the notebook home each day and return it to school the next day. Then parents **CHECK** the assignment notebook when they look it over and initial and date it on the “Parent Page.” The child is **PRAISED** for keeping an assignment notebook, for bringing it home, for completing assignments, and for good work.

When the child does well, we reward the child with PRAISE.... They always need PRAISE when it is deserved.

Lesson 3: Active Listening

Our ears are turned on all day long, but our brain decides which sounds we will consider and which we will ignore. To be a good listener, a student must be sure his brain is concentrating on the sounds that are carrying the information to be learned. This seems easy, but it isn't. ACTIVE listening is difficult. It requires skill, practice, and special effort.

The special benefits of ACTIVE listening go beyond the classroom. People choose friends who are good listeners. We appreciate friends who will listen to us. By listening to us they show that they are interested in us and care about us. To be a good friend, a person must be a good listener. A person often must talk less and listen more.

Listening is important in a family. ACTIVE listening makes better families, better friends, and better learners. The following rules for ACTIVE listening are helpful:

Alert. Be attentive, alert.

Concentrate. Don't be distracted.

Talk less. Listen More.

Interact. Smile, respond, nod, and ask questions.

Visualize. Picture in your mind what you are hearing.

Eye contact. Look the person in the eyes.

ACTIVE LISTENING

EXERCISE

I will assign each of us to a partner. When I say, “Go,” one member of each pair will begin telling about his or her family. Every 20 seconds I will say, “Switch.” When I say, “Switch,” the other member of the pair will begin telling about his or her family. This will continue until each member has three or four opportunities to speak. This is, however, not a speaking exercise. It is a listening exercise. The person in each pair who is listening should try to be an ACTIVE listener, observing the rules of ACTIVE listening.

Group Leader: Assign pairs. Say “Go.” Every 20 seconds, say, “Switch.” Stop when each person has had three or four opportunities to speak or listen.

Tell the group one interesting fact you learned about your partner.



TELL THE GROUP

APPLAUD AFTER EACH REPORT FOR GREAT ACTIVE LISTENING!



APPLAUD

Questions and Answers About ACTIVE Listening

QUESTION: Are parents always ACTIVE listeners when their children have something to say?

ANSWER: It isn't possible to be fully attentive to every child all of the time. But each child needs a special time with a parent each day. Asking the child to tell about his school day, then listening ACTIVELY and showing a positive interest is an important habit for parents.

QUESTION: When are good times to practice ACTIVE listening?

ANSWER: For young children, ACTIVE listening can occur when the learning chart is being completed. For older children, ACTIVE listening may occur at the beginning of study time. Bedtime is a good time for ACTIVE listening. Any time a parent can be alone with a child is a good time for ACTIVE listening.

QUESTION: How does a parent’s ACTIVE listening help a child?

ANSWER: When children are listened to ACTIVELY, they feel the support and love of their parents. They grow in self-confidence and in the ability to communicate. They learn not to interrupt other people’s conversations if they know they will have their turn to be heard. ACTIVE listening strengthens bonds among family members.

QUESTION: Why should children be taught to be ACTIVE listeners?

ANSWER: ACTIVE listening is important to relations with family and friends. It is also important in learning. Good students are able to listen attentively to a teacher and to other students. Good listening skills begin at home.

QUESTION: Often when a child is asked what was learned in school that day, the child answers, “Nothing,” and walks away. How can this be avoided?

ANSWER: Children are very likely to answer such a question in this way, especially if they think the parent asking the question isn’t really interested in the answer. Be an ACTIVE listener by first sitting down with your child so that no one can walk away. Look the child in the eyes and ask more specific questions to initiate the conversation. “Tell me what you did in social studies today. “What did you have for lunch?” “Who did you play with during recess?” Then react to your child’s responses. Show that you are interested.

EXERCISE



PREPARING FOR ACTIVE LISTENING

What questions about school could you ask your child that would require the child to give a lengthy, thoughtful answer?

Your Question:

TELL THE GROUP



Share your question with the group.

