

## Section E – Get Set Learn Lesson Plans

This section of the manual is devoted to the 16 lesson plans used in *Get Set Learn*. It includes:

- Our Mission
- Profile of **GSL** participants
- Literacy Overview
- **GSL** Underlying Principles Summary
- **GSL** Curriculum Outcomes Summary
- Essential Skills
- Lesson Plan Template
- Overview of **GSL** Curriculum
- Lesson Plans

This section will provide you with lesson plans that you can implement as is, or expand according to the needs of the clients who attend your program. The curriculum has been developed for parents who have low literacy skills. For example, these are parents who may not have finished high school. That does not mean that parents who have a post-secondary education may not take part in this program. Some parents who have a lot of education do not have high functional literacy skills. You will notice that there is a section in each lesson plan entitled “Special Notes and/or Extensions.” This section will provide you with ways to extend or modify your classes should you encounter parents who have different literacy skills than those for which this curriculum has been created and tested. The coordinator can use the telephone screening tool to determine whether the program will meet the parent’s literacy needs and whether any modifications to the lesson plans needs to be considered.

### Our Mission

**Get Set Learn** is a holistic family literacy program that provides a foundation for families with literacy challenges to experience successful lifelong learning.

### Profile of GSL Participants

The majority of parents who have taken **GSL** in the past, fall within the three lowest levels of “Literacy and Basic Skills,” according to the Ministry of Training, Colleges, and Universities (MTCU) (Essential Skills Level 1). These levels are based on a matrix of learning outcomes in five domains. The matrix is focused on helping adults work on developing skills, knowledge and behaviours embedded in the tasks associated with their long-term goals (Working with Learning Outcomes, 1998). In many cases, parents enrolled in **GSL** have the long-term goal of getting a job. Therefore, in keeping with the vision of **GSL**, the **GSL** facilitator needs to provide opportunities for that parent to utilize some of the language of work and refer that parent to a local literacy program to determine the most appropriate program following **GSL**. Reasons for attending **GSL** vary but the majority of parents attend for the following reasons:

- To improve child’s chances for success at school
- To help child to socialize with other children and learn routines
- To have social time for me (the parent)
- To get a job

## Literacy Overview

Literacy is an interactive process that involves mastering a number of skills including decoding and encoding, language knowledge, comprehension skills, and syntax and semantic cue knowledge (O'Malley and Pierce, 1996). As previously stated, low literacy levels often appear as a cycle within families. Since parents with lower literacy levels often do not attempt the kinds of activities that foster reading and writing in their children, those children typically do not have a model passed down for building their own literacy skills (Paul, 2002). **GSL** models ways that parents can nurture their children's learning. Parents with low literacy skills are shown ways to encourage reading, writing, and math in their own children. This can also allow parents to recognize other people in their child's life who may be good literacy models to encourage time spent or interaction with those outside people as well as the parent at home. Home is important, but so are other environments in which the child and parent may find themselves on a regular basis.

Each **GSL** program consists of 16 classes run over 8 weeks (32 hours in total). Each class is 2 hours in length. We have included 16 lesson plans that centre on various topics and focus on the three key messages of **GSL**.

### Three Key Messages

1. **Read daily**
2. **Engage in literacy play**
3. **Be a literacy role model**



The lesson plans included in this section are organized in the following manner:

- Primary outcomes for each class are listed first and include knowledge, skills, and attitude (KSA) changes that will occur by the end of the class
- Actual lesson plans organized into parent learning section (where parents are with facilitator) and parent and child together section (PACT - where parents are with children and facilitator)
- Special notes and extensions that provide different ideas you can add to your lesson depending on the needs of the different parents who may be participants in your group.
- Homework for both parent and child

The lesson plans are quite detailed. It is up to individual facilitators to determine how much or how little information is presented and shared with the participants. For example, if your group has many families who do not have English as their first language and have some comprehension difficulties with English, you will have to shorten the amount of verbal information you provide and instead do more interactive activities to ensure that the families understand the information. The facilitator may have to define and paraphrase certain concepts or new vocabulary words as they are introduced to both children and parents. For example, "Learning disabilities are a neurological disorder" meaning that the brain has trouble storing or remembering information. Since every group is different, we can only provide facilitators with most of the available information. It is up to individual facilitators to determine what actually gets covered in each class, depending on the group.

## The Importance of Homework

Please note that at the end of each class, parents and children are assigned homework to complete before attending the next class. This is to develop a positive habit of working together at home on literacy and math activities. Additionally, research shows that review must occur within 24 hours after learning a new skill in order to have it put into memory.

**Get Set Learn** is a bi-weekly program. This makes having the families do homework even more essential. Homework emphasizes the application of new skills and knowledge in a real life setting which is another key to developing mastery or proficiency.

It is important to note that these lesson plans can be adapted to suit your group. The question to ask yourself is how you, the facilitator, can build on the strengths of the families who attend your program. Each group of families will have different needs and wants and it is your job as a facilitator to try to best meet those needs within the structure of **GSL**. An example of building on the strengths of a family might be to recognize that a family has another language spoken and used within the home environment. The facilitator could encourage that family to continue to use the other language at home in order to provide the children with their native culture, beliefs, and traditions.

## Get Set Learn Underlying Principles

**Get Set Learn** is based on three underlying principles. During the 16 classes, one or all of the principles is focused on. These principles guide the entire program.

1. **Get Set Learn** enables parents to understand that they are the child's first and most important teacher.
2. **Get Set Learn** provides an interactive, nurturing and welcoming learning environment.
3. **Get Set Learn** acknowledges and builds on the strengths of families.

## Curriculum Outcomes

The curriculum outcomes are the immediate results expected at the end of each class. Each class will focus on one or more of the eight curriculum outcomes listed below. The lesson activities are designed to build the skills, knowledge, and attitudes underlying the outcome statements. The focus of **GSL** starts with the child's needs, and moves toward meeting the parent's needs by the half-way mark. In the latter half of the classes, the focus is primarily on the parent's needs, skills and future goals.

(see Introduction section for expanded version of curriculum outcomes)

1. Give parents tools to improve their child's math and literacy skills.
2. Parents become work or education ready.
3. Families engage in literacy and math activities.
4. Children and parents become school ready.
5. Build and strengthen networks to support families.
6. Model positive parenting.
7. Translate the school system.
8. Parents advocate for self and child.



## Essential Skills

Essential skills (ES) are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. They were developed in 1994 and through extensive research, these skills have been validated by the Government of Canada and other national and international agencies. These skills are used in nearly every occupation and throughout daily life in different ways and in different levels of complexity.

There are nine essential skills including:

1. Reading Text
2. Document Use
3. Numeracy (math)
4. Writing
5. Oral Communication
6. Working with Others
7. Continuous Learning
8. Computer Use
9. Thinking Skills

Thinking skills can be broken up into six different areas including:

- Problem-solving
- Decision making
- Critical thinking
- Job task planning and organizing
- Significant use of memory
- Finding information (Sauve and Tuer, 2005).

You will find the essential skills that are included in each lesson listed in the “Special Notes and/or Extensions” section. This will allow you to cross-reference the essential skills with other literacy skills.



Please note that the majority of Essential Skills used in the **GSL** classes are in level 1. The majority of "Parent Book" activities are a level 2 for "Reading Text" however, the facilitator ensures that all parents understand the tasks needed for completion of homework, before they leave the **GSL** class so it could be argued that these fall between a level 1 and 2. In class 1, when the parents are asked to complete all of the necessary paper work for **GSL** participation, the Essential Skill level is level 2, Document Use. Again it could be argued that this may fall to a level 1, Document Use since the facilitator is there for comprehension and support. The numeracy activities done in class also fall within levels 1 and 2. As the parents progress through classes 1 through 16, some of the homework will require use of more than one Essential Skill which increases level complexity. This is why it is so important that the facilitator ensures that all parents understand what needs to be done before they leave the class.

For more information on Essential Skills, please refer to: [skills.edu.gov.on.ca/ESCTWeb/jsP/en/introduction.jsp](http://skills.edu.gov.on.ca/ESCTWeb/jsP/en/introduction.jsp)

In most **GSL** classes, many of the ES are used by parents. Some of the essential skills are used by the children as well. In this version of the **GSL** curriculum, computer use, one of the nine essential skills has not been used however, we are working on a **GSL** Part 2 which will incorporate computer use into that curriculum. The **GSL** Part 2 curriculum will primarily focus on computer use, in addition to strengthening the other Essential Skills.



# Get Set Learn Lesson Plans



## Sample Lesson Plan

<p><b>Outcomes</b></p> <p>This section lists the three primary outcomes of the lesson (taken from the curriculum outcomes list of 8 located in introductory section). KSA are Knowledge, Skills, and Attitudes. Facilitators will look for KSA changes in parents and children during the lesson. This will demonstrate that learning has taken place.</p>	<p><b>Special notes and/or Extensions</b></p>
<p><b>Lesson Plan Background, Theories and Activities</b></p> <p><b>PARENT LEARNING</b>          Opening Activity          Introduce Topic          Link Topic to PACT          Parent Activity          Review          Homework</p>	<p>This section will include anything extra that you can add to your lessons. These special notes or extensions are meant to aid in enhancing or expanding the groups that you may have. These special notes or extensions are meant as a resource for customizing the curriculum to varying groups. As every group is different, the extensions may or may not pertain to your group.</p>
<p><b>FAMILY LEARNING – PACT</b>          Snack          Opening Routine          PACT Activity          Story Time          Kit Exploration          Closing Routine</p>	



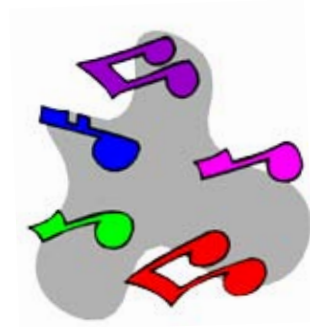
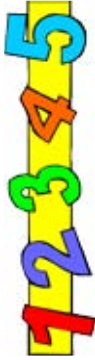
# Overview of Get Set Learn Curriculum

	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7
<b>PARENT LEARNING</b>	ABC Kit	ABC Kit	ABC Kit	ABC Kit	Shapes/Colours	Shapes/Colours	Shapes/Colours
<b>Opening Activity</b>	Name tent Name game	Name game Family photo share	Memory Name Game	Brain Gym Memory Name Game	Brain Gym A penny for your thoughts	Brain Gym Draw Me	Sing Down
<b>Topics</b>	Read with your child What is literacy <b>GSL</b> Routines Key Messages	Read with your child Multi-sensory Learning Memory	Read with child Brain Gym Literacy Checklist Choosing books	Read with child How to Create a Literate Home Family Literacy Toolkit	Read with child Stages of Reading, Environmental Print, Reading Magic.	Literacy play Phonemic awareness Rhyme, rhythm Importance of singing	Literacy Play Observation Compare and contrast Prediction Life Skills
<b>Parent Literacy/Math Activity</b>	Create a holistic literacy definition	Multi-sensory bags Memory tray How to read with child	Brain Gym Daily Literacy Checklist pp.12 Choosing Books pp.13-14	Home Environment Checklist pp. 18-19	Literacy Beanstalk p. 22-23 Environmental Print	Create Literacy Activity Share Finger plays	Dixie Cup Comparison
<b>Review &amp; Homework</b>	Parent book pp.6-9 Number 1 Alphabet Soup Craft	Parent book pp.10-11 Number 2 Alphabet Hand Puppet Craft	Parent Book pp.12-13 Number 3 Gumball Craft	Parent Book pp.15-20 Number 4 Vowel Matching Craft	Parent Book pp.22-25 Number 5 Teddy Bear Book	Parent Book pp. 28 Number 6 Making a Musical Instrument	Routines from Home pp. 30 Number 7 Creating Objects out of Different Shapes
<b>FAMILY LEARNING</b>	ABC Kit	ABC Kit	ABC Kit	ABC Kit	Shapes/Colours	Shapes/Colours	Shapes/Colours
<b>Opening Routine</b>	Hello Song ABC Song Child Name tags	Hello Song ABC Song Show and share share homework	Hello Song ABC Song Show and Share homework	Hello Song ABC Song Show and share homework	Hello Song ABC Song Show and share homework	Hello Song ABC Song Show and share homework	Hello Song ABC Song Show and share homework
<b>PACT Literacy/ Math Activity</b>	What's my name? activity Do you have a bear at home? chart	Read with child wordless book Do you have any buttons on? chart	Read appropriate book with child Trace around hand	Letter walk pp.21 Simon Says or Hokey Pokey	Letter walk pp.21 Shape Walk p.27	Colour Walk pp. 29 Base 10 Blocks	Rainbow Song Rainbow Colour Walk Number line estimation
<b>Story</b>	Chicka Chicka Boom Boom	Eating the Alphabet	Animal Alphabet	Dr. Suess ABC	City Colors or I Read Signs	Brown Bear, What do You See?	Red is Best/ The Blue Balloon
<b>Closing Routine</b>	Goodbye Song Review, No 1	Goodbye Song Review topics Number 2	Goodbye Song Review topics Number 3	Goodbye Song Review topics Number 4	Goodbye Song Review topics Number 5	Goodbye Song Review topics Number 6	Goodbye Song Review topics Number 7

