

Early Learning Matters

Workshop for Age 3

***Theme: Exploring their Social World
Through Modeling***



Essential Questions:

- How can you help your child explore their world through pretend play?
- How can you help your child increase their independence at an early age?

Objectives:

- Parents will become actively engaged in their children's learning
- Parents will model appropriate language and modeling with their child.

Outcomes:

- Children will have increased knowledge of how to "play,"
- Parents will have increased knowledge of how to "play" with their child.
- Increased hand-eye coordination and small muscle control.
- Parents will gain an understanding of the importance of reading with their child and will have observed appropriate ways to do this.
- Both child and parent will gain some problem solving techniques.

Materials Needed:

Section 1 – Time with parents

- DVD SOAR – Reading to Your Toddler

Section 2 – Guided Practice with Parents and Children

Activity 1 – Pretend Play with Dolls and Trucks

- Small play trucks
- Dolls, clothes, and accessories

Activity 2 – Me and My Family

- brown, yellow, orange, green, and red construction paper
- large white construction paper or cardstock
- scissors, glue, crayons
- disposable cameras

Activity 3 – Puzzle Me, Puzzle You

- puzzles
- tangram sets

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

- Discussion/Reflection
- Evaluation Sheets

Take Home:

- family tree
- disposable camera
- puzzle or tanagram
- doll? or truck

Workshops Steps & Procedure:

Section 1 – Time with parents

- DVD SOAR – Reading to Your Toddler
- Importance of reading to / with children (talked about at each workshop)
- Activity introduction
 - ✦ Discussion
 - ✦ Model the three activities (see Section 2 for details)

Section 2 – Guided Practice with Parents and Children

Activity 1 – Pretend Play with Dolls, Cars, and Trucks

MT Guidelines

- Participate in turn taking
- Ask questions to initiate interactions with a familiar adult
- Ask for help verbally or with gestures when needed
- Maintain interaction with a familiar adult using conversation and play strategies

Milestones

- Recognizes of rules and pays attention to safety instructions
- Plays with age peers
- Uses fantasy play
- Focuses on a task for at least five minutes
- Asks a lot of questions
- Follows simple 2-step directions

Procedure

Parents will observe ways to play with their child using trucks and dolls. Parents will see the different sounds and activities that you can do with these toys. Possible suggestions include: making truck sound, spinning the wheels, talking about the size, shape, color, how fast/slow the truck can go, making the truck go places, etc. Suggestions for the doll include, naptime, eating, changing, singing to it, pat-a-cake, dancing with it, etc. Parents will then observe instructor reading a book to their" baby." When the children come in to do the activity with the child the instructor will read the book again to everyone so the parents can observe this behavior again. Then they can read the take-home book with their child and baby/truck.

Literacy Connection- *Singing Nursery Rhymes to baby and the book, I Love You So, by Marianne Richmond.*

Activity 2 – Me and My Family

MT Guidelines

- Ask questions to initiate interactions with a familiar adult
- Ask for help verbally or with gestures when needed
- Participate in turn taking
- Displays a sense of ownership
- Name family members

Milestones

- Asks a lot of questions
- Follows simple 2-step directions
- Focuses on task for at least 5 minutes
- Recognizes name – written
- Writes name with model
- Uses descriptive words
- Seeks affirmation, takes pride in accomplishments

Procedure

Have the child introduce his or her present family member(s) to the group while sitting on the rug. As a family, talk about all those who are important in your lives and that you may call family. Caregivers will ask the child what it means to be a family. With a disposable camera, allow the child to take pictures of the present family members and the caregiver should also take one of the child. The cameras will be taken home for the child to take a snapshot of family members they see often, even family pets. The parents will be responsible for developing the snapshots. Present each family with green, orange, yellow, red, and brown construction paper, as well as scissors, glue, and crayons. Ask the adults to assist their child in making a tree in which each leaf will represent a member of the immediate family and other members you see often. The tree and leaves will be mounted on a larger piece of white paper or cardstock. Write each family members name on the leaves, providing ample space below, above, or next to the leaves for the snapshots to be added at a different time. This will be a keepsake or piece of art for the child to hang in his or her room or refer to at a later time for recall of good memories or just for a smile.

Activity 3 – Puzzle Me, Puzzle You

MT Guidelines

- Show an understanding of the concept of sharing
- Participate in turn taking
- Ask questions to initiate interactions with a familiar adult
- Ask for help verbally or with gestures when needed
- Maintain interaction with a familiar adult using conversation and play strategies

Milestones

- Recognizes increased detail in objects and pictures
- Seeks affirmation, takes pride in accomplishments
- Plays with age peers
- Uses descriptive words
- Asks a lot of questions
- Follows simple 2-step directions
- Names complex colors and shapes

Procedure

Caregiver and child will work together to assemble a puzzle or two. Or they will be given tangrams to create a picture, abstract or concrete (such as a bird). The caregiver will use the tangrams to create the picture, then ask the child to recreate the same picture using his or her own set of tangrams. Also allow time for the child to be the creator, and the adult to mimic their picture.

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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 workshop***
- ***Make sure parents take home items***
- ***Let parents know date of the next workshop***