



Get Set Learn Parent Book



Enriching families through life-long learning.

Information for Parents



Our Three Key Messages

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

This is your homework book. It has information that we will be talking about in class each week. Your teacher will let you know what homework you need to do and bring back to the next class. Homework is important because it lets you practice what you have learned in class.

The Importance of Homework

At the end of each class, you and your child will be given homework to do before coming back to the next class. This is to help you practice together at home on fun writing and math activities. Also, if you practice a new skill within 24 hours after learning the skill, you will remember it better.

Get Set Learn is a holistic program that takes place 2 times each week. This makes doing homework important for you and your child.

Get Set Learn Rules

In order to make things run smoothly during the Get Set Learn classes, we ask that you follow these rules.

Rules for Children

- I will be a good listener
- I will stay with my family so I can learn
- I will not touch in any way that will hurt
- I will use my inside voice
- I will take turns and share the books and toys with my new friends.
- I will ask for help if I need it



Rules for Parents

- Please feel free to leave the room for a time out with your child and return when things have settled down
- Disruptive behaviour affects both individuals and group learning
- When necessary, please take some time away from the group to remember our **Get Set Learn** rules
- If you are feeling uncomfortable about anything in **Get Set Learn**, please talk to us right away so that we can try to help
- I will support the other parents and children in their play and parenting

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Hello and Goodbye Songs

(Tune is "The Farmer in the Dell")

Hello my friends, hello
Hello my friends, hello
Hello my friends,
Hello my friends,
Hello my friends, hello.



Goodbye my friends, goodbye
Goodbye my friends, goodbye
Goodbye my friends,
Goodbye my friends,
Goodbye my friends, goodbye.



Getting Ready for Reading and Writing

Three Key Messages of Get Set Learn

How can you help a young child get ready for reading and writing?

Read with your child often

Things such as simple books, story tapes, comics, story telling, and counting



Literacy Play

You are your child's favourite toy!
Play make believe with your child

Be a literacy role model

Let your child see you using literacy and math in every day life...you don't have to be a great reader to be a great role model!

Creating a Reader

Read Daily with your Child

Parents who regularly read to their children have children who grow up to be readers.

Read together regularly
Make story time special

Choose a book that
suits your child



Tell the story in a way that is fun, using funny voices and expressions. This helps the child get ready to read and write.

10 Great Reasons to Read with Your Child

1. Reading stimulates your child's imagination
2. Children learn new words by reading
3. Reading builds concentration and memory
4. Children learn about the world through books
5. Reading builds listening skills
6. Children learn letter and word awareness
7. Reading with your child will bring you closer
8. Children grow on positive attention of story time
9. You will give your child a life long love of books
10. Your child will learn that language is important

Reading out loud to your child 15 minutes every day brings all the benefits listed above as well as prepares your child for school.

It is never too late to begin.



Adapted from the *Toronto Early Literacy Specialists*

A Multi-Sensory Learning Approach

Young children have great stories to **tell** and many want to write them down. Ask your child to tell you a story and you write it down for them

OR

Ask your child **draw** their story in pictures. Then each time they tell the story they can use the pictures to “read” it.



We don't want to miss the best time to learn – that is when your child is ready to learn.

Use a **physical multi-sensory approach**.

HOW?

An example of a physical multi-sensory approach would be to teach children about an “O” by having them pretend to be an octopus. They are **acting “O” out** which will cause the letter to be learned better. Practice with different letters, animals, food, etc. Use your imagination.

What do you Remember?

Try learning something using each of these different ways of remembering.

1. **Read something.** A few hours later, try to remember what you read and tell someone about it or write down the details.
2. Use more than one sense to learn something (**multi-sensory**). For example, read and say out loud a new word. A few hours later, tell someone what you learned or write it down.
3. As you are learning something, ask:
 - Who
 - What
 - Where
 - When
 - Why
 - How?

A few hours later, try to remember the answers to these 6 questions. This would be **comprehension**.

If you tried all 3 ways to learn something, which way was the easiest? Why?

1. **Reading -**

2. **Multi-sensory -**

3. **Comprehension -**

Adapted from *Early Learning Canada, Workshop Leader Guide*

Family Literacy Daily Checklist

Read and check the sentences that you have done today.
Be ready to discuss in class.



Today I read a book with my child

- We cuddled
- We had fun – story time was special
- We turned off the TV and got rid of other distractions
- I picked a book suited to my child’s age and interests
- I read a book my child picked – one of her favourites



Today I played “Literacy Games” with my child

- We sang songs
- We counted toes
- We played patty - cake
- We put together a puzzle
- We talked to each other



Today my child saw me read and write

- I wrote a note
- I read the newspaper or a book
- I followed a recipe
- I put something together from the instructions
- I made and used a grocery list

ABC Strategies for Stories and Books

These suggestions are for the parent to try.

A – Admire and watch how your child listens; see what interests your child. Listen to your child’s responses to the story.

B – Babble or talk about the story; follow your child’s lead. Ask open ended questions.

C – Construct and add new words; build on your child’s ideas (SCAFFOLD). Look for a similar book to share with your child.

Suggested Books for Babies

Author

Baby Faces

Margaret Millar

Farm Animals

Lucy Cousins

Max’s Bath

Rosemary Wells

Say Goodnight

Helen Oxenbury

Let’s Pretend

Debbie Bailey

Suggested Books for Toddlers

Author

Brown Bear, Brown Bear, What do you See?

Bill Martin

Guess How Much I Love You

Sam McBratney

Snowy Day

Ezra Jack Keats

The Very Hungry Caterpillar

Eric Carle

Red is Best

Kathy Stinson

Suggested Books for Preschoolers

Author

Amos Sweater

Janet Lunn

Mama do you Love Me?

Barbara Joose

The Gingerbread Boy

Paul Galdone

And the Wind Blew

Pat Hutchins

Choosing Books for Your Child

Look at the boxes below to see if you can find books like this to read with your child. Places to find books: libraries, yard sales, book stores, dollar stores, your home.