## Overview of Get Set Learn Curriculum (continued)

	Class 8	Class 9	Class 10	Class 11	Class 12	Class 13	Class 14
<b>PARENT LEARNING</b>							
<b>Opening Activity</b>	Shapes/Colours Clock Fun p.27	Numbers Kit Life's a Circle	Numbers Kit Summer Memory	Numbers Kit Mirrors	Numbers Kit Penny Toss	Animals Kit Spider Web	Animals Kit Who are you?
<b>Introduction of Topics</b>	Literacy Play Bath tub Literacy pp. 34 Evaluation	Literacy Play Kitchen Literacy pp. 35	Literacy Play Making math fun Learning the 5 Math Strands pp. 37-38	Parent as Role Model pp. 40 Factors that Affect Learning pp. 41, 42 Routines Where did the Time Go? pp.43	Parent as Role Model Multiple Intelligences	Parent as Role Model Learning Styles Media Literacy pp.49	Parent as Role Model Talking to your Child's Teacher Reading Blues pp. 51
<b>Parent Math/ Literacy Activity</b>	Bath tub math game creation Midpoint evaluation	Recipe substitution Math game creation	Math Measurement activity p. 31		How are You Smart? pp.44	What's your learning style? pp. 46	List of questions to ask teacher
<b>Review &amp; Homework (Parent Book)</b>	pp.34 Number 8 Bath tub game Creation Craft	pp.35 Number 9 Age Craft	pp.36-39 Cereal Scrabble pp.39 Number 10 Clock Craft	pp.41-43 Number 11 Button Numbers Craft	pp.45 Number 12 Create a list of 10 activities Balloon Craft	pp.46-49 Weather Chart pp. 50 Number 13 Weather Creations	pp. 51 Number 14 Learning portfolio Coloured Animal
<b>FAMILY LEARNING</b>							
<b>Opening Routine</b>	Shapes/Colours Hello Song ABC Song Show and Share Homework	Numbers Kit Hello Song ABC Song Show and share homework	Numbers Kit Hello Song ABC Song Show and Share homework	Numbers Kit Hello Song ABC Song Show and share homework	Numbers Kit Hello Song ABC Song Show and share homework	Animals Kit Hello Song ABC Song Show and share homework	Animals Kit Hello Song ABC Song Show and share homework
<b>PACT Literacy/Math Activity</b>	Observe child and practice vocabulary strategies Play Bath tub Math Game Creation	Triangle Count Parent Book pp.32	Explore kit with child and a make a list of favourites Measurement activity with child	Create a list of family routines – eg. Bath time, dinner time	Which toy or book did child pick? Number Walk	Number Line Estimation	Create patterns with body parts Create patterns with words
<b>Story</b>	Ten Little Rubber Ducks	Clocks and More Clocks	One Bear, One Dog	One Some Many	Chicka Chicka 123	The Very Hungry Caterpillar	Hug
<b>Closing Routine</b>	Goodbye song Review Topics Number 8	Goodbye song Review Topics Number 9	Goodbye song Review Topics Number 10	Goodbye song Review Topics Number 11	Goodbye song Review Topics Number 12	Goodbye song Review Topics Number 13	Goodbye song Review Topics Number 14

# Overview of Get Set Learn Curriculum (continued)



PARENT LEARNING	Class 15	Class 16
<b>Opening Activity</b>	Animals Kit School Challenges I am special Parent as Role Model Health Literacy Financial Literacy	Animals Kit Review 3 Key Messages Answer Questions Review and Celebration Setting Smart Goals Final Evaluation Next Steps
<b>Introduction of Topics</b>		
<b>Parent Math/Literacy Activity</b>	How Much do you Influence your Child's Health pp.52	Setting Smart Goals pp.54 My Personal Goals pp.55 Final Evaluation
<b>Review &amp; Homework</b>	pp.52-55 Number 15 SMART Goals Personal Goal Sheet Lace a Teddy Bear	None
<b>FAMILY LEARNING</b>	Animals Kit	Animals Kit
<b>Opening Routine</b>	Hello Song ABC Song Child Name tags	Hello Song ABC Song Show and share homework
<b>PACT Literacy/Math Activity Story</b>	Math Walk Problem-solving	Look at certificate and report card
<b>Closing Routine</b>	Where are those Teddy Bears? Goodbye song Review Topics Number 15	Planting a Rainbow Goodbye song Review Topics

# Lesson Plan 1 – What is Literacy?

## Outcomes

1 - tools 3 – families engaging in literacy activities 5 – strengthen networks

K-Parents will know a holistic definition of literacy. K-Parents will understand number sense, and will know the 3 key messages of **GSL**. Parents will also know the rules and routines of **GSL**. A-Children will have ownership over their literacy kit (bag and book to be given in 2nd class).

Many of these activities help to increase oral language use. It is definitely necessary for good reading skills and is a focus in schools these days.

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome and introductions
- Name tent, (Give parents a piece of construction paper to make a picture of family or something that represents family \*and tell group about it.) It is important that the facilitator do this exercise as well because she is a member of the group.
- Make name tags for children
- Hand out and discuss the parent book, number book for child, bags (give out 2nd class) and literacy starter kit (glue stick)
- Read information for parents located in parent book (first 3 pages)

#### Introduce Topics

**What is literacy?/GSL Key Messages/GSL Routines/Completion of GSL Forms**

#### What is Literacy?

Create a holistic definition of literacy as a group **and have them write the definition in their parent books**. When you think of the term literacy, what comes to mind? (holistic hinges on the individual being able to communicate in a community; whatever community they live in or associate with) Definitions will be different depending on where one lives and works and what language a person speaks. Holistic literacy enables them to be a part of and contribute to that community.

A myriad of definitions exist. You can look them up on the internet, in textbooks, etc. What you are looking for is something that explains that literacy is the ability to effectively use language to communicate.

## Special notes and/or Extensions

### Essential Skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Those of Muslim faith cannot make human/animal representations- use a family object
- Adjective name game (ie. Interesting Ingrid) This is repeated in lesson 2 – a more complicated version can be done or the same game repeated.
- Tour of the host site is optional

GSL Key Messages

- Introduce 3 Key Messages and discuss

1. Read with your child DAILY (if parent cannot read this can be a "Share a book with your child daily)
2. Play in literacy-rich ways with your child
3. Be a literacy role model

GSL Routines and Rules (go over this routine - see Get Set Learn Rules (Parent Book)

- Families arrive and children go to child care room, parents in parent room
- Opening activity done with parents
- Review from last class
- New topics are explored
- Homework and craft is assigned
- Children join group for PACT
- Snack is shared by all
- Family Learning Time (hello song, ABC song, book read, homework shared) – teach the parents the hello and goodbye songs. Repeating the songs (which have patterns is a math activity – from "Algebra and Patterning" Math Strand)
- PACT activity
- Goodbye song
- **"Get Set Learn** is a family program so we encourage you to keep your child engaged in the group activities (family learning time) such as story time. This requires that you need to help your child to be a good listener, have them stay with you (on your lap if possible) and encourage them not to touch any one else in any way that hurts (you may post rules in the room if desired). What is a 'good listener'? Some children need to move and listen at the same time or sit in a way that allows for upper body movement if the child is a wiggler. Some parents think good listener is a child who is silent and sits perfectly still. This is challenging and may be an unrealistic expectation for some children. We encourage you to cuddle with your child and to make reading time a special time by staying close to her/him and helping her/him to remain engaged. One way to strengthen this skill is to read at home with him/her daily if possible.

Puppet use for class friend in Family Learning and to help establish routines. The puppet is used to sing songs along with the families as well as to make the children feel at ease with the facilitator and the entire group. While the story is being read, each child over the course of the 16 weeks is asked if he or she would like to hold the puppet for the reading of the story book.

Why do we sing songs with the families? (ABC, Hello). We incorporate a Hello Song or poem to establish comfort with the routine of the class. It will be repeated every class.

This will show your child that books are fun, entertaining and story time is a time to be together with you. You are your child's favourite toy. In **GSL**, we are here to have fun, learn, and work together."

- Discuss how parents are to go and get their children from the child care room and they will bring them back here. Let the parents know that the literacy kit brought by the facilitator each week, is for the children to explore. They can take a book or toy back to their spot while having snack. This is a great way for them to be comfortable in the parent/family room.

### **Homework**

- Homework is an important part of **GSL** for both children and their parents. One of the reasons homework is assigned is so that parents and children continue to practice the skills and strategies that they have learned in the **GSL** class. Homework is also assigned to develop a positive habit of working together at home on literacy and math activities. Additionally, research shows that in order for learning and remembering how to do a new skill, review must occur within 24 hours after learning this new skill in order to have it put into memory.

### **How to Motivate Parents to Do Homework**

In many cases, even after stressing the importance of completion of homework with the families, they will return class after class not having been able to complete their homework. In some instances, it will have been impossible for them to do the homework because of the rhythm of their families (i.e. Young children, no free time). Homework can be completed at home as well as elsewhere. For example, your parents can sing the "Hello Song" while riding on the bus. They can recite the poem while standing in line at the grocery store. They can retell the story from the book while playing in the sand box. Occasionally, other families will have been unable to do the homework because of emergencies (i.e. sickness, etc.) Other times, families will just "forget" to do it. This may be an indicator that the written homework is too difficult. In this case, you need to remove the stress and encourage them to do the parts of the homework that they can manage.

This repetition (because the song has a rhythm) increases child's memory for language. We also encourage you to sing the ABC song every class because it also strengthens the child's memory of letters, and the alphabet which is an indicator of later school success. We sing a goodbye song to indicate the end of the class. This singing creates the routine that signals the families that class is done. Please note that families of certain faiths may not be able to sing so do not force them to do so.

## Lesson Plan Background, Theories and Activities

Or, you may have to simplify it for them by assigning different homework. If this still doesn't work, you can try motivating families by offering rewards or other incentives (i.e. free book, food voucher, etc.) Or, you may simply have to provide time during class when they can do the homework. In all of these situations, as facilitator, you will have to use your judgement and you may have to try a variety of ideas before finding the right solution for your class.

### GSL Forms

Have parents complete GSL forms including:

- Release of Information Form
- Transportation Supports Agreement
- Caseworker Form
- Samples of these forms can be found in Section B, "Ready, Set, Go!"

### Review

- Link what the parents just learned to the Parent and Child Together (PACT) time coming up. Read daily and have lots of fun! Parents need to know how reading can be fun if they themselves see reading as work and definitely not fun. How can interacting with a book or reading be fun? How can it be silly and feel good rather than pressured?
- Homework: Discuss craft and assign number 1 in the child book. In parent book, see pages 2-9. Ask them to bring a photograph/object that represents their family for next class

### Snack

## B. FAMILY LEARNING - PACT

### Opening Routine

- Hello song
- ABC song
- Make nametags for children

### PACT Math Activity

- Do you have a bear at home? Have families place a sticker on the chart. Then review and talk about these terms: “more, less, how many, same” This focuses on number sense, one of the 5 math strands in the Ontario curriculum. Graphs often involve more than one strand of math and help us to recognize information that isn’t always obvious. As well as organizing data, graphs develop number concepts and measurement skills.

### Story Time

- Chicka Chicka Boom Boom if using ABC kit

### PACT Literacy Activity

- What’s My Name?
- Distribute piece of coloured paper with the first letter of the child’s name written on it as large as possible and have families apply stickers to or around that letter. Discuss how children usually recognize and learn the first initial of their first name.

### Closing Routine

- Show craft – Alphabet Soup (see Kit Section D for explanation) and assign the number 1 to children for homework. Remind parents to bring the craft back to the next class. Also to bring a picture of their families.
- Repeat the message “Read with child daily”
- Sing “Goodbye Song” (Parent Book, page 6)



# Lesson Plan 2 – Multi-sensory Learning

## Outcomes

1 - tools 3 – families engaging in literacy activities 5 – strengthen networks

K - Parents will know the fundamentals of reading with their children and be able to use all 5 senses to describe/identify an object.

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome and introductions
- Play the name game from lesson 1 to re-introduce parents and new participants. Have each parent say their name and what they bought. Then have the next person repeat it. Parents who have English as their second language may have difficulty with this so do not force them to remember the other parents' names.
- Name game (My name is....I went to market and bought an ...(apple) or whatever item you wish). Have each parent say their name and what they bought. Then have the next person repeat it. Parents who have English as their second language may have difficulty with this so do not force them to remember the other parents' names.
- Review holistic literacy definition and 3 key messages
- Have parents share family photos or objects brought from home and discuss with the group
- Ask parents how their children found colouring, sticking pictures or placing stickers on the number sheet as a homework activity? Difficult? Fun? What did they enjoy about it?
- Focus is key message 1 - Read with your child daily

#### Introduce Topics

**What is multi-sensory learning and its importance/Importance of memory/How to read with your child**

#### Multi-sensory Learning

Multi-sensory learning uses all the senses including hearing, sight, touch, taste, and smell to help with learning. Everything we know is learned by using our five senses. During a child's first five years, everything they experience is new. These experiences eventually become "prior knowledge" that helps the child to learn even more things. As adults, they have a lot of prior knowledge. As a person working with families, the family literacy facilitator must build on the strength of that prior knowledge. For example, a family who has more than one language, often has different cultural practices and foods they eat. As a facilitator, if you notice a family with multiple languages, encourage them to continue speaking as many languages as possible with their child.

## Special notes and/or Extensions

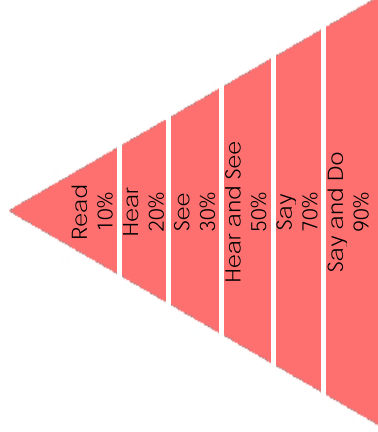
### Essential Skills

- Reading text
  - Document use
  - Numeracy
  - Writing
  - Oral Communication
  - Working with Others
  - Thinking Skills
- Advanced literacy skill—use name game with adjectives instead of food.
- Play kit/tray memory game using the sense of vision only. Then incorporate additional senses and compare accuracy—use 10 objects from the theme kit. Then use an additional 10 items.

