

Early Learning Matters

Funshop for 6-12 mos.

**Theme: Books, Babies and Fun:
Dancing, holding & sitting time**



Essential Questions:

- What activities can a parent do to positively increase a child's social development and self-esteem?
- What can a parent and infants do together to increase the child's cognitive, social and muscle development?

Objectives:

- Parents will observe ways to interact with their child while reading aloud to them.
- Parents will learn how holding/cuddling with their child can improve their trust in them (the parent).
- Parents will observe activities that will increase their child's strength.

Outcomes:

- Parents will understand the importance of interacting with their child from an early age.
- Parents will understand the importance of reading and talking to their child from the moment of birth.
- Parents will be able to implement these activities in their own home.

Materials Needed:

Section 1 – Time with parents

- People Bingo Cards (Icebreaker with all parents from all funshops)
- DVD- Ready To Learn #1 – Learning Begins at Birth

Section 2 – Guided Practice with Parents and Children

Activity 1 – Dancing Time

- Music
- Baby Instrument

Activity 2 – Holding Time

- Read aloud book

Activity 3 – Sitting Time

- Wiggles, Tickles and Bounces

Section 3 – Review with Parents, Evaluation with Parents, Closing

- Evaluation Sheet

Take Home:

- CD of music
- Baby Instrument
- Picture Book
- Wiggles, Tickles and Bounces

Things to do to extend child's understanding of language		
Activity 1 <ul style="list-style-type: none">• dance• movement• beat• speed• rhythm• engaging• instrument• laughing• singing	Activity 2 <ul style="list-style-type: none">• cuddle• holding• humming• reading• questioning• pitch of voice• whisper	Activity 3 <ul style="list-style-type: none">• observe• listen• laughing• Nursery Rhymes• Facial expressions

Funshops Steps & Procedure:

Section 1 – Time with parents

- Show DVD - Ready To Learn #1 – Learning Begins at Birth
- Talk about the importance of reading to / with children
- Talk to parents about different strategies for reading to young children:
 - ✦ Read text
 - ✦ Read only some of the text
 - ✦ Talk about pictures
 - ✦ Talk about story
 - ✦ Babies love to hear their parent's voices
- Activity introduction
 - ✦ Discussion
 - ✦ Model the three activities (see Section 2 for details)
 - ✦ See if parent have any questions before the children come in.

Section 2 – Guided Practice with Parents and Children

Activity 1 – Dancing Time

MT Guidelines

- Language and Literacy Guideline 1: Receptive Language-Children enter into the exchange of information around what is seen, heard and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and eventually to read.
- Physical Development and Health Guideline 2: Movement Concepts-Young children observe, practice, demonstrate and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.

Milestones

- Physical Development: Large Muscle
- Physical Development: Sensory
- Prefers bright colors
- Starts to coo and smile (repeat the sounds that the child makes)
- Holds an object, but won't reach for it

Procedure

The instructor will demonstrate using the musical instrument in different ways. The child and parent will dance together with and without the instrument. The parent will shake the instrument and help the child shake it to produce sound.

Activity 2 – Holding Time

MT Guidelines

- Physical Development and Health Guideline 2: Movement Concepts-Young children observe, practice, demonstrate and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.
- Language and Literacy Guideline 1: Receptive Language-Children enter into the exchange of information around what is seen, heard and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and eventually to read.

Milestones

- Physical Development: Sensory Learning
- Will hold an object, but won't reach for it
- Bonding with caregiver
- Basic needs to be met-feeding and touching
- Reacts to familiar scents

Procedure

The coach will show parents how to read aloud to their child using the book, They will show the parents how to use inflection in their voice, to ask questions, name things in the book, etc. The infant will be sitting in their parent's lap for this activity.

Activity 3 – Sitting Time

MT Guidelines

- Physical Development and Health Guideline 2: Movement Concepts-Young children observe, practice, demonstrate and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.
- Language and Literacy Guideline 1: Receptive Language-Children enter into the exchange of information around what is seen, heard and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and eventually to read.

Milestones

- Bonding with caregiver
- Basic needs to be met-feeding and touching

Procedure

Parents will be helping their child sit up, they will support them if need be. Parents will be reading from the book Wiggles, Tickles and Bounces and doing these activities with their child. Parents will also do Pat-a-Cake with their child.

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Section 3 – Review with Parents, Evaluation with Parents, Closing

Follow up group discussion

- *What did your child enjoy*
- *What didn't your child enjoy*
- *What else could you do at home to help(address essential question)*
 - *Write down all ideas that parents share*
 - *If possible print the ideas and copy for each parent to take home when they leave*
- *Time for parents to fill out the Parent Questionnaire about the funshop*
- *Make sure parents take home items*
- *Let parents know date of next funshop*
- *Hold drawing for prize.*

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Other Resources

- Any board book from the library
- Children's Music CDs