Choosing a Book for Baby



- Cloth Book
- Board Book
- Point and See Picture
- Clear colourful pictures
- No words or few words

Choosing a Book for the Toddler



- Interactive or multi-sensory books
- Flap books
- ABC and Counting Books
- Nursery Rhyme Books
- Concept Books
- Theme Books around every day
- Books about routines
- Books with few words
- Simple repetitive words or phrases
- Books with bright simple pictures

Choosing a Book for the Pre-schooler



- Old Favourites
- Storybooks with simple plots
- Books of interest for child
- Repetitive text
- Books with text to help the child learn how print works
- Large print books
- Books with bright interesting pictures

Family Literacy Tool Kit

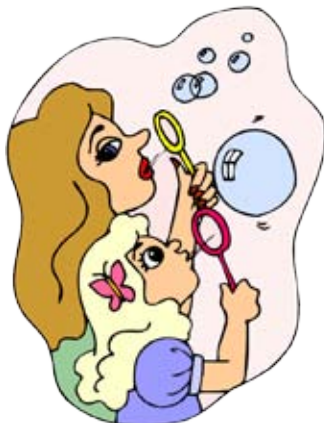
Basic Tools

- Scissors
- Glue stick
- Crayons
- Magazines or junk mail or old envelopes
- Yarn/string
- Pen/pencil
- Playing cards
- Dice
- Pasta shapes
- Rice in small container
- Measuring cups/spoons
- 2-3 containers – different shapes



Extras

- Scotch tape
- Paper clips
- Fridge magnets
- Brown paper bags
- Zipper bags
- Coloured paper
- Markers
- Glitter glue
- Glue stick
- Paint and brushes
- Buttons
- Cotton balls
- Bubbles
- Feathers



Ways to Inexpensive Literacy Play

(How to create a literate home)

Things to do together.

Baby

1. Count baby's toes. Count babies fingers. 1-2-3-4-5
2. Sing lots of songs to baby.
3. Rock baby while you sing a lullabye.
4. Play patty-cake.
5. When your baby babbles, babble back (imitate her).
6. Use your pointing finger. Trace the shape of letters on your baby's belly. Say the letter, A, B, C.
7. Take baby's hand and feel something soft, hard, squishy, etc. Say "soft" "hard" squishy".
8. Blow gently on your baby's face. Have baby blow on your face.
9. Stick out your tongue. Get baby to stick out tongue.
10. Show baby your teeth. Make the sound "S."
Get baby to imitate you.



Things to do together (continued)

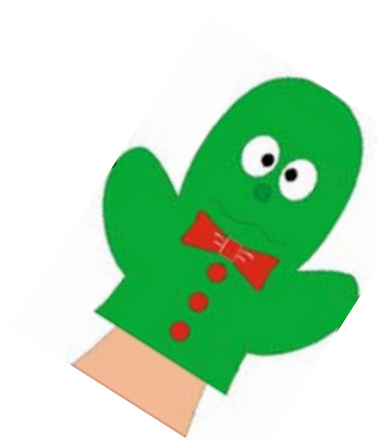
Toddler

11. Match fruit. Put all the oranges and apples together. Have toddler do the same.
12. Match socks and have toddler match socks with you. Say the colour names or "Mommy's socks, baby's socks."
13. Count crackers, raisins, carrot sticks, steps.
14. Start a penny jar. Let child put pennies in. Count the pennies.
15. Try what's different. Try what's the same. Pick out the items that have wheels.
16. Make a story book with pictures of your toddler. Have him tell the story and you write the words. Read this book over and over to



Preschooler

17. Observe nature. Predict if it will rain or snow, be sunny or windy.
18. Make a book.
19. Play card games like crazy 8's, uno.
20. Make puppets and play.
21. Make up silly songs. Change the words from songs you already know.
22. Sign out and read a riddle book (from the library).
23. Play card games like "go fish" or "old maid."



Home Literacy Environment Checklist

Is your home literacy-friendly? You are your child's first teacher. Your home is where your child will get his or her first experiences with books and reading. Look around your home and think about what you do with your child. If the statement on the checklist is true, place a check in the true column. If the statement is false, place a check in the false column. Don't worry if you don't have a lot of these items in your home. We will discuss this as a group and find ways for you to make or find some of these items.

What my child has access to....	True	False
My child has at least one alphabet book	<input type="checkbox"/>	<input type="checkbox"/>
My child has alphabet letters to play with	<input type="checkbox"/>	<input type="checkbox"/>
My child has crayons and pencils available	<input type="checkbox"/>	<input type="checkbox"/>
My child has paper available	<input type="checkbox"/>	<input type="checkbox"/>
My child has at least one rhyme book	<input type="checkbox"/>	<input type="checkbox"/>
My child has a picture book	<input type="checkbox"/>	<input type="checkbox"/>
My child has a library card (or I have a card)	<input type="checkbox"/>	<input type="checkbox"/>
My child has materials and games to help learn the alphabet	<input type="checkbox"/>	<input type="checkbox"/>
What I or another adult do....		
Read a picture book with my child once per week	<input type="checkbox"/>	<input type="checkbox"/>
Read a picture book four times a week	<input type="checkbox"/>	<input type="checkbox"/>
Teach new words to my child every day	<input type="checkbox"/>	<input type="checkbox"/>
Have a detailed conversation with my child once per week (e.g. How do you think ice cream is made?)	<input type="checkbox"/>	<input type="checkbox"/>
Have a detailed conversation every day	<input type="checkbox"/>	<input type="checkbox"/>
Help my child learn nursery rhymes	<input type="checkbox"/>	<input type="checkbox"/>
Encourage my child to tell me what he or she wants using a complete sentence	<input type="checkbox"/>	<input type="checkbox"/>
Take my child to the library regularly	<input type="checkbox"/>	<input type="checkbox"/>

	True	False
My child sees me or another adult doing....		
Reading books, magazines or newspaper daily	<input type="checkbox"/>	<input type="checkbox"/>
Reading books, magazines, or newspapers weekly	<input type="checkbox"/>	<input type="checkbox"/>
Writing a grocery list or letter or thank you note weekly	<input type="checkbox"/>	<input type="checkbox"/>
Writing a grocery list, letter, or thank you note daily	<input type="checkbox"/>	<input type="checkbox"/>
I....		
Am a good reader	<input type="checkbox"/>	<input type="checkbox"/>
Have a large vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
Speak more than one language	<input type="checkbox"/>	<input type="checkbox"/>
Have read with my child since birth	<input type="checkbox"/>	<input type="checkbox"/>
I or another adult encourage....		
My child to learn the name letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>
To help my child to write other people's names	<input type="checkbox"/>	<input type="checkbox"/>
Help my child learn how to make rhyming words	<input type="checkbox"/>	<input type="checkbox"/>
Help my child to learn the sounds the letters of the alphabet make	<input type="checkbox"/>	<input type="checkbox"/>
Help my child to learn and recognize the numbers	<input type="checkbox"/>	<input type="checkbox"/>

Total



- 0-10** Home literacy environment needs improvement
- 11-20** Home literacy environment has some good elements
- 21-31** Home is literacy rich. **BRAVO!**



Adapted from National Centre for Learning Disabilities, 2004.