By encouraging parents to use many languages with their child, it reinforces their mother tongue and memory for language. This strengthens their family ties as well as their child's brain. It is good family literacy practice to start with the family's strengths, and encourage the family to continue helping their children learn by doing what they know and offering them other strategies to use when they want new strategies.

Multi-sensory learning helps people to learn things more easily. The more senses we use, the easier it is to remember things. Edgar Dale (1969) has a theory called the "Cone of Learning" which states that after 2 weeks, we remember

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we hear and see
- 70% of what we say
- 90% of what we say and do



Children (and adults) who have a variety of multi-sensory experiences, increase their learning. By making experiences more multi-sensory, you are providing the opportunity for the families to eventually move toward abstract thinking and learning.

**Literacy Activity**

- Multi sensory grab and guess bags. Have parents dip their hands into a bag and try to identify, using non-visual cues, a mystery item from the kit by feel, smell, sound and have other parents predict what the item is. Encourage peer support and interaction.

Another activity  
 – show them 10 items.  
 Repeat the same order and hide the items. Have the parents then list the items. Now, provide them with 10 more items, let them hold each item as you name it. Now hide the items and have them list each item. Discuss which way they found easier to learn and remember the items.

Use a similar object for comparison for parents with low literacy skills.  
 Or use paired objects for a similar guessing game.

**How to Read with Your Child**

Demonstrate how to read with your child that includes cuddling child, arms around him/her; pronouncing the words and enunciating them, using expression, speaking slowly, pausing for emphasis. The way we speak the first line in a story is important. The aim is to grab the audience. If anything can be more important than the first line of a story, it is the last line (Fox, 2001). Train yourself to drag out the last line. What if your child doesn't want to cuddle? What if the parent isn't comfortable cuddling? How can parents still make that connection and read? Encourage families to sit at opposite ends of the couch with their feet touching, sit side by side in an armchair all squished together, lie together in a made up tent in the living room, sit under the kitchen table together and hide out to read their books. They need to find some way to create that special family reading time for kids who aren't cuddly or for parents and kids who aren't normally cuddly until being cuddly feels better and becomes more a part of that relationship.

When you demonstrate how to read a book, it is often effective to start reading the book without any expression and do not look at the parents. Show no emotion on face and do not enunciate the words. Ask them if they are enjoying the experience? Why or why not? Then demonstrate or have them explain how to make the story time more interesting.

Have parents refer to their parent book "Ten Great Reasons to Read with your Child." Discuss these reasons and ask for parent feedback. I.e. Do they agree with these reasons?

**Literacy Activity**

- Parents "read" to a partner from a picture-only book or use photo from last class with entire group. The purpose is to show parents that no words are needed to be read in order to be able to connect with kids and share stories (A Boy, a dog and a frog by Mercer Meyer. Alex. Day, Carl books)

[www.memfox.net](http://www.memfox.net)

This website describes the stories behind the books she's read, gives tips on how to read with children, and also provides information on how to write your own books.

Include non-English text material to encourage ESL parents to use English books. Include resources for non-English books for parents who are interested.

### **Importance of Memory**

Memory is an important part of learning. If you cannot memorize the alphabet or the numbers, you will be unable to form sentences or read words or add numbers. Memory is the beginning of learning.

Multi-sensory learning is the easiest way to remember and learn things. Our brains store memories according to the senses we have used. The more senses we use, the easier the information is to remember because it has been stored in several places in the brain, according to the senses used.

Another way to remember information is to remember who you were with, what was happening, etc. You are remembering the information based on who, where, what, why, when, and how it happened. Our memories do not work in isolation. The brain learns by connecting things. This type of memory is called contextual memory. As vocabulary is developed, children store and remember information based on context and use of multiple senses.

A third way to remember things is to remember them written or spoken. This is the most difficult of all because the brain is the least efficient at remembering print. This is why, when people study, they often read their study notes out loud in order to make the learning more multi-sensory. This type of memory is called semantic.

In order to aid children and parents to remember information; talk, listen and read with them. Discussing many topics promotes additional learning and makes connections. This is why, when reading a book during story time, the facilitator is encouraged to talk about the front cover before opening the book. Prompting questions about what the children think the book is about or the colour of the book are just examples of how to begin a story.

## Lesson Plan Background, Theories and Activities

### Literacy Activity

- Memory Tray Game. The facilitator brings a tray of objects and has them covered up. Parents are instructed to observe each object but not write anything down. Each item is presented to the parents. Parents are then given a piece of paper and pen to write down the objects they have seen. The facilitator can tell the parents how many items were on the tray. This activity can be timed if you prefer. Take up how many items the parents remembered. Discuss memory tricks and how parents remembered the items on the tray. Share this information with everyone. If many parents had difficulty with remembering the items, repeat this activity during next class with different objects. Let parents know this is a great activity to do with their own children.

### Review

- Link what the parents just learned to the PACT time coming up. Read daily and have lots of fun! Multi-sensory learning, how to read with your child and the importance of memory

### Homework

- Discuss craft – Alphabet Hand Puppet (Section D for explanation) and assign number 2 in the child book. Parents to try learning something using each of the ways of remembering – see Dale’s Cone of Learning in this lesson plan. A Multi-Sensory Learning Approach/What do you Remember? (from parent book)

### Snack

## B. FAMILY LEARNING - PACT

### Opening Routine

- Hello song
- ABC song
- Children share #1 from their homework book
- Show and share the crafts completed for homework

### PACT Math Activity

Do you have any buttons on today? Create a laminated chart. Talk about how this is a visual presentation of data. This falls under the math strand “Number Sense and Numeration” and “Data Management and Probability.” The math strands are explained in lesson 10. We suggest that before you approach this lesson, you read lesson 10 and are comfortable with the math strands.

### Story Time

Eating the Alphabet

### PACT Literacy Activity Memory Game

- What is missing on the tray—use maximum 5 objects and show children all 5. Remove 1 or 2 objects and show the remaining objects and ask what is missing.
- Parents read a non-word book to their children (each parent reads to own child)

### Closing Routine

- Assign craft (make an alphabet hand puppet out of a brown paper bag) and number 2 to children
- Goodbye song

Items can be from one theme or colour or all books or all toys (to make memory easier).

**Why do we sing songs with the families? (ABC, Hello).**  
See lesson 1 for explanation

Read the story during snack if you have a lot of energetic children who are unable to sit for a long time. Eventually, they may increase the length of time that they can sit while being read with.

This puppet craft strengthens imaginative play, language and vocabulary usage, arm, hand and finger muscles (which are the precursors to writing).

## Lesson Plan 3 – Choosing Books

### Outcomes

- 1 – tools    4 – school ready    7 – translate school system
- K**-the 3 key messages of GSL.
- K**-Parents will know how to choose an appropriate book for their child and how to connect brain gym to learning.
- K**-know comparing words bigger and smaller
- S**-Parents will know two methods of the 5 finger check.    **S**-Children will know how to trace their own hand
- A**-Through group activities, parents become more comfortable in social interaction.

### Lesson Plan Background, Theories and Activities

#### A. PARENT LEARNING

##### Opening Activity

- Welcome and Introductions
- Memory Name game. Have each person state their favourite book, fruit, vegetable, main course, dessert with the first letter of their first name. Go around the room. The first person only says their own. The second person says their neighbour's name and choice, and their own. The third person must remember all 3, and so on.

##### Review

- Multi-sensory learning using all 5 senses
- How to read a book
- Memory and its importance
- Read with Child Daily – Key Message #1

##### Introduce Topics

##### **Brain Gym, Literacy Checklist, Choosing Books**

##### Brain Gym

Brain Gym is a method of stimulating some thinking in your adults and children. Although its benefits have not been scientifically proven, many teachers have had the training and incorporate it into their classroom teaching. Therefore, we introduce it to further connect parents to the school system.

Because water comprises 90% of the brain, having adults and children drinking water before and after class can help to make the brain cells work. Drinking water is important in most situations but it can actually improve thinking skills. Dehydration can actually affect concentration in a negative way. When cells are hydrated, they work more efficiently and effectively. Drink your water, it helps you think!!! Like rain falling on the ground, water is best absorbed by the body when provided in frequent small amounts.

### Special notes and/or Extensions

#### Essential Skills

Reading text  
Document use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Computer Use (if parents check suggested websites)

For low literate parents.  
Using coloured crayons, trace around the bubbles on the check-list in parent handout.

Web site for brain gym  
[www.braingym.org/about.html](http://www.braingym.org/about.html)

### Literacy Activity

Here are a couple of exercises to try with your families.

1. **Drink water** - always provide water for your parents to drink and explain the benefits of being hydrated.
2. **Cross Crawl** - This exercise helps coordinate right and left brain by exercising the information flow between the two hemispheres. It is useful for spelling, writing, listening, reading and comprehension. Stand or sit. Put the right hand across the body to the left knee as you raise it, and then do the same thing for the left hand on the right knee just as if you were marching. Do this either sitting or standing for about 2 minutes.
3. **Hook Ups** - This works well for nerves before a test or special event such as making a speech. Any situation which will cause nervousness calls for a few "hook ups" to calm the mind and improve concentration. Stand or sit. Cross the right leg over the left at the ankles. Take your right wrist and cross it over the left wrist and link up the fingers so that the right wrist is on top. Bend the elbows out and gently turn the fingers in towards the body until they rest on the sternum (breast bone) in the center of the chest. Stay in this position. Keep the ankles crossed and the wrists crossed and then breathe evenly in this position for a few minutes. You will be noticeably calmer after that time.

#### Review 3 Key messages in detail

- Read daily
- Literacy play
- Be a literacy and math role model

## Special notes and/or Extensions

Display books must be appropriate for this lesson and should include simple books, wordless books, books with great illustrations, be of good quality, etc. (see this lesson for more ideas on how to choose appropriate books.)

Terry Orlick (University of Ottawa) has done a lot of work in this area. See his website for free articles, books, etc. and other information on putting your mind at its peak efficiency. [www.zoneofexcellence.ca](http://www.zoneofexcellence.ca)



### Literacy Activity

Read literacy checklist as a group (p.12 in parent book)

#### **How to choose a book for your child (have them refer to page 13 and 14 in parent book)**

People often think that because a book is in print, it must be a good book but that isn't always true. Even if it is a great book, it doesn't mean that the book will suit your child. Here are some tips for choosing a book for your child.

- 1 Choose a book that suits the age and interests of the child
- 2 Choose a book that is easy to read and fun to look at. Consider the size of print, layout and illustrations.
- 3 Let your child pick the book
- 4 Think about what your child is interested in. Find books about things he or she likes
- 5 If a child really enjoys a book, look for more books written by the same author.

#### **Some general guidelines:**

- Ask at the library or a bookstore. Be sure to mention your child's age. Mention used bookstores
- Ask family and friends for suggestions
- Is there a book that your child loves? Try other books by the same author in the same series
- Does your child have a special interest? Look for books about that. Maybe teddy bears or dinosaurs or trucks
- Look for big print books without too many words on a page
- Look for colourful pictures that tell about the story
- Look for stories which repeat key words or phrases. Invite child to read along
- Read a favourite book again and again
- Make your own book. Use family photos or pictures from magazines. Draw pictures. Paste buttons, flowers and other items on the pages

## Lesson Plan Background, Theories and Activities

### Babies

1. Babies will experience a book in a multi-sensory way...that is the only way they can learn so choose books that are fabric, rubber, vinyl, or board books.
2. These books should have colourful and clear pictures – they needn't have any words or only 1 or 2 words per page.
3. Look for point and see books where parent can point at objects and name them – books that have photographs of things that will be familiar to your baby are preferable to books with drawings of things
4. Look at the same books often – it provides your child with repetition and control as he or she knows what is coming next.
5. Make sure the book is safe because your baby will suck on it, rip it, stretch it, and explore it using all senses – this is how your baby learns.
6. Have books available in all of the rooms of your house – the living room, the kitchen, the bedroom, the bathroom. Books are not meant to just sit on the shelf.
7. Look for black and white books as colour vision develops later and high contrast is easier for very young infants to see.
8. Read books of any kind. Even the TV guide or letters to the editor will interest your baby if you hold them and they can hear your voice.

### Toddlers

1. Toddlers will enjoy the same books as babies but will interact with the books in a different manner.
2. Toddlers like interactive books- those with peek-a-boo flaps are great!
3. Touch and feel, scratch and smell books are also great for toddlers e.g. Pat the Bunny.

## Lesson Plan Background, Theories and Activities

### Toddlers

4. Easy ABC books, number and counting books are great!
5. Books presenting simple concepts such as up/down, in/out, colours/shapes.
6. Books with simple rhymes are also good for toddlers.
7. Books exploring family routines, bath or bed time, meal time.
8. Theme books with big pictures and a few words will help to expand your child's vocabulary.
9. Also look for books that repeat simple words – repetition is exciting. The words should not be the focus of the book, the pictures should be the focus. Bright simple pictures that show what story is about.

### Pre-schoolers

1. Pre-schoolers will like many of the same books as toddlers.
2. If a child is asking for a book, keep reading it – the familiarity of a favourite story will delight the pre-schooler.
3. Alphabet books are great for the pre-schooler as he or she will start to associate the shape and identification of letters.
4. Choose books with illustrations that you can ask the pre-schooler about as the pre-schooler's language is developing rapidly.
5. Pre-schoolers love predictable stories.
6. Choose books with text that helps pre-schoolers understand what the print tells them.
7. Make a book with your child. Pre-schoolers love to hear family stories told to photographs or drawings with a few key words on each page.