Key Points

Session 2

Let's review the key points from this session:

-  The HELP•CHECK•PRAISE method develops constructive habits and attitudes in children.
-  It is important to establish links of communication between the school, the child, and the parents.
-  The purpose of the learning chart is to bring parents and children together to talk about learning and school.
-  An assignment notebook helps parents follow the child's progress.
-  Praise should be given by parents for good effort and good work.
-  ACTIVE listening makes better families, better friends, and better learners.
-  Each child needs a special time with a parent each day.
-  Good listening skills begin at home.

Taking it Home

Once again, it is time to put our learning into practice. Listed below are the tasks for the week. As I read each task, write your initials as a commitment to your family and the parent group to complete the task before the next session.

TASKS FOR THE WEEK

Parent's Initials:

- _____ 1. I will CHECK my children's study schedules for the week.
Study schedules are in the back of this manual.
- _____ 2. I will CHECK to see that my children follow their study
schedules and use their study time wisely.
- _____ 3. I will HELP my children start and keep learning charts (K-3)
and assignment notebooks (grades 4-8). Learning charts are
in the back of this manual.
- _____ 4. I will CHECK, initial, and date my children's learning charts
and assignment notebooks each day.
- _____ 5. I will PRAISE my children for good habits and constructive
attitudes.
- _____ 6. I will HELP my children be better listeners by teaching them
the rules of ACTIVE listening.
- _____ 7. I will be an ACTIVE listener for each of my children at least
one minute each day, giving each child undivided attention
and eye contact.

Closing the Session

Session 2

We will take home this manual to help us with our tasks 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.

The next page in this manual is a tear-out page. We can place the tear-out page in a prominent place in our homes (like on the refrigerator).

Study schedules for this week are in the back of the manual.

Learning charts are also in the back of the manual, and we can help students in grades 4-8 make their first Assignment Notebook using the page of instructions in this manual.

Our *Studying at Home* system now includes study time, study schedules, study place, learning charts, assignment notebooks, and ACTIVE listening. At the next session, we will add new parts to the system. We will also discuss our progress, share family experiences, and help each other solve problems. 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 certificates.

APPLAUD FOR ANOTHER GREAT SESSION! 

APPLAUD



Belief in the value of hard work, the importance of personal responsibility, and the importance of education itself contributes to greater success in school.



What Works: Research on Teaching and Learning
U.S. Department of Education

Studying at Home

Building Family Study Habits

TASKS FOR WEEK #2

Check (√) when completed

- _____ I will CHECK my children's study schedules for the week.
- _____ I will CHECK to see that my children follow their study schedules and use their study time wisely.
- _____ I will HELP my children start and keep learning charts (K-3) and assignment notebooks (grades 4 through 8).
- _____ I will CHECK, initial, and date my children's learning charts and assignment notebooks each day.
- _____ I will PRAISE my children for good habits and constructive attitudes.
- _____ I will HELP my children to be better listeners by teaching them the rules of ACTIVE listening.
- _____ I will be an ACTIVE listener for each of my children at least one minute each day, giving each child undivided attention and eye contact.

HELP • CHECK • PRAISE

*and ACTIVE Listening are Skills
that Make a Good Parent an Even Better Parent.*

STUDY SCHEDULE

Student's Name: _____ Grade: _____

Minimum Study Time (10 Minutes x Grade Level): _____ Minutes: _____

Include: activities, study time, dinner, bedtime.

	Sunday	Monday	Tuesday	Wednesday	Thursday
3:00-3:30					
3:30-4:00					
4:00-4:30					
4:30-5:00					
5:00-5:30					
5:30-6:00					
6:00-6:30					
6:30-7:00					
7:00-7:30					
7:30-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					

STUDY SCHEDULE

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6:30-7:00					
7:00-7:30					
7:30-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					

STUDY SCHEDULE

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6:30-7:00					
7:00-7:30					
7:30-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					

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8:00-8:30					
8:30-9:00					
9:00-9:30					
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8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					

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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www.adi.org

A stack of three books is placed on a wooden table. The books are bound in light-colored, textured covers. The top book is labeled 'MATH', the middle book 'HISTORY', and the bottom book 'SCIENCE'. In the background, a wooden chair with a curved back and vertical slats is visible. To the left, there are wooden horizontal blinds covering a window. To the right, a window with a grid pattern is visible, showing some greenery outside. The scene is lit with warm, natural light.

MATH

HISTORY

SCIENCE