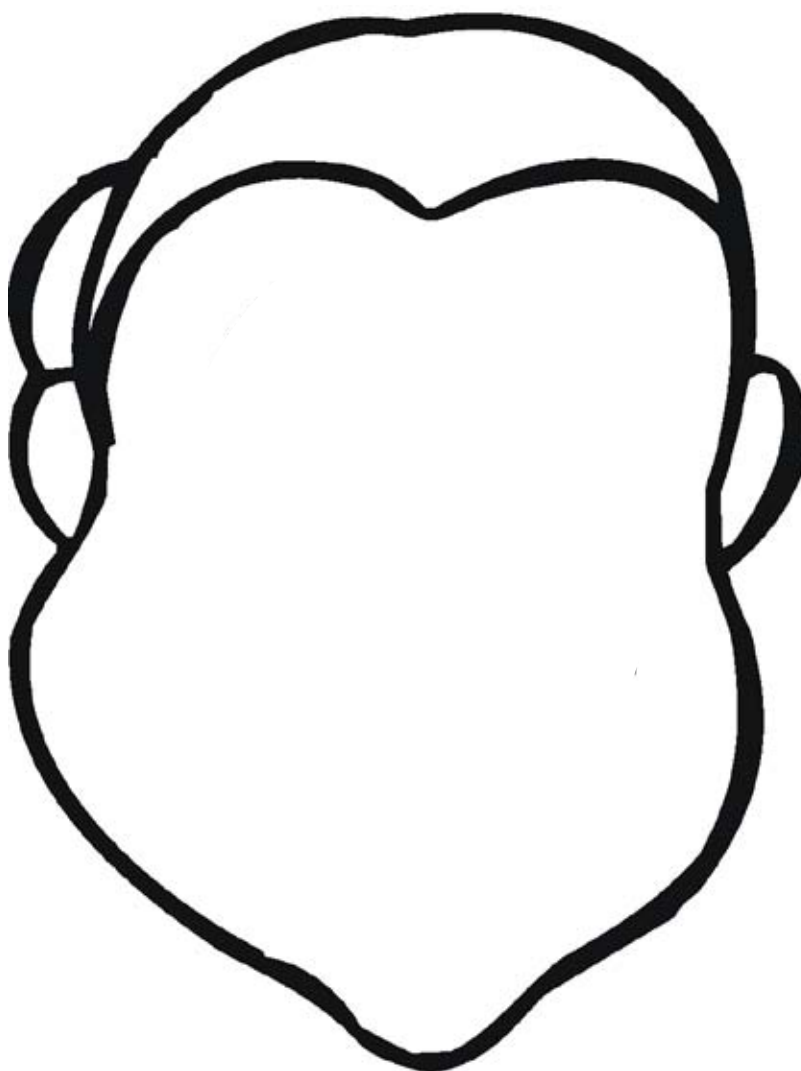
Parent Reflection – What Have I Learned?

Lesson 4 Homework

Write a sentence about the most important thing that you have learned so far.

This is how I feel about what I learned.

(Draw happy, sad, angry, or content face).



Letter Walk

Take a walk and spot the alphabet around you. Either write down all the things you find that have these letters or put a check mark. Example: C – sign that has friend “Chris” name

Aa		Nn	
Bb		Oo	
Cc		Pp	
Dd		Qq	
Ee		Rr	
Ff		Ss	
Gg		Tt	
Hh		Uu	
Ii		Vv	
Jj		Ww	
Kk		Xx	
Ll		Yy	
Mm		Zz	

Climbing the Beanstalk

Fostering literacy at the early stages

Stage 1 "I learn to LOVE books"

- Hold child close to look at books, sit her on your lap, cuddle
- Give child your undivided attention, enjoy.
- Set aside a special time for reading

Stage 2 "I learn that books TELL me things"

- Point out the picture, say the word
- Say the word and have child point out the picture

Stage 3 "I learn HOW a book works"

- Let child help by turning the pages when you read to him
- Let child handle and play with cloth and board books on own

Stage 4 "I GET IT" The print SAYS things"

- Put your finger under key words in the story and say the word
- Point out words all around you (environmental print)

Stage 5 "I FILL IN words and MEMORIZE the story"

- Read a favourite book over and over and let the child pick the book
- Let the child fill in parts of the story such as repeated or familiar words



Stage 6 “I PRETEND to read”

- Encourage a child’s efforts to pick up a book and pretend to read
- The child will tell or read aloud favourite books, following pictures and turning the pages
- The child will make up parts and miss words – that is okay, don’t correct them

Stage 7 “I RECOGNIZE some words”

- Let the child say aloud the words she recognizes in the story
- Follow along under the print with the tip of your finger as you read aloud so the child understands how print works on the page – across the page from left to right and down the page from top to bottom

Stage 8 “I use PICTURES and PRINT”

- Talk to the child about the pictures and how they relate in the story
- Encourage the child to PREDICT the text and story from the pictures – what do you think happens next?
- Ask questions as you read together and have a conversation about the story

Stage 9 “I use SIGHT WORDS, PHONICS, and other ways to figure out the story”
















- Encourage your child’s efforts to figure out the story and words using different strategies – context, pictures, recognizing words from memory, phonics
- Keep reading with child and let her join in as she can along the way
- Don’t expect the child to read the book on her own...she’ll build early reading skills as she’s ready from reading together with you

Signs All Around – Environmental Print

What do these mean? Write your idea beside each sign or put a check beside the ones you see.