**Determining if a book is too difficult for your child to read (5 finger check)**

When your child starts to read for himself/herself, it's important that the books aren't too difficult to handle successfully or he/she may turn away from reading. Ask your child to read from a book. Every time he/she stumbles on a word, curl up a finger. If all five fingers are curled up by the end of the page, the book is too tough. You can either read it with him/her or suggest another book. Another way to do the five finger check is to place your hand with your five fingers pointing to words on the page. Have your child read each word that the finger is pointing to, if he/she can, then the book is appropriate. If he/she stumbles on 3 – 5 words, you may read it to him/her or suggest another book.

Research shows that children will read and enjoy reading if they are successful. This is why it is so important to not have your child reading books that are too difficult for him or her. If you find that your child is constantly picking books that are too difficult, make sure you choose the books with your child or write a note to your child's teacher to ensure that he or she gets a lower leveled reader or you can also use the harder books that your child brings home as books for you and your child to enjoy together. Continue to read to your child, even when they are capable of reading independently.

**Literacy Activity**

- Ask the parents to find a partner for this activity. Have the parents pick a book from the kit that would be appropriate for their child and tell their partner why.

**Review**

- Link the importance of choosing appropriate books for your child with them and how to keep your children interested in reading.

Neurological reading can be used to extend child's success of reading. The parent reads a section of a book. Then the child and the parent read the section of the book together. Next, the child repeats the step by reading the section on own, without parent's help.

## Lesson Plan Background, Theories and Activities

### Homework

Introduce craft (gumball with stickers) and assign number 3 in child book  
Parent book - Literacy Checklist

Have the parents refer to “How to choose books for Your Child” – have them look around their home and see if they can find books that fit the suggestions or have them visit the library for these books  
Have them review “ ABC Strategies for Stories and Books”

### Snack

## B. FAMILY LEARNING - PACT

### Opening Routine

- Hello song
- ABC song
- Review homework and craft

### PACT Math/literacy Activity

- Child traces around parent’s hand, traces their own hand inside and colours in the hand. Have parents use hand-over-hand with child. This is strengthening the child’s pre-writing skills by strengthening the muscles in his/her hand. Discuss the differences in size using math terms such as compare and contrast, larger, smaller Math strand is “Geometry and Spatial Sense.”

### Story Time

Animal Alphabet

### PACT Literacy Activity

- Have parents choose an appropriate book for their child and read it with them

### Closing Routine

- Give out gumball craft and assign homework number 3 to children
- Goodbye song

## Lesson Plan 4 – Creating a Literate Home

### Outcomes

1 – tools    3 – engage in literacy/math activities regularly    4 – school ready    6 – positive parenting

**K** - Parents will understand that all things in their environment can be used for literacy purposes.    **K** - Children will know the terms up, down, in, out.

**A** - Parents will realize that money does not have to be a barrier to expanding literacy ability.

**S** - Children can match letters on a page with letters in the environment.

### Special notes and/or

## A. PARENT LEARNING

### Opening Activity

Welcome

- Repeat the “Memory Name Game.” from Lesson Plan 3. This time, insert another favourite such as having parents share their favourite movie, name, book, etc. (Repeat this activity from last week with a different topic). Ask parents if this was easier this week. Why do you think so? (because we are getting to know each other and are practicing these memory strategies)

### Review

- Brain gym review and do a quick exercise
- Review 3 key messages
- Review “How to choose a book”
- Stress first key message “Read with Child Daily”

### Introduce Topics

#### How to create a literate home/Creating a Literacy Tool Kit

#### How to Create a Literate Home

Refer to the parent handbook and read aloud the “How to create a literate home.” This provides parents with ideas about what they already have in their homes or what they can find to create a more literate and math-rich home.

#### Family Literacy Tool Kit

There is a handout for this in the Parent book. This tool kit includes all sorts of basic supplies that can be used to strengthen or enhance children’s literacy skills. Bring a prepared literacy tool kit that parents can have in their homes. It should include various items such as paper, writing implements (markers, pencils, crayons) and also include other items such as playing cards and safety scissors. As you display this tool kit, have the parents refer to their hand out and go over each item as you pull it from the kit.

### Essential Skills

Reading text  
Document use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Computer Use (if parents check suggested websites)

[www.pbs.org](http://www.pbs.org)

for how to create a literate home.

## Lesson Plan Background, Theories and Activities

Talk about why the specific objects are in this kit. For example, bubbles are in this kit because they are fun to play with, plus they improve literacy skills in that there are words on the outside of the bubble container, plus blowing bubbles strengthens your child's breathing and helps his/her formation of letters, all parts of speaking. Feathers could also be in this kit. Breath control affects the ability to speak and sing or read out loud a complete sentence or thought. Blowing can be a benefit for both speaking and singing by increasing the strength of voice. Provide a paper bag for puppet making. Making and playing with a puppet is an opportunity to develop coordination of speech and movement, interactive social play that encourages language development and builds vocabulary, builds self-esteem and confidence by being child-directed. Puppet play also provides an opportunity to explore emotions in a non-threatening environment, and is a fun playful activity.

### Literacy Activity

- Have parents do "Home literacy environment checklist" (parent book) Read each sentence and have them check if the statement is true or false
- OR have parents make an economical recycled literacy kit (make a class master list of their ideas) and relate this to geometry and special sense ie. using boxes and tubes, describe how they are blocks for construction and design
- OR-bring in 5 objects
- Use kit objects and get parents to build a literacy activity

### Homework

Discuss craft (Vowel Craft – See Section D) and assign the number 4 in the child book.

- Parent Book - Parent Reflection on what learned so far in course.

### Snack

## Special notes and/or Extensions

Raising readers video (6 mins). The video stresses that the most special part of reading is the relationship created when reading a book with your child. The video explains about establishing a reading routine and having your child pick anything to read: books, magazines, newspapers. Reading aloud is a way to stimulate imagination. It is important that you help your child discover the joy of reading. In doing so, you "Raise a Reader."

## B. FAMILY LEARNING - PACT

### Opening Routine

- Hello song
- ABC song
- Share homework and craft

### PACT Math Activity

- Simon says/ Hokey pokey—left right in out up down, (math) “Geometry and Spatial Sense” is the math strand used. Other songs like 5 speckled frogs or 10 little monkeys can be used as well. These songs are used because we want the children to feel the rhythm of the singing plus the words are math terms and use counting from the “Number Sense” and “Numeration.” Also the children need to know how to subtract or take away a number from another number.  
E.g.  $5 - 1 = 4$  speckled frogs left on the log

### Story time

Dr. Seuss ABC

### PACT Literacy Activity

- Text walk ABC/letter (Parent Book)

### Closing Routine

- Assign craft (give family vowel activity in which they need to match miniscule letters to miniscule and capital letters to capital letters) and assign the number 4 to children
- Goodbye song



# Lesson Plan 5 – Stages of Reading

## Outcomes

- 1 – tools    2 – parents work or education ready    3 – engage in literacy/math activities regularly    4 – school ready
- K - Parents will know the developmental stages of reading and language.
- K - Children will know the three basic shapes and their presence in the environment.
- A - Parents can appreciate the importance of “non-literary” environmental print as a learning tool.
- A – Parents will appreciate the importance of exposing the child to a wide variety of experiences.

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome and introductions
  - A Penny for your Thoughts. Hand out pennies – have the parents look at each penny and find the year; share something about themselves that happened during that year either personal or within the world
- Review**
- Literate home—discussion around have you implemented any new literacy/math practices at home? If yes, which ones? How is it going?
  - Did you do any literacy activities at home?
  - Read with Child Daily – Key Message #1

#### Introduce Topics

### Stages of Reading, Environmental Print, Magic of Print, Language and General Knowledge

#### Stages of Reading

“Literacy Beanstalk.” Before class, create a visual representation of a beanstalk. Put each of the stages of the beanstalk on a leaf. Then when you bring it to class, only put up the outside of the beanstalk. If you have a large group, give one leaf to each parent and have her/him place in the appropriate spot on the beanstalk. If you have a small group, give each parent more than one leaf of the beanstalk. In any case, keep in mind that this is a difficult activity to do. It will help them remember the stages of reading though. Emphasize that it is the “stages” not “ages” of reading. All children pass through these stages but at different times. Now have them refer to their parent handout “Climbing the Beanstalk” which details the stages of reading.

## Special notes and/or Extensions

### Essential Skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Computer Use (if parents check suggested websites)

Move “Literacy Beanstalk” to class 4 if Raising Readers video is not available.

By the age of 3 the toddler's brain has formed about 1,000 trillion pathways or synapses – about twice as many as his mom or dad have. The toddler's brain is super dense and primed for learning. When a pathway is used repeatedly, it becomes permanent; a pathway used infrequently is lost. Read, talk and play with your children to keep those pathways open. Toddlers learn through speech how to apply grammar rules – ed endings, verb endings, possessives, plurals. Research shows that children in all cultures learn language in the same way and on a very similar timetable from birth to age four. Parents who talk and read to their toddlers during this pivotal time help them learn the rules of grammar and acquire a larger and richer vocabulary. A toddler's vocabulary surges to around 3,000 words before age 5. They learn at the rate of 8 new words a day.

Please note that Mem Fox writes for parents of children without learning disabilities. So, for most children and families, her advice will be really good, but if there is a learning disability or a suspected learning disability, then the parents' good work is still valuable, but may not play out in terms of the child learning to read. A learning disability can influence a child, years before they are formally identified as having a learning disability – at age 2, 3 4 etc. Parents need to know what to look for and need to take Mem Fox's stuff with that in mind. Some "high risk parents" have a learning disability or some other disability/barrier and their children often do as well. Telling these parents that if they do all of the right things their child will be a good reader is a bit of a set up. It is definitely good for language acquisition in general. Speaking, listening, vocabulary practice and fostering that love of books, learning and language, will also help but it may not necessarily mean that the child is a better reader in the short term if there is a learning disability.

For a lower literate group, provide pamphlets and have the parents find a specific word or words within it. For example, "health" or "read."

They may then link these words to pictures found in the pamphlet – what is this pamphlet about?

## Lesson Plan Background, Theories and Activities

### Print Awareness or the Magic of Print

This is an understanding that printed words have meaning, knowing the names of the letters, and knowing the rules of print (that print runs from left to right, top to bottom of the page). Letter knowledge and print awareness include learning that one letter is distinct from another, and that each letter has its own name and its own unique sound. It is important that children know the name of letters and the sound each letter makes. Most children use the letters in their name as the foundation for letter recognition and writing. They develop letter knowledge by reading alphabet books, singing the alphabet song and playing alphabet games. Also look for letters around you in examples of environmental print. Use clay to form letter shapes and show your child how the shapes can be turned into letters (multi sensory play). Use your index finger to follow the words along the page and encourage your child to put his/her hand over or under yours (hand over hand). If the story has a refrain or a chant that your child knows (“Chicka Chicka” or “Wheels on the Bus”), point to the word or line and let your child supply the words so that you are reading the story together. Point out print wherever you go. For example in the grocery store, encourage your child to help find a favourite cereal or cookie brand by reading the print on the box.

### The Magic Of General Knowledge

The more your child knows about the world, the easier it is to read. We can provide a great deal of this information by the act of reading itself. For example, pioneer books, race car books, anything that is different from the every day opens up worlds that are inaccessible to children. They also learn by being part of the world and experiencing as many things as possible. Zoos, plays, stores, theatre, parks, all help by expanding their experience in any direction which helps them to better understand how the world works.

### Homework

Discuss craft - Make “Teddy Bear Teddy Bear Turn Around Book” and assign the number 5 in the child book. See Kit section for template and instructions.

- Child’s Favourite things to Do (Parent Book)
- Hand out the “Environmental Print Street Sign Checklist” (Parent Book)

### Snack

## Special notes and/or Extensions

What making a book teaches children is that they are important (they are colouring or talking and you are recording it). It also teaches them that spoken words can be written down. Also, that printed words have meaning. They learn motor control through colouring the pictures.

It helps a child understand how letters are used to form words. Finally they spend quality time with you.

## B. FAMILY LEARNING - PACT

### Opening routine

- Hello song
- ABC song
- Share homework and craft

### PACT Math Activity

- Shape walk (Parent Book) – Have the parents and children look in the room and around the centre to recognize the three shapes (Geometry and Spatial Sense math strand). Give them an example before they go (e.g. clock is a circle)
- Shapes of signs, numbers on signs, read “City Signs” book with children

### Story time

City Colours

### PACT Literacy Activity

None for this class.

### Closing Routine

- Show craft (Teddy Bear book) and assign the number 5 to children
- Goodbye song

## Lesson Plan 6 – Rhyme, Rhythm, and Song

### Outcomes

- 1 – tools **3** – engage in literacy and math activities regularly **4** – school ready **7** – translate school system
- A** - Parents appreciate how important music is to literacy skill development. **A** - Families have developed a bond with their peers.
- K**- Parents understand what literacy play is and the importance to child’s learning.
- K** - Children know a new rainbow song, and new fingerplays. **K**- Parents learn new fingerplays/songs etc to teach their children.
- S** - Parents can create more literacy rich games and activities for their children.
- S** - Children can identify 7 colours (older children by colour and word).

### Lesson Plan Background, Theories and Activities

#### A. PARENT LEARNING

##### Opening Activity

- Welcome and introductions
- Draw Me. Instruct everyone to take out a blank sheet of paper and a pen. On the back, have them put their initials. In a moment you will show them a drawing. They will have 20 seconds to begin trying to duplicate the drawing. Their goal is to copy the drawing that you have done. They can start from anywhere in the drawing. When you call time, they will pass their paper to the left. Repeat the drawing and pass the paper again and again. Now have them find their original drawing. The focus of this opening activity is to use teamwork towards a goal. You can have them discuss how they felt. Did their drawing look like it would have had they done it themselves? How was this exercise like a project they might do as a group? What can they learn from others?

