



Save the Children®

USA

Early Literacy and Math Toolkit

ELM at Home - Parent Outreach Component *Facilitator's Guide*

Ivelina Borisova, Nell O'Donnell, Marilou Hyson

© 2013 Save the Children

Table of Contents

Background and Goals	3
Snapshot of a Session Plan	5
Session 1: Helping Your Child to Learn at Home	6
Session 2: Knowing about Books and Writing	12
Session 3: Let's Count	18
Session 4: Talking and Listening with My Child	24
Session 5: Sorting and Organizing	30
Session 6: Learning about Letters Together	36
Session 7: Learning about Shapes and Measurement	43
Session 8: Let's Celebrate and Plan for the Future	50

Background and Goals

What is ELM at Home for Caregivers and Families?

This resource engages caregivers/parents of 3-6 year old children in regular workshops (8 sessions in the course of 3-4 months) with the goal of sharing with parents simple games and activities they can do at home with their children while following their daily routines. The activities and games help children develop important skills that will ensure their success in school later on. Most of the activities require no materials, and those that do, can be found around the home. The activities are fun, simple and even caregivers who are illiterate themselves can practice them with their children.

Why ELM at Home for Caregivers and Families?

All parents want their children to succeed in school and to become productive adults. What many parents don't realize is that the foundations to school success are laid down in early childhood and the skills children bring to the classroom when they begin Grade 1 (school readiness) help to shape their child's school success. If children enter school with strong foundations and with caregivers who are engaged and supportive of their education they are much more likely to enter school on time, to finish primary school, and to go on to succeed in their life. In many places, caregivers might not realize all that they can do to support their children in gaining essential school readiness skills at home. In some communities, opportunities to attend an early learning program may exist, but in many other settings, there is no way for children to practice or gain foundational skills unless caregivers are engaged in playing with and supporting their children's learning in the home.

In this resource we talk about two sets of skills—early literacy and early math skills. We focus on these skills specifically because they are crucial for later reading and math competencies, but we also believe that other aspects of development are just as crucial—such as a child's ability to help and to relate to others or child's physical growth for example. In these trainings, the caregivers will learn specific games and activities they can do to support early literacy and math, but as they spend more time engaging with their children they will likely improve other aspects of their child's development as well. The bottom line of this training toolkit is to increase parent support for learning while fostering play, talking, warmth and enjoyment of children's development.

Many caregivers may feel intimidated or worried that they themselves are illiterate or didn't finish primary school. The trainer's role is to assure parents and other caregivers that their level of education and experience doesn't matter as much as their love for their children and their commitment to supporting them. The activities in this resource are very simple and do not require reading or knowledge of the alphabet for that matter. Of course if someone in the household knows how to read and can spend time with the child reading, that will only add to the child's experience but it is by no means a prerequisite for this resource.

Goals of Parent Activity Sessions

1. Increase caregivers' confidence as their child's best and most important teacher; increase long term parent engagement in learning.
2. Increase caregivers' understanding of how they can support their children's early literacy and math skills at home (even if caregivers are illiterate themselves) throughout their daily routine.
3. Help caregivers build a repertoire of simple games and activities they can engage in at home to support early literacy and math.

How Does ELM at Home Work: Important Notes about Leading the Parent Activity Sessions

- *ELM at Home* includes **8 Parent Activity Sessions**, each approximately **75 minutes in length**. Sessions should ideally be implemented twice a month (or once a week), by two facilitators (one responsible primarily for the parents and one responsible for the children accompanying the parents to the sessions) but the frequency of the sessions is left to the discretion of the specific country team.
- *ELM at Home* sessions are aimed at primary caregivers or those caregivers who spend the most amount of time with young children throughout the day. Often that is the mother of the child, but encouraging fathers or grandparents to attend is a very good idea and if country offices can attract more than one caregiver to attend, that will only help. The more that the caregivers are aware of ways they can support child's learning, the better.
- The games and activities caregivers will learn require very few, if any materials, they relate to the everyday life and interests of young children, and they are short enough to be tucked into a busy day.
- It is not required for the children (3-6 years) to attend these sessions, but we strongly recommend that country offices ask parents to bring their children to these sessions. First, children will benefit from being in a group based setting. Second, their children will enjoy playing with the toys and materials available during the sessions and third, most importantly, the sessions are designed such that parents and children get to practice some of the games they learn during the session, which is very beneficial.
- Younger children (0-3 years) may attend as well but we recommend that these children stay with their mothers throughout the duration of the sessions since they are too young to be separated from their caregiver.
- The facilitator responsible for leading children's' activities does not need to worry about making these activities instructional. The program suggests that a box with simple manipulative toys – puzzles, blocks, dolls, etc.- is provided to each group and children will happily free play with these materials while their caregivers are learning new games.
- It is very important that caregivers get to practice the games with their children **during** the sessions – this is the best way to ensure that they will later practice these games at home.
- It is also very important that book exchange happens every session – this is a core aspect of the program and thus a book bank is crucial!
- Each family will receive an *ELM at Home* booklet (ELM Home cards) to take home which reminds them how to do the activities they learned.