What do these mean? Write your idea beside each sign or put a check beside the ones you see.

Please note: an answer key is included at end of this section for facilitator reference.

Child's Favourite Things to Do

Make a list of your child's favourite things to do. Then, on a rainy day, pull this list out and you will have ideas. You can ask your child to help you with this list. If you have more than one child, use the back of this sheet to write down their favourite things.

Child's Name: _____

Child's Age: _____



I like to.....

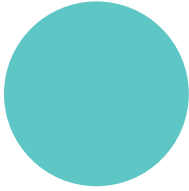
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Create a unique game. Bring it to class to discuss and share with the other families.

Shape Walk

Take a walk around the building.
Write down all the things you find with these shapes.

Circle



Triangle



Square



Familiar Rhymes

Lesson 6 – Homework

Create a list of your favourite rhymes or your child's favourite rhymes and songs. Be prepared to share the list with the group.

1.

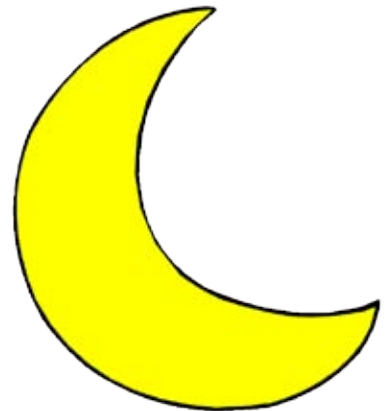
2.

3.

4.

5.

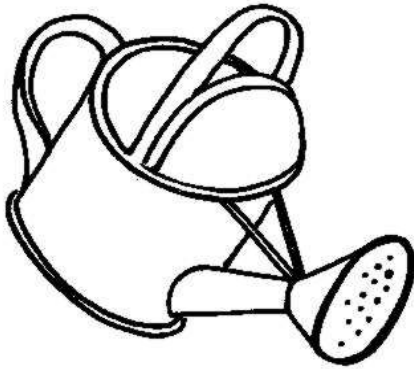
6.



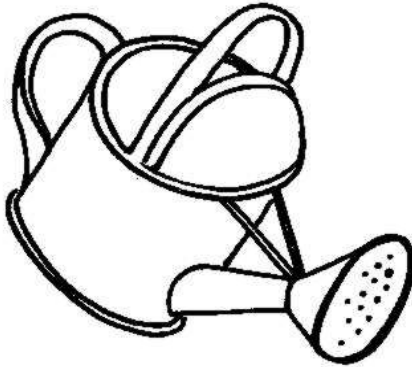
Colour Walk

Mark down how many things you have found that match the colour shown here.

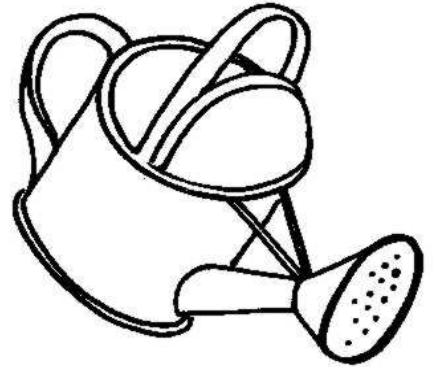
Yellow



Red



Blue

A large, empty rounded rectangle with a yellow border, intended for recording the number of yellow items found.A large, empty rounded rectangle with a red border, intended for recording the number of red items found.A large, empty rounded rectangle with a blue border, intended for recording the number of blue items found.

Rainbow Colour Walk



Rainbow Song

Red and Yellow and Pink and Green
Purple and Orange and Blue,
I can sing a rainbow, sing a rainbow,
sing a rainbow too.

Have your child circle the colours that they see in the room. You may help them using Hand-over-hand techniques (your hand guides their hand).