##### Review

- Environmental print—use the handout from homework
- Magic of Print, Language and General Knowledge
- Introduce Literacy Play – Key Message #2

##### Introduce Topics

##### **Introduction to literacy play/ Phonemic awareness / Rhyme and Rhythm / Singing /Body movement**

##### **Rhyme and Rhythm**

Any kind of rhythm is setting children up to understand patterns and math. Math is filled with patterns. Some mathematicians have defined math as the study of number patterns in space (Clements, 2001). We live in a world of patterns. They are in the design of a flower and how it is placed in a yard. Patterns are in fabric and in rhythms and how they are placed in music. Sometimes finding patterns appears to be like a game, and other times it is a way in which young children make sense and order out of their world.

### Special notes and/or Extensions

#### Essential Skills

Reading text  
Document use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Computer Use (if parents check suggested websites)

Be aware that there are some cultures that have a negative musical sensitivity. ie. Muslim, Pentecostal faiths  
The Quran and Bible are based on verse, and this counts toward rhythm, rhyme etc...

## Lesson Plan Background, Theories and Activities

If children know and can say 8 rhymes by the age of 4; these children will be in the top 10th percentile by age 8 in reading (grade 2). Therefore, it is important to teach your child at least 8 rhymes. Rhymes can be said or sung. Nursery rhymes are an ideal way for your child to hear the smaller sound units within words. Many nursery rhymes can be set to music, using different notes for each syllable. Sing them slow, sing them fast and be sure to clap out the syllables to help your toddler break down the words in a fun way. Pat-a-cake, Eensy Weensy Spider and Little Miss Muffet are all great examples of this.

### Phonemic Awareness

Babies are quite skilled at detecting differences in sounds. This is why children are really good at learning multiple languages in the early years. Babies become aware of phonemes and learn to differentiate the sounds that make up speech through interactions with parents and caregivers. Help your baby develop phonemic awareness by talking and reading to your child every day. Encourage your baby to babble because this is the start of phonemic awareness.

Phonological awareness involves an appreciation of sounds as well as the meaning of spoken words. It is the ability to identify and manipulate the sounds of language. Children demonstrate phonological awareness by rhyming words, segmenting a word into syllables and smaller parts and then putting the word back together, noticing that some words have the same beginnings and endings.

Phonological awareness works along with Phonological Sensitivity. This is an understanding that words are made up of smaller sounds and that letters in written language correspond to smaller abstract speech sounds called phonemes. A phoneme is the smallest functional unit of sound. For example the word "cat" has 3 distinctly different sounds or phonemes.

### Literacy Activity

- Review "Ways to Inexpensive Literacy Play." (from parent book)
  - Have parents create a new literacy activity and share with the other parents
- OR
- Have parents make a list of fingerplays rhymes etc... and share

## Special notes and/or Extensions

Play 2 pieces of music and ask parents to draw the music. Ask the children to match the pictures to the pieces of music.

## Lesson Plan Background, Theories and Activities

### Music Literacy (Singing, Playing Instruments) and its Benefits

- Singing is beneficial because it increases intellectual development. Children learn basic concepts through song lyrics; also enhances creativity by helping children to recognize patterns, identify rhyming words
- Provides opportunities to develop physical skills and allows them to release energy through clapping, snapping, stomping, swaying
- Enhances perceptual awareness – (sense of spatial relationship and awareness increases)
- Develops language and vocabulary
- Increases cultural awareness
- Gives opportunities to practice social skills. It builds self-esteem while teaching them to be a contributing member of a group – (teamwork skills.) Singing makes us feel good and when we feel good our body releases endorphins into our system that will help boost our memory. Singing also requires that we take in additional oxygen, which increases our alertness. Singing is a great activity for enhancing brain functions. (Schiller and Moore, 2004).

### Math Activity

- Rhythm (Math Strand is "Patterning and Algebra") Repeat patterns. Base 10 Blocks to create patterns for parents and children to identify (what are some of the patterns in everyday life)
- Ask the parents to identify the patterns in a book (words, pictures, etc.)

### Literacy Activity

- Child's Favourite Things to Do (Parent Book)

### Homework

- Bring a unique game to discuss in class next time
- Discuss craft (Creating a musical instrument) and assign the number 6 in the child book

### Snack

## B. FAMILY LEARNING - PACT

### Opening routine

- Hello song
- ABC song
- Homework share

### PACT Math Activity

- Base 10 Blocks to create patterns for parents and children to identify (what are some of the patterns in everyday life?)

### Story Time

Brown Bear Brown Bear What Do You See?

### PACT Literacy Activity (you can do as many as time permits)

- Sing the Rainbow song
- Rainbow colour walk
- Children decorate a word box (shoebox with lid) and write favourite words from songs, books on index cards

### Closing Routine

- Show craft and assign the number 6 to children
- In parent book, have parents do "Familiar Rhymes"
- Goodbye song



# Lesson Plan 7 – Routines and Patterns

## Outcomes

1 – tools 3 – engage in literacy and math activities regularly 4 – school ready 8 – parents advocate

A - Parents understand that they are their child's first teacher – they truly seem to get this concept now. That is a HUGE attitude change! K - Parents understand the importance of routine for child in learning and living. K- Parents understand how to use the power of observation to compare and contrast objects. S - Children recognize patterns. S & K – Parents can apply estimation and understand its importance within math and their children's learning.

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome and introductions
- Sing Down. Give class a category; have them write down (or remember) a song from a specific category e.g. Animals "How Much is That Doggie in the Window" " Old MacDonald Had a Farm" The parents share their song/game and as you go around the room, they say their name plus their song. Each person must repeat. At end, facilitator writes down on large chart paper and parents can copy for their own list.

#### Review

- Rhythm and Rhyme
- Importance of Singing
- Literacy Play – Key Message #2

#### Introduce Topics

#### **Observation/ Patterns and Routines/Understanding Pictures/ General Concepts needed for Reading**

#### Observation

Observation is using all of your senses to learn about the world. Everything we know has been learned through our senses. The more senses we use, the more we learn. There are many ways of using observation in daily life to help our children learn about the world. You can develop observation skills as you do everyday things with your child (e.g. look at the cereal, listen to the cereal, smell the cereal, touch the cereal, taste the cereal). Link this to multi-sensory learning from class 2 by reviewing the main points from the multisensory lesson.

Compare and Contrast is observing objects and noting how they are the same or different. Children use compare and contrast to develop concepts which becomes prior knowledge. Comparing and contrasting helps us to stick new information to old information. It is how we build on our already present skills (another term for this is scaffolding). To compare means to look at the similarities. To contrast is to look at the differences.

## Special notes and/or Extensions

### Essential Skills

Reading text  
Document use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Computer Use (if parents check suggested websites)

Can show a video on Discipline or routines.

One we use is "Discipline: Teaching Limits with Love" which is about setting limits and routines. It explains that discipline does not mean punishment, but rather means teaching.

## Lesson Plan Background, Theories and Activities

### Patterns and Routines

Patterns help us predict and remember things and can be fun. Babies are comforted and reassured by a consistent pattern (routine) such as playing, cuddling and napping. Children who are learning to talk add “s” to any word in order to make more. Patterns and routines help children feel a sense of comfort, security and control because they know what to expect. This is one of the reasons children will have a favourite book, video or game. Continue to read it with them, watch it with them, or play it with them as it is one of the few things (at this stage) that they have control over and know what to expect...this provides comfort. Routines such as bedtime and eating also provide security.

Children are naturally drawn to patterns and will make patterns themselves with blocks, colours, and toys. A parent can extend that pattern learning by discussing the pattern with them. Pointing out patterns that they may not be aware of such as can be found in nature or daily routines can be helpful to their learning. Being aware of your child’s behaviour patterns can also provide the parent with ways to make the behaviour better. For example, if your child always gets cranky at 1:30 pm (and that is when you shop for groceries) you might instead put your child down for a nap at that time and shop for groceries when he or she wakes up.

Having the ability to predict what will happen next also gives children a sense of security. This ability will develop naturally when a child’s daily life has consistent routines. As children learn to predict the results of their actions, this helps them to learn how to interact with others in positive ways. For example, when they share their toys with another child, they are able to play with their friend’s toys as well. Being able to predict helps us to understand what we read. Good readers predict what will come next in the story. Being able to predict also helps readers figure out words that they don’t already know.

## Lesson Plan Background, Theories and Activities

### Understanding Pictures

Understanding pictures provides more information for everyone. Pictures help us understand information by having it presented in a simple and direct manner. Pictures include maps, drawings, photos, graphs, symbols, icons, charts, and diagrams. You can help your child understand pictures by talking aloud when you are looking at pictures. Provide your child with paper and writing/colouring utensils so that they can create pictures. This aids in their visualization. This is an essential lifelong skill such as reading signs, maps, and cautions on cleaning products. Pictures are read in a different part of our brain than text but they help us get a more complete picture of a concept.

### General Concepts Needed for Reading

**Opposites** – up/down, high/low, big/small. Show the parents a book of opposites. A nursery rhyme that illustrates this concept is “The Grand Old Duke of York.” In junior kindergarten (JK), these are the words that children are expected to understand or that they will learn: “greater than, less than, bigger than, smaller than, faster than, slower than, taller than, shorter than.”

**Colours** – Children will need to have a sense of colours for JK/SK. How can you help your children learn their colours? Make it fun for them, not rote learning. Ask for suggestions from them as to what they enjoy.

**Right/left**- How can they learn left and right? Use the words all the time and introduce the concept as soon as possible – setting the table, how do they hold their crayon, etc.

### Literacy Activity

- Dixie Cup Comparisons. Present the parent groups with two different kinds of cereal. Give two Dixie Cups of cereal to each group member. Ask them to compare and contrast them using observation skills. The parents will love this activity. Then we repeat it during PACT with two new Dixie Cups of cereal.

## Lesson Plan Background, Theories and Activities

### Math Activity

- Number Line Estimation. Bring a number line from number 0 – 20. Have a certain number of buttons in a see through container. Have the parents estimate (make a guess) how many buttons are in the container. When they guess, they should use a range of three numbers as an estimate. It is a rough guess, not a precise guess. Then count the buttons and compare as to who was close. Discuss that this was a risk-taking behaviour (making a guess in front of peers) and that risk-taking is a life skill. So, try to encourage your children to take risks (calculated and safe – that you approve...try to create situations where they can take a risk or make guesses). e.g. estimate the jelly beans in a jar, cookies in a jar. Math strand is “Number Sense and Numeration” as well as “Data Management and Probability.”

### Literacy Activity

- Give each parent a book and have them find a partner. Have them observe by comparing and contrasting the books. Also, what patterns are observed in the book?. Are there rhymes? Repetition of words? Repeated actions?

### Homework

- Have families make a list of routines from home and be prepared to share number 7 during next class.
- Discuss the craft (Making objects out of different shapes)

### Snack

## B. FAMILY LEARNING - PACT

### Opening routine

- Hello song
- ABC song
- Homework share

### PACT Math Activity

- Number Line Estimation. Observe and estimate the number of objects and have the families place the value on the number line. Talk about how estimating is a guess so it doesn't have to be precise. For example, if you have a number of buttons in the container, have them estimate 3 consecutive numbers. If they think there are 12, 13, or 14 buttons, then they should put all three numbers down rather than putting one number down. (the concept of having one right answer is discouraged by using a range or zone of reasonable guesses) This activity encourages risk-taking and problem solving which are both life skills. Children will have to take risks in life. By having them estimate how many buttons and then record this on a number line, they are taking a risk. Estimating develops a sense of number. This skill is developed through practice and reflection. The more we do it, the better we become and usually, there is more than one solution to a problem.
- The number line provides a visual reference to develop sequence (forwards and backwards), counting and number relationships (greater than, less than, same).
- Counting real objects helps children to understand the meaning of a number.

## Lesson Plan Background, Theories and Activities

### Story Time

Red is Best

### PACT Literacy Activity

- Dixie cup comparisons (repeat what you did with the parents, only have them do this activity with their children.)
- Rainbow colour walk

### Closing Routine

- Show craft (Make an object out of different coloured shapes) and assign the number 7 to children
- Goodbye song

## Lesson Plan 8 – Splish/Splash (Bathtub Literacy)

### Outcomes

- 1 – tools    **3** – engage in literacy and math activities regularly    **4** – school ready    **7** – translate school system
- K** – Parents will know how bathtub play can be linked to literacy development.
- A** – Parents usually have a huge attitude change– they realize what they can do in the bath with their children to have fun and improve math and literacy skills. Parents realize that bath time is an ideal learning time.

### Lesson Plan Background, Theories and Activities

#### A. PARENT LEARNING

##### Opening Activity

- Welcome and introductions
- Clock Play. Draw 2 straight lines across the clock face to divide it into 3 parts so that the numbers in each part add to 26. Have your parents work in partners. Discuss possibilities and share answers. (see Parent Book for template)

##### Review

- Routines and Patterns
- Literacy Play – Key Message #2

##### Introduce Topics

##### Bathtub literacy/ Mid point Evaluation

##### Bathtub Literacy

The bathtub is a great place to enhance your child’s literacy skills since having a bath is an activity that must be repeated and repetition increases learning. You can teach language with different things such as a bath mitt and soap. Remember that your child learns by using his/her senses. Put items of different colours and shapes and sizes in your bathroom. Items that have different sounds such as rattles, squeeze toys, puppets. Items that smell differently such as scented bubbles, shampoo, and vanilla in a spray bottle. Items that feel differently such as sponges, brushes, shaving foam in different colours, and bubbles. Items that taste differently such as foods that float, lip gloss. Ask questions...is it wet? Dry? Heavy, light?