Snapshot of a Session Plan

In this and the following sections you will find the plans for the *ELM at Home* sessions. Each session plan will cover a different set of activities in the *ELM at Home* booklet and each session—regardless of the focus for that particular session—will follow more or less the same format.

A snapshot of a typical *ELM at Home* session is below, with explanations for each of the different activities. Once you become familiar with the structure below, it will be much easier for you to lead all sessions in the program:

Time	Activity	Description
As participants arrive	Set up	While participants are arriving, set up the space for the meeting and set up space (on a mat) for the children with open play toys. As children and parents arrive, encourage them to read or play together while they wait.
10 minutes	Welcome	The facilitators will welcome all parents and children to the session by singing a song or playing a game together.
10 minutes	Sharing from previous week	The parent facilitator asks caregivers to remind each other of the games they learned the previous session. Parents share their experience playing the activity with their children with the group. What went well? Did anyone try a new game they thought of? The facilitator will address any questions that arise. Then the two facilitators will split and one facilitator will take the preschool age children to play with various materials while the other will lead the parent session. (If there are younger children 0-3 years, they may be better off staying with the caregiver)
5 minutes	Discussion of the skill area that is the focus of this session	Facilitator very briefly talks about the skill area: why is it important, and how it helps children if caregivers support this skill area. Then facilitator reminds caregivers that this program is about helping parents support these skills in simple ways throughout the course of their daily routine.
15 minutes	Let's play - Demonstration of three simple games and activities	The facilitator will demonstrate the 3 new games/activities that parents will try at home with their children. The facilitator will play the games with the parents – either by demonstrating the activity or letting all parents try the game, depending on the content. Each game should be demonstrated one at a time. After the demonstration, parents quickly discuss what their children can learn by playing that game and when during the day they can play this game with their children. Parents are given a visual card with the games as a reminder to take home and make a commitment to play these games in the coming weeks.
15 minutes	Playing together with children	The children then rejoin their parent and in parent/child pairs, they try out the game and think of other ways they can extend the game. The facilitator emphasizes that the more often they play the games the more practice kids will get!
10 min	Reading / Story telling together	Facilitators or mothers read/tell one of the stories in the book bank as a read aloud, pausing to ask questions to both parents and children, demonstrating how stories can be made from the pictures, etc.
5 minutes	Book lending and Good bye	Parents and children choose a book to take home and sing a song for good bye If caregivers are not in a rush they are welcome to linger and play/read with children at the end of the session

Session I **Helping Your Child to Learn At Home**

What this session is about:

This is the first session of an eight-session series of meetings for parents and other family members. The meetings help parents learn how to teach their children early literacy and math skills during everyday home routines, using games and other activities that are easy and fun for parents and children. In this session, the topic is **helping your child to learn at home**.

What parents will learn in this session

1. They will notice that their children are curious and interested in learning.
2. They will begin to see how they can support their children's learning and readiness for school.
3. They will understand the purpose of the sessions in which they will participate.
4. They will see ways to use daily routines as times to talk with their children.
5. They will practice simple ways to look at books together with their children.

Materials needed

- List of participants
- List of their children's names
- Paper and drawing and writing materials (crayons, markers, pencils, scissors)
- Book Box with Storybooks
- A Toy Box for the children
- Mats for sitting

How to prepare:

1. Remember what you learned when you trained to be a parent volunteer.
2. Review all of the session directions before the meeting.
3. Review the games to make sure you know how to play them.
4. Collect all of the materials needed (listed above).
5. Set up the sitting mats.
6. Set up the "Book Box" and the "Toy Box"

Session I Helping Your Child to Learn at Home

Steps of the session

Step 1

Welcome

Time: 10 minutes

In this step, you greet the participants. You sing a song with their names and their children's names to make them feel comfortable and get acquainted.

1. Welcome the participants. You can say: **“Welcome to the first session of our program! I am so happy to see you all—parents and children together. Each time we meet we will learn about some easy games you can play at home, to help your child be successful in school later on. Because you know your child so well, you are your child’s first and best teacher!”**

2. Lead the group in singing “Good Morning To You.” [Another song that the participants may be more familiar with can be used.]

Say: **“Let’s sing a Good Morning song. I will need your help. Listen for your name, and sing with me.”**

Sing: **“Good morning to you, good morning to you! Good morning, Isaro, good morning to you!”** [Continue with each parent’s and child’s name]

3. Say: **“Thank you for helping me sing the “Good Morning” song. You could sing this at home, also. I am so happy that you are all here.”**

[Note to facilitator: In later sessions, at this time you will invite the children over the age of three to go with the caregiver volunteer to play. For the first session, children will stay with their parents a bit longer.]