Red

Purple

Orange

Green

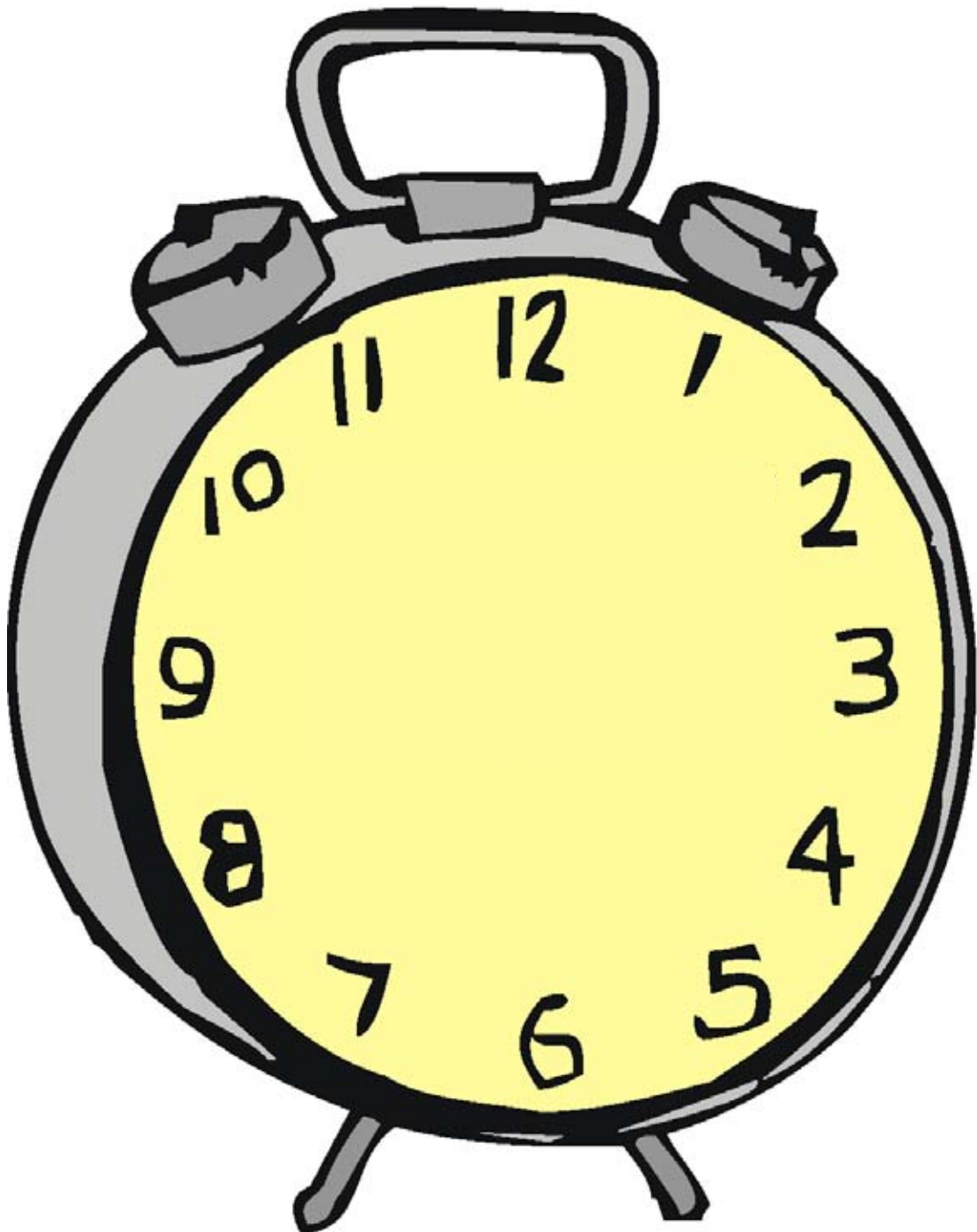
Pink

Blue

Yellow

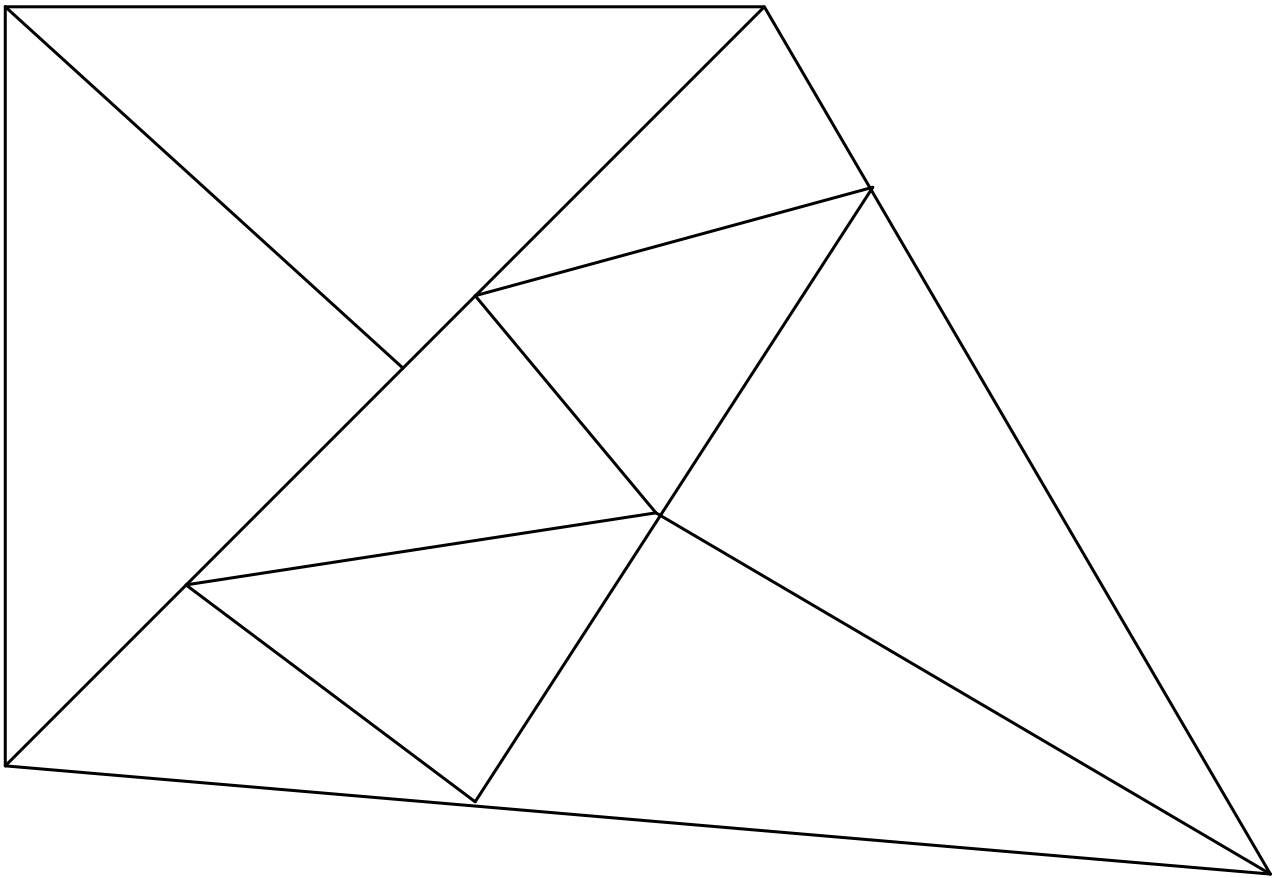
Clock Fun

Draw 2 straight lines across this clock face to divide it into 3 parts so that the numbers in each part must equal each other. This is to help you improve your problem-solving abilities. Hint: Each part must equal 26.
Add up all of the numbers = 78. Now divide by 3=26.



Triangle Count

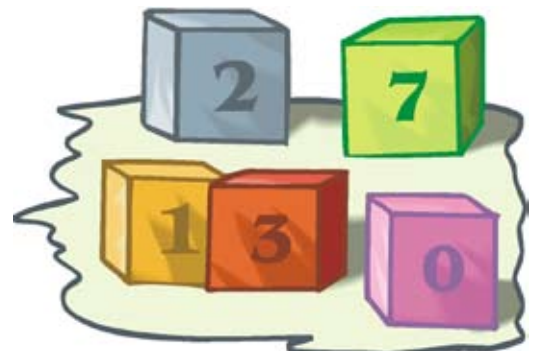
How many triangles can you count in the picture? This is an exercise to improve your critical thinking or logic skills.