Your child can learn about letters and numbers by reading plastic and cloth books, placemats that are plastic (alphabet), letters and numbers that are foam, sponge, or plastic blocks. Your child can count items of different colour, shape and size and classify them. Puzzles that are made out of foam, sponge or plastic are all great for the bathtub. Make sure that you use language so that your child will hear the name of items. This helps him or her to observe and classify objects. You can use bathtub finger paint for printing, and shaving foam for printing or classifying different colours.

### Special notes and/or Extensions

#### Essential Skills

Reading text  
Document use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Computer Use (if parents check suggested websites)

## Lesson Plan Background, Theories and Activities

Sorting is a pre-reading skill because the child has to determine what fits and makes sense, the same as reading information and making sense of it (comprehension).

If a child can recognize his/her name by jk/sk, this is a high predictor of grade 1 success. Problem solving in the bathtub can be as simple as having your child sort or count items of different colours, shapes and sizes. Your child can also fill or empty cups, spray bottles, or margarine tubs. He or she can also float and sink different objects.

### **Strategies to Increase Vocabulary**

Make sure when you sit down beside your child in the tub, face your child and talk with him or her. Name things and actions (Labelling) .....everything that your child is interested in.

Describe what you are doing and how you are doing it.(Self talk) "Let's wash your 5 fingers on this hand....one, two, three, four, five." Watch what your child is doing and looking at. Listen to his or her sounds and words. Show that you understand by commenting on his actions and sounds.

Copy what your child does (Mirroring) and says.

Add a word to what your child says which will increase his/her vocabulary (Scaffolding). Scaffolding is expanding on what your child says or does. For example, the child might say "I run fast" to which the parent could reply, "Yes, you run very fast after the ball." In all of these strategies, make sure that the parents are actively listening to what the child is trying to say. The ways that parents respond to a child's early attempts at language, influence and impact on the child's language development.

Straws are a great idea in the bath tub as they help to form teeth and they also encourage your child to make sounds....blowing helps develop this skill.

### **Literacy Activity**

Have parents do midpoint evaluation (Section C - Evaluations)



**Math Activity**

- Work with partner and observe the objects on the table from the kit. Create a math game and be prepared to tell us what skills this game would enhance.

**Homework**

- Bring a unique bathtub game that you create with child to discuss in class next time
- Read Inexpensive ways to literacy play (Parent Book)

**Snack****B. FAMILY LEARNING - PACT****Opening routine**

- Hello song
- ABC song
- Sing bathtub songs (use the tune of a familiar song and change the words.)

For example:

Itsy Bitsy Turtle (sung to the tune of "Itsy Bitsy Spider")

The itsy bitsy turtle, swam in the ocean blue, Out came a shark and said "I'll play with you."

They splished and they splashed while the sun was still bright Then it got dark and the friends said goodnight.

Are You Swimming (sung to the tune of "Frere Jacques")

Are you swimming, are you swimming, little fish, little fish.

Bigger fish are coming, bigger fish are coming. Swim away. Swim away.

- Homework share

**PACT Math Activity**

Play math game with your child (the game you created with other parents)

**Story Time**

Ten Little Rubber Ducks

Sing simple songs with your child to help him learn language. Sing songs over and over. Hearing rhyme and rhythm can make it easier for your child to learn to read (see class 6 for more explanation).

## Lesson Plan Background, Theories and Activities

### PACT Literacy Activity

- Have the adult observe which toys the child wants to play with. Have parents practice vocabulary strategies (e.g. scaffolding) with child.

### Closing Routine

- Assign craft (Create a bath tub game or toy and bring it back to class – no items provided) and assign the number 8 for homework.
- Goodbye song

# Lesson Plan 9 – Kitchen Literacy

## Outcomes

**1** – tools **2** – parents work or education ready **3** – engage in literacy and math **4** – school ready

**7** – translate school system

**K** – Parents will know how literacy rich the kitchen environment is. **S** – Parents will know how to cut a recipe by half or how to increase a recipe (if done as an activity).

**A** – Parent comes to realize the importance of improving math and literacy skills by including her child in the cooking/baking process

**A** – The benefits of having the whole family involved in meal planning and preparation. Some cultures may not want all members involved but benefits are universal.

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome and introductions
- Life's a Circle. Divide the class into groups with 3 parents in each group. Have them draw 1 large circle on their paper. On the inside, they are to list all of the things they have in common (e.g. brown eyes, live in the same neighbourhood, etc.) On the outside of the circle, they are to list all of the differences (e.g. born in different cities/countries, some wear glasses, etc.). Then share with the large group. What did you discover about each other?

#### Review

- Review bathtub literacy, strategies to increase vocabulary such as labeling, scaffolding, have parents share homework (unique game they created)
- Number line estimation (second time)
- Key message #2 – Literacy Play (You are your child's favourite toy)

#### Introduce Topics

#### **Kitchen Literacy, Baking vs Cooking, Picky Eaters**

#### Kitchen Literacy

The kitchen is another great place to enhance your child's literacy and math skills since cooking is paramount to healthy living. Your child can enjoy math at home by doing activities that encourages your child to think and explore.

Your child can learn about letters and numbers by helping you measure ingredients for recipes, setting the table (counting plates, forks, knives, glasses, etc.) and by planning out a grocery list. Speak to the child so that he or she will hear the name of items such as cutlery (this idea of increasing vocabulary surfaced in the bathtub literacy class). This helps him or her to observe and classify objects. Describe what you are doing and how you are doing it (in the bathtub you could say "lets wash your toes." In the kitchen, you can say, "I'm kneading the dough.")

## Special notes and/or Extensions

### Essential Skills

Reading text  
Document use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Computer Use (if parents check suggested websites)

If you have a smaller group, do this opening activity as one large group activity rather than dividing the class into 2 or 3 groups.

## Lesson Plan Background, Theories and Activities

Math activities in the kitchen include measuring ingredients (fraction use for ingredients), estimation and reading the clock (telling time or how much time is left for the cake to bake), temperature of the oven, counting the amount of times you stir the soup, count how many muffins you baked, etc. Talk about the multi sensory aspects of kitchen literacy and ask your parents to use new vocabulary with their children when they compare and contrast the different textures, sounds, smells, sights of the foods that they cook with. Don't forget about counting how many cookies each child gets and other counting games. "Canada's Food Guide" also describes the numbers of food groups necessary for good health per day. It classifies food groups, etc. A lot of math is involved when using Canada's Food Guide.

For mixing and measuring, you may have to work hand-over-hand with your child, depending on their age. This is still a great way for your child to be a part of real life activities. Also, if your child happens to be a picky eater, he or she will be more likely to try the food if he helped prepare the food, even if they only washed the strawberries.

Some other examples of using math in the kitchen...ask your child to pass you the largest cereal box or ask which shapes stack the easiest (you could pull out cans and compare).

### **Baking versus Cooking (and how it relates to right and left brain use) (logic vs creative)**

People who like baking or only cook from a recipe are usually considered "left brain" thinkers. They tend to be logical (step by step problem-solvers), sequential (list makers, good spellers), linear (detail oriented); symbolic (learn by phonics), verbal (language-based instructions are easy), and reality based (know the rules and accept them). Bakers like to prepare cakes, cookies and other sweets.

People who like to experiment with cooking and will get in the kitchen and just go for it are often creative and considered "right brain" thinkers. Intuitive (start with the answer and work back), random (multi-task without priorities), holistic (the big picture), concrete (learn by whole language), non-verbal (body language, pointing hand signals), and fantasy based (want to change their environment). Cooks like preparing the main course.

## Special notes and/or Extensions

[www.todayparent.com/cookingwithkids/](http://www.todayparent.com/cookingwithkids/)

More information and the Hemispheric Dominance Inventory can be found at

<http://www.mtsu.edu/~studsk/hd/learn.html>

## Lesson Plan Background, Theories and Activities

These are just some of the differences that exist between the left and right hemispheres, but you can see a pattern. Left-brained strategies are the ones used most often in the classroom, therefore, right-brained students sometimes feel inadequate. However, if the learner can be flexible and adapt material to both sides of their brain it would increase balance and the number of strategies used to learn and thereby, increase understanding.

### Is your Child a Picky Eater?

It is important that children develop healthy eating habits early in life.

Strategies include:

- Schedule regular meal and snack times. Avoid feeding your child in between these times so that they are hungry at snack and meal times.
- Limit juice and milk between meals. Offer water between meals.
- Respect tiny tummies. Keep portion sizes small. Your child may not try a bit if the portion looks too big. You can always give seconds.
- Make every bite count. Serve nutrient dense foods such as peanut butter, cheese, chicken, eggs, and yogurt.
- Don't be a short order cook. Serve one meal for everyone but offer at least one food at every meal that your child likes.

As long as your child is growing and developing normally, a relaxed approach to food is the best way to cope with your child's eating behaviours.

## Lesson Plan Background, Theories and Activities

### Literacy Activity

- Provide parents with a recipe; have them change the ingredients or the amounts in the recipe and share what they think they will create

### **Easy Apple Crisp**

4 Apples

2/3 cup flour

1/3 cup sugar

Juice of 1 lemon

¼ cup margarine

2/3 cup brown sugar

Peel and slice apples and place in baking dish. Pour lemon juice and sprinkle white sugar over apple slices. Mix together flour, butter and brown sugar. Spread this mixture over the apple slices as well. Bake at 375 F until apples are tender and top is bubbling (approx 20 – 30 mins).

### Math Activity

- Divide the parents into small groups of 2 or 3, and have them talk about math games that they could do in one of these places:
- Shopping (finding specific items)
- Walking (counting steps, trees)
- In the park (counting dogs in the park, people, counting slides, timing how long it takes to go down slide)
- At home
- Observing the weather (You can have kids and parents use a weather chart with sun, clouds etc. to cut out and colour so they have something to frame their discussion around)

### Homework

- Have the parents make a shopping list with their child (either by cutting out items out of a flyer or writing it)
- Age craft. Give the parents a blank sheet of paper. They are to draw the number of their child's age and have child glue or create that number of objects on page

### Snack

## B. FAMILY LEARNING - PACT

### Opening routine

- Hello song
- ABC song
- Homework share (number and craft)

### PACT Math Activity

- Triangle Fun. Have the families count all of the triangles and share with the group. (from parent book) Answer: 12 triangles
- Discuss with families how they could incorporate this game at home (e.g. squares, circles)

### Story Time

Clocks and More Clocks

### PACT Literacy Activity

- None for this class

### Closing Routine

- Show craft (Number of child's age – families cut objects and glue to child's age) and assign the number 9 to the children
- Goodbye song

## Lesson Plan 10 – Learning the Math Strands

### Outcomes

**2** – parents become work or education ready **3** – engage in literacy and math activities **4** – children and parents become school ready **8** – parents advocate for self and child

**K** - Parents understand the 5 Ontario Curriculum Math Strands

**S** - Parents can identify which activities correspond to which math strand

**A** - Parents feel that math is fun!

### Lesson Plan Background, Theories and Activities

#### A. PARENT LEARNING

##### Opening Activity

- Welcome and introductions
- I Remember. Retell a favourite summer memory either as a child or adult and tell why it was so special

##### Review

- Review Kitchen literacy
- Key message #2 – Literacy Play

##### Introduce Topics

#### How to Enjoy Math with your Child, Learning the 5 Math Strands

Why is it important for your child to learn math? How can we make math fun? How do we make math part of daily life?

It is important for your child to learn math because it is part of and involved with a lot of things in daily life such as budgeting, measuring for cooking, figuring out medication amounts when someone is sick, estimating the time it takes to get from one place to another, etc.

#### Making Math fun and part of every day life

- Be positive about math
- Show confidence in your child's ability to succeed in math
- Children develop a love of math in the same ways that they develop a love of reading (by sharing books with parents)
- Let your child know that you think math is important and fun
- Help your child make connections between school math and every day life
- Build on the math skills your child already has

### Special notes and/or Extensions

#### Essential Skills

Reading text  
Document use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Computer Use (if parents check suggested websites)

You may find that at this point, the opening activities are unnecessary as your group is quite comfortable with each other. If so, begin with the review.



## Lesson Plan Background, Theories and Activities

### Learning the 5 Math Strands (as taught by the school boards)

Number Sense - recognition and counting numbers (add, subtract, multiply and divide), this skill is measured in almost every math activity done

Measurement – compare objects by size (with toilet paper, hands, measuring tape)

Geometry and spatial sense – understanding shapes, movement through space, map reading, graphs, design and construction

Patterning and Algebra – recognizing patterns and shapes and sets of numbers, learning how to describe using letters and symbols (e.g. money)

Data Management and Probability – predicting the outcome of events, recording information, using graphs and statistics (e.g. Canada’s Food Guide)

### Literacy/Math Activity

- Create a list of math terms and write on chart paper or white board (e.g. over, under, more than, less than, estimate)
- Place the titles of 5 math strands on a board; have the parents pick an example card and place it under the correct math strand (e.g. words to 5 Little speckled frogs, 10 little monkeys, skipping songs, rolling dice (Number Sense))
- Divide parents into partners – have them each measure and record the measurements (see Parent Book (Measurement))
- Record data on a graph (Data Management and Probability), ask questions such as what is the chance it will rain tomorrow? That you will win the lottery?
- Discuss shape walk that we've done – what strand would it fit under? (Geometry and Spatial Sense) – other game, hide an object and use math language to help the child find it
- Make patterns using Base 10 Blocks (Patterning and Algebra), basically this is learning to describe data using symbols, money

## Lesson Plan Background, Theories and Activities

### Homework:

- Cereal Scrabble – to be done with child found in Parent Book
- Clock Craft (Section D, Appendix 6 for explanation)

### Snack

## **B. FAMILY LEARNING - PACT**

### Opening routine

- Hello song
- ABC song
- Homework share

### PACT Math Activity

- Have parents do the measurement activity with their children (found in Parent Book)
- Compare how the children have estimated; did they get closer in their estimations with practice?
- Allow the families to measure objects in the kit

### Story Time

One Bear, One Dog

### PACT Literacy Activity

- Explore all of the toys and books in the kit
- Make a list of your child's favourite toys and state why she likes them.  
This will give a clue as to what types of books and toys you should have at home or borrow from the library.

