



Issue Nine

Supporting Early Learners

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Partners in Learning

Dear Parents,

Children have the best possible chance to reach their full potential when educators and parents work as partners to provide supportive learning environments. These newsletters have been written by Bev DeMonyé and Gloria Gustafson for parents wanting to help their children at home. You are welcome to email us at learningtoread@telus.net or visit our website www.readwritewithkids.com to view other resources.

Behaviours That Make a Difference for Learning

These suggestions come from parents of young children who have participated in our parent education workshops. They say this is **What Works**:

To help children take pride in a job

- verbal comments such as: *well done, awesome, great job*
- give them a job that is important to them
- display pictures and written work that is well done

To help children organize and care for belongings

- make time for cleaning up **with** them and not **for** them
- provide organizing helpers such as containers and hooks
- create a “Friday Box” where things that aren’t put away go in the box until Friday
- catch them in the act of caring for belongings and praise them
- avoid immediately replacing lost or broken items

To help children complete jobs

- use incentives such as special activities
- have your child’s full attention before asking them to do something
- remove distractions such as TV and electronic games and devices
- make it game-like as in “beat the clock”
- be relaxed about exactly how a task might be done. *You can do it this way or that way – you’re in charge.*

To help children start a job when asked

- show or demonstrate and then do the task with them just to get started
- jobs have to be done before leisure activities such as screen time or playing
- use prompts such as: *How about if you do your job while I do my mine.*

To children get along with others

- participate in activities at the local library or community centre
- plan family activities such as crafts, baking, gardening
- let them plan an afternoon of activities with a friend
- teach and practice manners on a regular basis
- provide feedback on past and present experiences to develop empathy and social understandings: *What went right? What went wrong? How can you do things differently next time?*
- provide time for unstructured play

To help children be a good listener

- use your child's name to get their attention
- make eye contact when you talk to them
- show your child how you are a good listener
- keep instructions short and to the point
- ask your child to tell you what they are going to do – *What is step one?*

To help children use time wisely

- have fun with timers and stop watches to develop an understanding of time
- use daily and weekly family schedules
- check periodically to see if they are accomplishing a task and encourage them as they go
- use sentences such as *Soccer is in one hour.* so children develop a sense of time

Age Appropriate Home Activities

Help with meal planning, grocery shopping, making meals and snacks, setting the table, baking, making their bed, cleaning their room, putting toys away, organizing belongings, dressing themselves, choosing what to wear, separating clothes for the wash, folding clothes from the dryer, simple yard work, cleaning out the car, taking out the garbage, recycling and feeding pets.



I am learning to start and complete tasks. I am proud of myself!