Number Walk

Mark down how many items you found with these numbers.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



Bathtub Literacy

The next time your child takes a bath, create a new game, toy, or song. **Never leave your child of any age alone in a tub.** Bring your idea to class. Write it down below.



Ideas for a Bath time Fun Kit

I learn using my senses

Sight – items of different colour, shape and size

Hearing – rattles, squeeze toys, puppets

Smell – scented bubbles, shampoo, vanilla in a spray bottle

Touch – sponges, brushes, shaving foam, bubbles

Taste – lip gloss

I can learn letters and numbers

Reading – plastic and cloth books, alphabet placement

Letters and numbers – foam, sponge, plastic blocks

Counting – items of different colour, shape and size

Puzzles – foam, sponge, plastic

Printing – bathtub finger paint

I can solve problems

Sorting, finding, and counting items of different colour, shape and size

Filling, emptying, measuring cups, spray bottles, jars, bowls

Sinking and floating smooth stones, sinkers, trays, plastic objects

Play what your child wants to play and have fun. Your attitude is important.

Kitchen Literacy

Having your child estimate can be a fun activity done before dinner. Set out 2 or 3 baggies filled with small amounts of food items such as 8 baby carrots, 12 grapes, or 10 fish crackers. Before eating, have your child try to guess how many items are in the baggie. Next, have your child empty the baggie and count their snacks.

Think about times your child helps you in the kitchen. Write down how it is kitchen math. Was it fun?



A large, empty rectangular box with rounded corners and a green border, intended for writing a response to the prompt above.

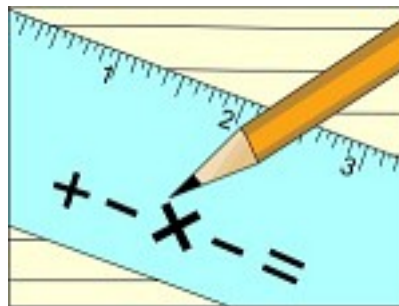
Math Measurement

Working with a partner, guess the length of the objects listed on this page. Use the measuring tool (e.g. toilet paper, hands) to measure the length and record on this page.

Name	Height		Arm Span		Leg Length	
	guess	actual	guess	actual	guess	actual

Now find the difference between each guess and the actual measurement. Difference is a math term that means the change from the first number to the second number. Example: height: guess – 6 feet, actual – 5 feet, difference is $6 - 5 = 1$ foot

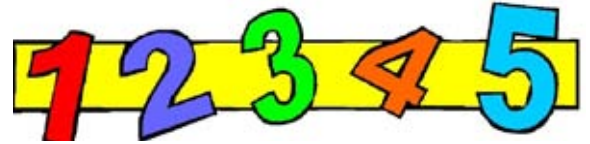
	Guess	Actual	Difference
Height			
Arm Span			
Leg Length			



Math Strand Examples

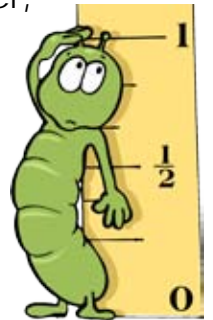
Number Sense

- Recognition and counting
- Add, subtract, multiply and divide
- Most common math skill
- Singing number songs like "5 little speckled frogs"
- Playing dominoes with spots and numbers or rolling dice
- Counting real objects makes numbers more concrete



Measurement

- Creating a unit of measurement using your own body, pieces of toilet paper or a measuring tape
- Comparing the size of objects
- Comparing packages of food and the measurements on packages
- Using words like "more than," "less than," "big," "bigger," "thinner," "thicker," taller," "shorter," "lighter," "heavier," "faster," "slower,"



Geometry and Spatial Sense

- Understanding shapes, maps, construction
- Recognizing shapes in real objects (circle clock, triangle bridge, square house, traffic cone)
- Using words like "over, under, in, on beside, high, low, between" to help children find a hidden object



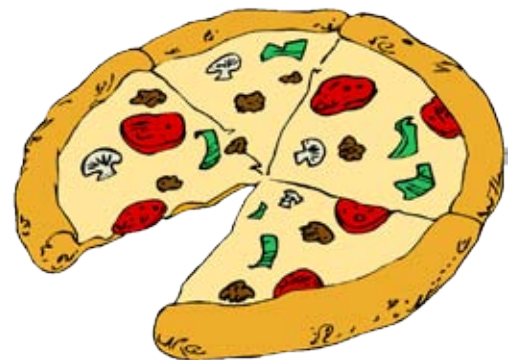
Patterning and Algebra

- Using socks to make a repeating pattern such as black, white, black, white
- Using base 10 number blocks to make colour patterns
- Using raisins in a muffin tin to create the Fibonacci sequence
1,1,2,3,5,8,13,21
- Counting money uses algebraic skills



Data Management and Probability

- Entering the number of times chores have been done on a calendar
- Using words like “never, sometimes, often, always”
- Using stickers to make a bar chart to record good behaviour or making a weather chart
- Predicting the weather (probability of rain? Snow? Sunshine?)



Cereal Scrabble

Homework – Class 10

Pick a sentence on your favourite box of cereal. Count or tally how many times each letter appears in the sentence. You may use either the uppercase or capital letters table or the lowercase table. Write the numbers in the table below.



Name of cereal: _____

Lowercase letters:

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Uppercase letters:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Which 3 letters appear most often on a cereal box? Make a guess.

Explain why you chose those 3 letters.

When You Thought I Wasn't Looking (Being a Role Model)

When you thought I wasn't looking,
I saw you hang my first painting on the refrigerator,
And I wanted to paint another one.

When you thought I wasn't looking,
I saw you feed a stray cat,
And I thought it was good to be kind to animals.



When you thought I wasn't looking,
I saw you make my favourite cake just for me,
And I knew that little things are special things.

When you thought I wasn't looking,
I felt you kiss me goodnight,
And I felt loved.