### Closing Routine

- Assign Craft (Clock activity –What is your favourite time (Appendix 6, Section D). Children are to be helped to place the hands of the clock on their favourite time of the day and say why it is their favourite time. E.g. bedtime, snack time) and assign the number 10 to children
- Goodbye song

# Lesson Plan 11 – Factors Affecting Learning

## Outcomes

- 6** – parents become work or education ready
- 7** – translate school system
- 8** - parents advocate for self and child
- K** – Parents will know the factors that affect learning
- K** – Parents will know the importance of routines and boundaries
- S** – Parents will have the ability to use a time-management tool
- S** – Parents will have the ability to set goals
- A** – Parents will know that routines are important for child and parent (entire family)

## Special notes and/or Extensions

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome
- Mirrors. Have each parent find a partner. Have the two parents turn and face one another and put their palms toward each other. Have the one with the longest hair start moving their hands and the other parent with the shorter hair should mirror every move they make. After 1 minute, have the second parent create the movement and the other parent mirror them. Discussion: Was it difficult to keep up with the person you were mirroring? What is the reality of role models today – athletes, singers, parents? Whose life do you impact? Is that impact positive?

#### Review

- Review the 5 Math Strands
- Introduce Parent as a Role Model – Key message #3 Your child is always watching you, more so than even listening to you.

#### Introduce Topics

#### Factors that Affect Learning, Routines and Boundaries, Behaviour and Setting Priorities, Parent as a Role Model, Time Management

#### Factors that Affect Learning (see Parent Book) p.40

Learning depends on factors that can be controlled (such as nutrition, amount of sleep), factors that can be influenced (buying glasses to correct vision problems), and factors that cannot be controlled (such as a mental or physical disability).

Physical factors include everything involved in physical development such as wellness, growth, nervous system development, physical skills, and nutrition.

Children must be developmentally ready before they can accomplish something physically. For example, a child cannot ride a bicycle before he/she understands balance, space, and practices riding a bike. Physically he or she can sit on a bicycle and move the pedals, but he/she needs to understand how to balance on the bike.

#### Essential Skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Computer Use (if parents check suggested websites)

Discuss the poem

“When you thought I wasn’t looking” in parent book. Do our children really notice so much of our every day actions? Why or why not?

A parenting book that deals with routines and boundaries  
1-2-3 Magic by Barbara Coloroso

## Lesson Plan Background, Theories and Activities

Routines and boundaries provide a child with guidance. Discipline is about setting limits and because each child is different, limits need to be set to suit personalities. Discipline is also about teaching, not about punishment. It must be firm and consistent; gentle yet effective. Label the behaviour, not the child. "I love you, I just don't like what you are doing right now."

Some children respond well to having guidelines explained. Others need to be shown alternatives or re-directed. When you set reasonable limits for your child, he/she will learn to set her/his own limits and make good choices. The key to providing limits is to be consistent. Let children work out minor squabbles on their own so that they learn how to set limits (Concept of Calm Assertiveness).

Routines provide children with direction. Have a routine. Decide on the order together. Tell your child what he/she needs to do. Don't discuss, persuade or nag. Instead, walk away. If he doesn't do what you have asked, let him learn that he will not get extra attention by behaving badly. The best way to help better behaviour is by ensuring that everyone has enough sleep. SLEEP NEEDS: preschoolers need 11-13 hours per night; elementary 10-12 hours per night; intermediate 9 – 11 hours; teenagers 8 – 10 hours per night. Some examples of routines are: bedtime, naptime, dinner time, bath time, morning time.

### Literacy Activity (pick one of these activities or do both if time permits)

- Time Management Quiz found in Parent Book Discussion. What, if anything is getting in your way to complete projects that you want to complete? How can you rework your family schedule in order to accomplish what you wanted? OR do you need to rethink what you are trying to accomplish? Is it realistic?
- Discuss how soon a child can have responsibility.

### Homework

- Discuss craft (Glue buttons onto craft paper and record the number glued). Assign the number 11 in the child book.

### Snack

## A. FAMILY LEARNING - PACT

### Opening routine

- Hello song
- ABC song
- Homework share

### PACT Math Activity

- Time management/clock work to go with routines, etc. (see parent book) Have the parents complete a list of their routines and compare with other families. Have parents share why the routines they use work for their families.
- Number sense – recognizing numbers, matching numbers from the numbers kit (like a memory game only with numbers)

### Story Time

One, Some, Many

### PACT Literacy Activity

- Create a list with your child of your family routines
- Have your child tell you the order of things

### Closing Routine

- Show craft (Button number craft) and assign the number 11 to children
- Goodbye song

# Lesson Plan 12 – How Are You Smart?

## Outcomes

2 – parents become work or education ready 8 - parents advocate for self and child

K – Parents recognize their own intelligence/strengths

Parents are able to identify their child's intelligence/strengths S – Parents are able to teach in the way their child is smart

A – Parents understand that their child may not be the same kind of smart as they are but that their child has his/her own kind of smart and that each type of intelligence is equally valuable

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome and introductions
- Penny Toss. Give each parent 10 pennies and ask each person in the group to share something that they have never done (e.g. go to Disneyland). Anyone in the group who has not done that activity must toss one of their pennies into the centre of the group. The idea is to see who can last the longest. Discussion: What is something you learned about someone in this group? Why is it important to know something about the people you work with?

#### Review

- Review Factors that Affect Learning
- Parent as a Role Model – Key message #3

#### Introduce Topics

#### Multiple Intelligences

#### Multiple Intelligences

Multiple Intelligences means that people are smart in different ways. According to Howard Gardner, we are all smart. In the past, children were thought of as “smart” if they could read, write and do math. We now recognize that there are nine different multiple intelligences. You need to ask yourself, “How are you smart?” not “How smart are you?”

Recognizing and valuing children’s many forms of intelligence will enable them to reach their potential in many areas of learning throughout their lives. If they are struggling with a concept, providing them with the opportunity to learn in their preferred methods of learning or their strengths, may help them to learn the difficult concept. If they have been provided with and have tried out various ways of learning, they will have confidence to take learning risks throughout their lives. They will find that they are naturally better at some things than others.

## Special notes and/or Extensions

### Essential Skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Computer Use (if parents check suggested websites)

As an extension, you can extrapolate further about any information you can find on native learning styles or other cultures.

## Lesson Plan Background, Theories and Activities

**Word Smart** – these children can use spoken or written words effectively. They understand language well, especially words, stories, sounds, meanings, spellings, writing. Children who have this intelligence learn best by seeing or hearing words.

**Math Smart** – these children learn best by seeing patterns and figuring out the why of things. They have the ability to understand and use numbers easily.

**Picture Smart** – these children learn best by seeing pictures, drawing and doodling. They have the ability to recognize and read maps, are good with colours and drawing, and can figure out how to build things from diagrams.

**Body Smart** – these children learn best by moving their bodies and being directly involved. They have strong abilities in sports, balance, coordination, dexterity and speed.

**Music Smart** – these children learn best by using music, rhythm and dance. They have the ability to hear, discriminate and understand musical patterns, play instruments, read music, sing songs, whistle, hum, remember melodies, and keep time rhythmically to music.

**People Smart** – these children learn best in group situations by cooperating with others. Their abilities lie in relating well to others including understanding people's feelings, desires, and ideas.

**Self Smart** – these children learn best when allowed to work on their own in an independent way. They have abilities to act appropriately and form their own opinions.

**Environmental Smart** – these children learn best when involved in nature. They have abilities in understanding nature and how it works as well as what to do to preserve it. They understand the balance in nature.

**Existentialist Smart** - according to the latest from Howard Gardner, this is not a confirmed intelligence but these children are in tune with spirituality and things not seen.

## Lesson Plan Background, Theories and Activities

### Literacy Activity

- Have the parents read along with the parent handout(How are You Smart?) and place themselves on three of the multiple intelligences. Then have them share with each other what intelligences they have and provide an example. This exercise is done so that the parents can figure out how they are smart.
- Have them figure out what 3 multiple intelligences their children have. It will be interesting to then compare how the parent is smart compared to their child.
- Have the parents discuss how they think this will play out at home regarding discipline, communication, ways of learning, etc. Will your parents understand themselves better now that they have done this exercise? Will they understand their children better now too?
- What book or toy do they think that their child will pick? Why? (Relate this to multiple intelligences. e.g. child who is math smart may pick the number book.)
- If time permits, have parents create a list of problems/issues that arise at home. Now have them problem-solve, knowing their smarts and their child's smarts. Will they parent differently now that they know their child's smarts (and perhaps weaknesses too?)

### Homework

- Discuss craft. Give each child coloured construction paper and have them create a balloon mobile. Provide straws and string as well.
- Assign the number 12 in the child book.
- Parents are to record the 10 activities that their child asked to play over the next couple of days and share during next class for homework.

### Snack



## A. FAMILY LEARNING - PACT

### Opening routine

- Hello song
- ABC song
- Homework share

### PACT Math Activity

- Number Walk

### Story Time

Chicka Chicka 123

### PACT Literacy Activity

- Observe which book or toy the child chose when arriving in class. Was it one the parents thought their child would choose?
- What multiple intelligence is this related to?

### Closing Routine

- Assign Balloon craft and assign the number 12 to children
- 10 activities that child asked to play over the next couple of days
- Goodbye song

# Lesson Plan13 – Learning Styles

## Outcomes

- 2 – parents become work or education ready
- 7 – translate school system
- 8 - parents advocate for self and child
- K** - Parents will understand the different learning styles
- Parents will understand the term Media Literacy
- S** - Parents will be able to identify their learning style and their child's learning style
- A** - Parents will understand the need to tailor their teaching time with their child to the child's learning style

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome and introductions
- Spider Web. Begin with putting all of the parents in a circle. Facilitator starts with a ball of yarn and tosses it to a parent. The facilitator says one thing that they learned this week. Then the parent repeats what the facilitator said and says one thing they learned this week. That parent tosses the yarn to another parent. Continue with each parent repeating what every person before has said and tossing to another parent. Facilitator to conclude the activity by stressing how we are all linked (like the internet or a spider's web).

#### Review

- Multiple Intelligences
- Parent as a Role Model – Key message #3

#### Introduce Topics Learning Styles, Media Literacy

#### Learning Styles

People learn in different ways. Some learn best by seeing, others by hearing, others by doing. If you know your child's preferred learning style, you can help that child learn more effectively by ensuring that difficult concepts are taught to your child in his preferred learning style. It is also important for you to know your own learning style because this is likely the one you will use the most when teaching your child. However, your child won't necessarily have strengths in your preferred learning style.

Provide opportunities for your child to learn the world using all of the senses. Schools traditionally use visual and auditory methods to teach children concepts however, many children learn better by doing things.

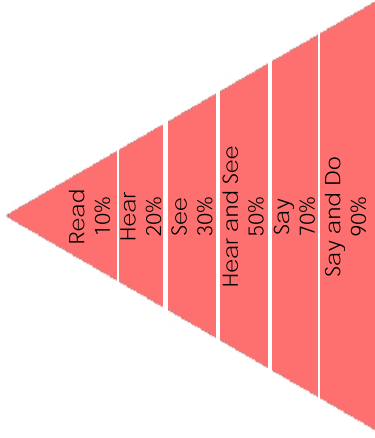
## Special notes and/or Extensions

#### Essential Skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Continuous Learning
- Computer Use (if parents check suggested websites)

## Lesson Plan Background, Theories and Activities

Dale's Cone of Learning  
After 2 weeks, we remember  
10% of what we read..... Reading  
20% of what we hear..... Hearing Words  
30% of what we see..... Looking at Pictures  
50% of what we hear and see..... Watching a Movie  
70% of what we say..... Giving a Talk  
90% of what we say and do..... Doing the Real Thing



### Literacy Activity

**In parent book, have parents do "What's your learning style." List on the board how many are auditory, visual, kinesthetic learners. Discuss.**

### Media Literacy

In today's information based economy, reading is both an essential skill and a simple pleasure however; many children are growing up hooked on TV. At present, North American children spend four times as many hours watching TV as they do reading for pleasure and unfortunately, most TV is a passive activity. Even if we feel strongly about limiting TV viewing, children are exposed to some TV.

Text is essential for building literacy skills. Successful readers have broad, strong vocabularies. TV is all talk, however, without many useful words. The average children's book comes with a greater vocabulary set than most prime time TV shows. The act of reading fosters habits of analysis, questioning, comprehension and rationality. TV fails to contribute to the development of these key skills. Children who read for pleasure score 10% higher on proficiency tests than those who never read for fun.

We suggest that you limit TV or media time (sometimes called screen time). They all mean the same thing. Begin with some rules. Your child must have an equal amount of reading time versus media time (that includes computers). Be clear about what programs children are allowed to watch (or what games to play on the computer). Remind children that TV is not real. If they are scared, they can turn it off.