When you thought I wasn't looking,
I saw tears come from your eyes,
And I learned that sometimes things hurt,
But it's all right to cry.

When you thought I wasn't looking,
I saw you cared,
And I wanted to be everything that I could be.

When you thought I wasn't looking, I looked...
And I wanted to say thanks for all the things I saw,
When you thought I wasn't looking.

Anonymous

Factors that Affect Learning

FACTOR	DESCRIPTION and EXAMPLES
Physical	Health, growth, nervous system development, physical abilities <ul style="list-style-type: none">• Babies have a critical time to learn, as they grow they learn how to walk, speak, and talk. With brain development at the critical time, they learn to read well
What can a Parent do?	<ul style="list-style-type: none">• Provide good food• Get eyes, ears, teeth checked regularly
Discussion topics	Allergies, sleep, glasses/hearing aids
Environmental	TV, Housing, books, toys, pets, nature, weather and seasons <ul style="list-style-type: none">• Mobile over bed, bathtub float vs. sink, picture book, looking at ants• Adult chooses to walk to work• Most environmental factors can be controlled
What can a Parent do?	<ul style="list-style-type: none">• Provide a clean and healthy home
Discussion topics	Smoking, pollution, lead, poisons, noise, seasonal affective disorder/light
Social	Parents, siblings, relatives, friends, caregivers, teachers, community members, pets, imaginary friends, spirit, religion. Circle of society expands with age. <ul style="list-style-type: none">• A variety of people contribute to social wellness and learning• Social interaction teaches sharing, coping, confidence, love, respect and conflict resolution etc.
What can a Parent do?	<ul style="list-style-type: none">• Help your child learn to make decisions and judge for themselves
Discussion topics	Community vs. isolation

Emotional

Personality, independence, temper, self-motivation, self-esteem, determination, affectionate, reserved, out-going etc...

Emotional intelligence is hardwired in the brain. It starts early; before birth

What can a Parent do?

You can help shape your child's emotion even though they are born with own temperament and personality

Discussion topics

Emotional INTELLIGENCE has more influence on learning than IQ

- Self control Stress either adds or takes away from model behaviour
- Persistence
- Self-motivation Self Esteem allows one to be capable and in control
- Empathy

Neurological

Anything that affects the brain, question and answer experience, small stimuli, thinking

What can a Parent do?

- Provide a variety of experiences and fun activities

Discussion topics

- Body, mind, emotion
- Long & short term memory
- Learning styles
- Multiple intelligences
- Most learning is "hidden" and unconscious

Where did the Time Go?

Time Management

List the chores or activities that you have completed this week.

Example: bought food

- 1.
- 2.
- 3.
- 4.
- 5.

List the chores or activities that you had hoped to finish but didn't have time.

- 6.
- 7.
- 8.
- 9.
- 10.

List the activities or chores you are working on.

- 11.
- 12.
- 13.
- 14.
- 15.

What keeps you from getting everything done that you want to do?

- 16.
- 17.
- 18.
- 19.
- 20.

Multiple Intelligences – How are you Smart?



Word Smart

can use spoken or written words well



Picture Smart

can see concepts, read maps



Math Smart

can use numbers easily



People Smart

can relate well to others



Nature Smart

can understand things found in nature



Self Smart

knows how to work well on own



Body Smart

can play sports, dance, and mime



Music Smart

can hear and play music well, including instruments



Existential Smart

can understand things not spoken

What have you learned about How you are Smart? Homework - Class 12

Think about what you have learned in this course about how you are smart. Where are your smarts?



Where is your child smart?

How will this affect how you help your child to learn?

What's Your Learning Style

Check the boxes beside the statements that describe you. Now add the checks that you have in each style.

Learning through Seeing

- I remember something better if I write it down
- I enjoy doodling. I draw pictures in my notes
- I find it hard to understand what a person is saying when music is playing in the background
- I get more work done in a quiet place
- I get lost if someone tells me directions and I didn't write them down
- I am good at remembering faces
- It is much easier for me to add three simple numbers if I write them down rather than add them

Total _____

Learning through Hearing

- I understand instructions better when someone tells me rather than when I read them
- I'm good at remembering names
- I'm good at remembering what other people say
- I say the numbers to myself when I do math
- When I'm listening to someone give a talk, it's better for me to just listen and not take notes
- When I'm trying to remember what I've learned, I usually ask myself questions out loud
- I would rather listen to the news than read a newspaper

Total _____

Learning through Doing

- I think best when I can move around. I don't like sitting at a desk very long
- I like to do crafts or repairs where I get to use my hands
- I need lots of breaks when I'm learning
- I don't get lost very often, even in a new place
- I remember recipes after I make the dish once or twice
- I don't like to stop to read the directions. I'd rather figure it out by doing it
- I learn best when the teacher explains things using models or experiments

Total _____

Results

In which one do you have the most checks?

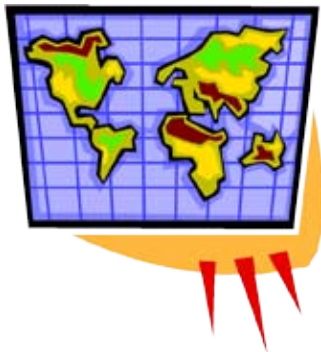
What does this tell you about how you like to **LEARN**?

What does this tell you about how you like to **TEACH**?



Learning Style Strategies

If your child is a:	Use:	Ask them to:
<p>Visual learner (learns by seeing)</p>	<p>Pictures, maps, photos, colours, shapes, body language, facial expression</p>	<p>Show you using drawings or hand gestures</p>
<p>Auditory learner (learns by hearing)</p>	<p>Running commentary, singing, story telling, introductory explanations</p>	<p>Tell you a story, explain what they are doing in words, sing, make rhymes</p>
<p>Kinesthetic learner (learns by doing)</p>	<p>Letter blocks, magnets, tactile books, puppets, dancing, clapping, action songs</p>	<p>Build, create, act a story with own bodies, explain using their dolls or teddies</p>



Encouraging Good TV Habits

1. Watch TV with your child. Don't use it as a babysitter.
2. Talk about the program with your child. Ask questions. Discuss the characters, the setting. If you have an atlas handy, look up the location of the program (i.e. Venezuela – it is in South America)
3. Teach your child the difference between make-believe and reality.
4. Do not put a TV in a child's bedroom.
5. Look at your TV habits. Children will copy you.
6. Set a time limit for TV/video/computer (screen time).
7. Encourage your child to watch a variety of programs, hopefully chosen by you.
8. Talk to the parents of your child's friends. Let them know your rules and support one another.
9. Don't let your child watch programs if you feel uncomfortable even if your child's friends watch them. Explain your reasons.
10. Encourage your child to be physically active.

How to Discuss TV Programs

Ask your child if they liked the program. Why or why not?

1. How did the program make them feel?
2. Did anything frighten or disturb them?"
3. How do the people look on TV? Are they the same or different from people we know? How?
4. Do TV children behave like they should?
5. How do the ads make you feel?
6. What is the ad trying to sell you?
7. What are some of the tricks to try and sell you this product?

Scenario:

Your ten year old loves videogames. He spends all his allowance on them. You are worried these games are taking over his life. What should you do?

Weather Chart



Have your child draw pictures on this calendar that show what the weather was like. At the end of the week, make a picture graph showing how many sunny days, cloudy days and snowy days, there were. Explain this activity in case parents do not know how to make a picture graph.

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

The Reading Blues

What types of things can you try when your child is going through a period when he or she doesn't want to read?



What are the danger times when children are more likely to stop reading?

How to Talk to your Child's Teacher

Please list any questions that you might ask your child's teacher.

- 1.
- 2.
- 3.
- 4.
- 5.

How Much Do You Influence Your Child's Health?

Age of your child in years: X 365 = days

This is the number of days you have been responsible for your child's health.

Put a check beside the things you do all the time or most of the time.

Physical Health	
<input type="checkbox"/>	Make Meals
<input type="checkbox"/>	Give Baths
<input type="checkbox"/>	Dress child
<input type="checkbox"/>	Take child to doctor
<input type="checkbox"/>	Get up in the night with your child
<input type="checkbox"/>	Save your child's life
<input type="checkbox"/>	Care for cuts and bruises
<input type="checkbox"/>	Care for child during illness
Mental Health	
<input type="checkbox"/>	Figure out what my child is trying to tell me
<input type="checkbox"/>	Get someone to care for my child for my own mental break
<input type="checkbox"/>	Set limits for my child
<input type="checkbox"/>	Say no and mean it
<input type="checkbox"/>	Do not like my child's behaviour
Emotional Health	
<input type="checkbox"/>	Explore the world together
<input type="checkbox"/>	Play together
<input type="checkbox"/>	Imagine together

Spiritual Health	
<input type="checkbox"/>	I hold my child
<input type="checkbox"/>	Show love to my child
<input type="checkbox"/>	Explore nature
<input type="checkbox"/>	Show that I trust my child
<input type="checkbox"/>	Read with my child
Social Health	
<input type="checkbox"/>	We eat meals together
<input type="checkbox"/>	We talk together
<input type="checkbox"/>	Spend time in family talks
<input type="checkbox"/>	Spend time with friends



Learning Disabilities Checklist

Many different kinds of learning disabilities exist. Each affects learning in a **different way and requires specific actions or strategies to help a child learn in ways best for him or her.**

Some things to look for.....

- Child doesn't understand and enjoy rhymes
- Child has lots of trouble clapping hands or tapping feet in rhythm with songs or rhymes
- Child has lots of difficulty learning or remembering words to songs, poems, and nursery rhymes
- Child has difficulty learning the basic sounds that correspond to letters of the alphabet
- Child has trouble speaking common words, or saying aloud songs, poems, and rhymes
- Child doesn't understand stories suitable for his or her age
- Child can't talk about content of stories suitable for his or her age
- Child doesn't understand simple questions
- Child doesn't take part in pretend play
- Child doesn't understand simple spatial terms or relationships, such as front, back, up and down

Tip

It is always a good idea to get your child's hearing and eyesight tested regularly (every year). Vision can be tested as early as the first year of life. Hearing is tested at birth in the hospital.



Setting SMART Goals

Read this page out loud to the parents. Discuss how each SMART goal is specific, measurable, achievable, realistic, and time-lined. If possible, encourage the parents to complete this template.

SMART goals are...

S - specific

M - measurable

A - attainable

R - realistic

T - timeline

Specific - WHO

Will.....

Achieve - WHAT

As measured by

Assessment - HOW

Time of Year - WHEN

My Personal Goals

Write down one goal or thing you would like to do for each of the five life skills.

Self – things for you

Family – things important for your family

Job/School – things important for either your job or school or your children's jobs or school

Leisure – things important to you for having fun








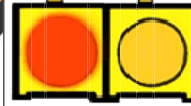







Community – things important to you within your community

Self	Family	Job/School	Leisure	Community

Answers

	Bear Crossing		Airport		Deer crossing		Bump
	Duck Crossing		Bicycle path		Campgrounds		Road closed
	Accommodation available		Tourist information		Places to eat available		Entrance
	Hospital		Fire station		Fishing allowed		School
	Children playing or playground		Boat docking		Do not walk		Police

Answers

 <p>Library</p>	 <p>Cross-walk</p>	 <p>No Parking</p>	 <p>Go slowly</p>
 <p>Pedestrian Crossing</p>	 <p>Yield – give right of way to others</p>	 <p>Maximum speed 100 km</p>	 <p>Traffic lights ahead</p>
 <p>Do Not Enter</p>	 <p>EXIT</p>	 <p>Maximum speed 20 km</p>	
 <p>Stop</p>	 <p>30 minute parking</p>	 <p>Grade in road</p>	 <p>Pedestrian crossing</p>

Answers

Clock Fun (from page 31)

Place a line between the 10 and 11, a line between the 3 and 2, a line between the 9 and 8, and a line between the 5 and 4. You will add $(11+12+1+2)=26$; $(10+9+3+4)=26$; $(8+7+5+6)=26$

Triangle Count (from page 32)

There are 12 triangles in total.

Cereal Scrabble (from page 39)

The three letters that appear most often on a cereal box are "s" "e" and "t"