## **Lesson Plan Background, Theories and Activities**

There are lots of good things on TV. It is essential to keep an eye on what your child is watching on TV or playing on the computer. Watch with your child and talk together about what is on. Ask comprehension questions. Extend the learning to real life. Talk about what you've watched together. Explore the TV show the same way you would with a book. What was the show about? Who is your favourite character?

Advertising is also a big part of watching TV and much of it targets children. Teach your child to think critically about what the advertising is about by pointing out some techniques that advertisers use. For example, toys are often made to look better than what they really are (either larger or they do less than what they show).

### **Literacy Activity**

Make a list of appropriate television shows with your parents. Have them list why they are appropriate or verbally defend a show that their child watches. If there are shows listed that are not appropriate for their children to watch, have them determine if there are ways that parents can make them more appropriate such as talking about the characters involved in the show, determining the geographical location of the show, analyzing why things have occurred the way they have in the show, etc.

### **Homework**

- Charting the weather.
- Discuss the craft. Create a sun, wind, rain to use for weekly calendar and assign the number 13 in the child book

### **Snack**

## **B. FAMILY LEARNING - PACI**

### **Opening routine**

- Hello song
- ABC song
- Homework share

### **PACI Math Activity**

- Charting the Weather. Have your families chart today's weather on the calendar. Then have them chart the weather for the next 6 days. At the end of the week, have them make a picture graph showing how many sunny days, cloudy days, snowy days, windy days, etc. and be prepared to share with others.

### **Story Time**

The Very Hungry Caterpillar

### **PACI Literacy Activity**

- None today

### **Closing Routine**

- Assign charting the weather creations craft and the number 13 to children
- Goodbye song

# Lesson Plan 14 – Reading Blues

## Outcomes

4 – school ready 8 - parents advocate for self and child

K - Parents will know the basics of how to talk to their child's teacher and some warning signs of learning disabilities (LD).

K - They will also know about some resources regarding LD.

S - Communication skills will have improved. S – Parents will have questions about parent/teacher meetings and are prepared for the interview.

A - Parents are more confident being an advocate for their child within the school system and other agencies.

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome and introductions
- Who are You? Provide adults with a large piece of paper. They are to write their name in the middle of the paper. In each of the four corners, they are to write answers to any of the following questions. Who chose your name? Why was this name chosen? Does this name commemorate a family member or friend? What expectations does your family associate with this name? What qualities or words do you associate with this name? What do you dislike about your name?

#### Review

- Learning Styles and Media Literacy
- Parent as a Role Model – Key message #3

#### Introduce Topics

The Reading Blues, How to talk to your Child's Teacher, Learning Disabilities

#### The Reading Blues

Sometimes a child goes through a period when she doesn't want to read. There are specific danger times. The first danger time is in about grade four (9 or 10 years of age). One in every three school age children loses interest in reading. It is more likely to strike boys than girls. One reason is that at this time, children have the literacy skills to read on their own and their parents stop reading with them. The next danger time is grade nine.

There could be many reasons why your child doesn't want to read. Maybe the books are too difficult or too easy. Ensure that your child is finding the available books interesting. Try non-fiction books or magazines specifically written for children. Try comic books. Try other types of reading like the game on the back of the cereal box. Make sure you are not putting too much pressure on the child to read. Remember to read together for enjoyment.

## Special notes and/or Extensions

### Essential Skills

Reading text  
Document use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Continuous Learning  
Computer Use (if parents check suggested websites)

If you prefer, you can have the adults write the name of their child and the reasons instead of using their own names.

## Lesson Plan Background, Theories and Activities

Paul Kropp in the “The Reading Solution” recommends that parents read with their children right through high school. It not only helps keep them interested in reading but gives parents neutral ground for discussion during these difficult years. During the danger times, the parent can take up the slack and spend more time reading to the child. Or they could play the video games (Zelda for example) that involve more reading. Another activity is to spend more time grocery shopping together and having the child take on a greater role finding items which would involve reading labels, grocery lists, and signs in the store. What other creative ways can the parent include reading, without the child feeling pushed to read? Some other examples include travelling by bus and having the child map out the route; going to see a foreign film that interests the child and having them read the subtitles or just turn on the subtitles on your regular TV so that they are always there (closed captioning). There are all sorts of neat ideas that parents will benefit from brainstorming and sharing.

### How to Talk to your Child's Teacher

1. Introduce yourself early in the year to the teacher. Do not wait for the parent/teacher interview.
2. Attend parents' nights and take notes.
3. Before a meeting with the teacher think about what you want to say and accomplish. Write down questions you want to ask.
4. Take an interest in what your child is learning. Ask guided questions...what was your favourite activity today? Why? Ask the teacher questions about what the child is learning and how he/she is doing at school.
5. Ask for samples of work.
6. Look at the books your child is reading at school. Ask the teacher to recommend books.
7. Ask the teacher how you can best support at home what your child is doing at school.
8. Ask the teacher about homework? How much should be done at home?

## Lesson Plan Background, Theories and Activities

### Learning Disabilities

There are many different kinds of learning disabilities, each one affecting learning in a different way. A learning disability is a neurological disorder with which individuals are born that exists throughout their life.

The first step is to find out if your child actually has a learning disability. Talk to your child's teacher and express your concerns. Be specific about what you have observed. What has the teacher observed? If your child is not yet in school, talk to professionals at the early years centre or day care centre. Sometimes there is another agency to refer them, if the child is under school age. Speak to your family doctor. Emphasize that it can be a very long process to have a child diagnosed through the public and separate boards (up to 3 years). If there is any suspicion, act immediately. Have the parents refer to the Learning Disabilities checklist in the parent book when you present this information.

### Literacy Activity

- Work with another parent and write down 5 questions you would ask your child's teacher (brainstorm).
- If you have another child already in school, is there anything troubling you now? What help would you like?

### Homework

- Discuss craft. Provide animal for children to colour – colour the animal. (Section C) and assign number 14 in the child book.
- Create a learning portfolio for your child. A portfolio is a collection of child's work, kept over time. Bring what you have right now. Some suggestions are to have each parent bring one or two favourite things in or ask the parent to ask their child to pick a favourite piece of work to share.
- Have parents review the Learning Disabilities Handout in their parent book for homework.

### Snack



## B. FAMILY LEARNING - PACT

### Opening routine

- Hello song
- ABC song
- Homework share

### PACT Math Activity

- Create patterns using your body. Clap and stomp your feet in a certain way (e.g. clap, clap, stomp) and have your child repeat it. Now have them create the pattern and you repeat what they do. Now scaffold with them creating even more difficult patterns. (From the Math Strand "Algebra and Patterning")

### Story Time

Hug

### PACT Literacy Activity

- Create a pattern with words. (e.g. green, red, green or with babies, use sounds...ba ba ma, ba ba ma)

### Closing Routine

- Assign the "Colour the animal" craft and assign the number 14 to children
- Goodbye song

# Lesson Plan 15 – How to Stay Healthy

## Outcomes

- 6 -model positive parenting 7 – translate school system 8 - parents advocate for self and child
- K – Parents are aware of financial matters for themselves and their children
- K – Parents have a broader definition of health (see Parent Book – factors that affect learning)
- S – Parents can identify some health risks for their child and how to influence and / or control these factors

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

- Welcome and introductions
  - School Difficulties. Have parents share issues surrounding the difficulties they encountered at school themselves (if they had any)? By this time in the classes, the participants are pretty comfortable sharing that kind of stuff. This will tie into the topics from last class.
- OR
- I am Special. Have a piece of paper with each person’s name written in it. Have each person walk around and write (or draw) something about that person. At the end, each person will have a description of themselves as thought of by other people. This tends to be self-affirming and self-esteem building.

#### Review

- Homework share. Provide time for parents to share learning materials that they brought for the learning portfolio
- Learning Disabilities, Reading Blues, Talking to your child’s teacher
- Parent as a Role Model – Key message #3

#### Introduce Topics

#### **Health Literacy, Financial Literacy**

#### Health Literacy

Health refers to the resources we have to manage our lives, not the absence of illness. Health is like a life bank account. Health literacy encompasses many things including:

- Physical health
- Mental health
- Emotional health
- Social health
- Spiritual health

## Special notes and/or Extensions

#### Essential Skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Continuous Learning
- Computer Use (if parents check suggested websites)

## Lesson Plan Background, Theories and Activities

You have an essential role in supporting the development of your child's health. There is a direct link between health resources and life management. Babies and young children are totally dependent on their parents for health resources. The more time parents spend focusing on the development of health resources, the more they support their child's lifelong learning opportunities.

### Financial Literacy

Financial literacy is the knowledge that parents have to manage any financial matters for their families including budgeting, allowances, knowing their purchasing power, understanding that money is a symbol for something else, etc.

#### **Things to Do to Strengthen Financial Literacy Skills**

1. Teach your children the value of coins and bills.
2. Count change with your child.
3. Start an allowance system.
4. Turn their "gimme" requests into a desire to save.
5. Help them to set easy saving goals.
6. Show them how advertisements don't always tell the truth.
7. Encourage your children to be thrifty and provide rewards when they do.
8. Teach the difference between needs and wants.
9. Help them to earn extra cash for toys and treats.
10. Avoid vacation tantrums by setting up kiddie budgets.

Adapted from Practical Money Skills for Life

[http://practicalmoneyskills.com/English/at\\_school/teachers/lesson.php?id=381&o=1](http://practicalmoneyskills.com/English/at_school/teachers/lesson.php?id=381&o=1)

**Literacy Activity**

- Have parents do health chart from Parent Book. Then discuss as a group. This activity will show the importance of parents to their child's health.

**Homework**

- Discuss Lace a Teddy Bear craft and assign the number 15 in the child book
- Do Personal Goal Sheet from Parent Book

**Snack****B. FAMILY LEARNING - PACT****Opening routine**

- Hello song
- ABC song
- Homework share

**PACT Math Activity**

- Ask child to help solve problems. Facilitator to write these on the board or chart paper ahead of time. We have \$6.00 to purchase tomatoes and each tomato is \$1.00. How many tomatoes can we buy?
- OR bring in pretend coins and dollar bills (if have an older group of children). If younger, use the base 10 blocks for counting, patterning, building, and measuring (4 of the math strands)
- OR have the families go on a math walk. Have them observe what their child notices in his/her environment. See if they can tell you what strand the observed items the child found belong in.

**Story Time**

Where Are Those Teddy Bears?

**PACT Literacy Activity**

None

**Closing Routine**

- Assign "Lace a Teddy Bear" (Section D) craft and assign the number 15 to children
- Goodbye song

Lacing improves hand/eye coordination and muscle strength, both necessary pre-writing skills.

# Lesson Plan 16 – Next Steps and Celebrations

## Outcomes

- 6** – model positive parenting    **7** – translate school system    **8** - parents advocate for self and child
- K** - Parents know how to build a spider plan or timeline and flow chart
- S** - Parents are able to set a SMART goal and find embedded tasks
- A** - Parents have the confidence to work toward goals and succeed

## Lesson Plan Background, Theories and Activities

### A. PARENT LEARNING

#### Opening Activity

Welcome and review 3 Key Messages

- Review any topics that need further addressing
- Ask the parents if there is anything they would like to discuss further
- Give out final evaluation
- Next Steps – future adult courses, job, assessment

#### Introduce Topics

**Next Steps/Create a SMART goal/Final Evaluation/Celebration**

#### Next Steps

Have guest speaker explain services of Job Connect or a similar agency that helps adults find employment. If a guest speaker is not available, the facilitator should have ideas and contact information so that she can address the parents questions and make appropriate referrals. We have a directory of all the literacy and basic skills (LBS) programs that adults can attend following this program. We explain each of the different programs found at the various agencies and encourage the parents to have an assessment of their skills if they are interested in further adult literacy programming (In our case, Project READ has an assessor who directly refers to all LBS programs). Also, have someone from the host site come to the class to explain other programs the families can attend following **Get Set Learn**. These are all good transition steps to ensure that these families remain engaged in their community.

**Create a SMART goal (See parent handbook for more information)**

- S** - specific
- M** - measurable
- A** - attainable
- R** - realistic and results oriented
- T** - timeline

## Special notes and/or Extensions

### Essential Skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking Skills
- Continuous Learning
- Computer Use (if parents check suggested websites)

For higher literacy level parents, have them create a time line or plan for their future. Because we are talking about next steps, you need them to think realistically about what they want to be doing 3 - 6 months from now.

## Lesson Plan Background, Theories and Activities

### Final Evaluation

Have the parents complete the final evaluation. If some parents need help, ensure that there are other helpers (i.e. child care workers) who can help them complete the evaluation. It is better if the facilitator doesn't help with the evaluation as some of it is about her facilitation skills and you want an honest reflection from each participant.

### Literacy Activity

- Provide parents with recycled objects such as milk cartons, cereal boxes, juice boxes, etc. The parents will work in groups to create a craft out of the objects.
- Create a list or discuss how the parents can stay in touch with each other. This helps to build support networks, if the parents want them.

### Homework

No homework as this is the last class.

### Snack

## B. FAMILY LEARNING - PACT

### Opening routine

- Hello song
- ABC song
- Any other song children suggest
- Homework share

### PACT Math Activity

- Have the children pick what their favourite math activity was (from some samples that you show them from the previous weeks) and have them tell the other children about it. Why is it their favourite? Allow them to do it (i.e. shape walk, measurement, etc.)

### Story Time

Planting a Rainbow

### PACT Literacy Activity

- Children can add their ideas to the craft that the parents made in parent only time. Ask the children what they would like to see added or changed to the craft.

### Celebration

- Provide the certificates to each family (the certificates should have each child and parents' name on the certificate). Also give the child report card to the families (see Evaluation section).

### Closing Routine

- Goodbye song