Step 2

Overview of Meetings

Time: 5 minutes

In this step, you briefly explain the purpose of this series of meetings and what will happen during and between the sessions.

1. Say: **“You came to this meeting because you want to help your children learn. Wonderful! Next year or the year after, many of your children will start going to school. But even now, you can start to help them get ready to be more successful students. In fact your support will make a big difference to them!”**

2. Say: **“In each of our meetings we will practice some easy games and activities to do at home with your children. These will help your children learn about letters, numbers, and other things that will get them ready for school. They will have fun, and so will you.”**

3. Say: **“During our meetings, your children can play with toys while we talk and practice our games. Starting in the next meeting, our friend [insert name of facilitator] will sit with the children over there while they play. Today, children, you will stay here, because we have some special things to do.”**

Step 3

Play and Learning

Time: 10 minutes

In this step, you will help parents see that children are learning when they are playing—and that parents can help.

1. Ask: **“What kinds of games do your children like to play? Where do they play?”** [Ask individual parents (if that seems comfortable), and ask a few children if they seem eager.]
2. Say: **“Children learn a lot when they are playing. At every meeting, the children will have time to play with some toys that we have. Let’s give the children some things to play with now.”**
Take toys from the Toy Box and put on the floor near where the children are sitting, or hand the toys to the children (who are sitting with their parents). You can also put some of the books from the book box out – children are sure to look at these as well.
3. Say: **“Yes, you can play with the toys! Just stay right here near your mother [or other caregiver]. Let’s watch and see what the children like to do with the toys.”** [Give a few minutes for children to look at the toys and start to play with them. They might play alone, or some may turn and play with a friend]
4. Say: **“Did you notice all the ways that your children were playing with the toys? I saw [name of child] rolling the ball back and forth. I saw [name of child] looking at his toy very carefully. I saw [name of child] and [name of child] starting to make something with the small blocks. I saw [name of child] pretending to feed a doll. What did you see your child doing?”** [Examples depending on what the children have been doing with the toys. Invite a few parents to answer if they seem comfortable.]
5. Say: **“Your children are already very curious and smart. If you play with them, you can help them become even smarter and more ready to be successful in school. Now let’s play with the children. Look at the toy with your child, show your child something different to do with the toy, or try to talk with your child about what your child is doing.”** [Facilitator might briefly demonstrate with one child if it seems necessary.] **“Have fun.”** [Facilitator can sit and play with one or more parents and children for a few minutes]
6. Say: **“Your children really enjoyed playing together with you! You helped them do some new things with the toys, which helps them learn even more. At home, you may not have toys like these, but children love to play with anything: leaves, sticks, small rocks, seeds. They also love your attention and are sure to learn more if you join them in a game even for a short time every day.”**
7. Older children can now join the second facilitator to play games under a tree and parents continue in the parent group.

Step 4

Talking With Your Children

Time: 15 minutes

In this step, you will help the parents understand why it's important to talk with children and what they might talk about during daily routines.

1. Say: **“Children learn so much when parents and other adults talk with them. It is very important to help your children develop their language skills. Children first learn to listen and speak, then use these and other skills to learn how to read and write. Children who have many opportunities to listen and speak tend to become skilled readers and writers. Children who don’t know many words and cannot express themselves freely often fall behind in school. You may think that children learn language in school, but your child is developing his/her most important language skills right now! That means your role is most crucial.”**
2. Say: **“This card shows some of the things that you probably do at home every day.”**
Show the Routines card and ask: **“What do you see on this picture?”**
Parents will likely say: preparing food; washing; going to the market; and doing things outdoors.
3. Ask: **“Are there other things that you usually do during the day?”** [See if in this community there are other routine chores or activities, like caring for animals. Then say:] **“These are all times when you and your child can talk together.”**
4. Sit with a parent volunteer. Say: **“Let’s imagine that I am preparing food. Isaro is my child and is sitting with me at our home. Here is how I might talk with her: ‘Now it’s time to wash the rice, Isaro. Here is the rice. What else do we need? Yes, some water. Can you help get the water? What color is the rice? White, you are right. Now I need to stir—what can I use to stir the pot? A spoon of course! Now I will add some vegetables. Let’s think of some vegetables we know? Etc.’”** [Adapt the example depending on the context.]
5. Ask: **“What else could you talk about when you are preparing food?”** [Give example if needed, such as talking about the cutting up the vegetables, or what the child likes to eat.]
6. Say, **“Let’s think of another thing that you do during the day?”**
Let parents answer For example: Going to the market, cleaning the house, washing dishes.
7. Divide the participants into groups of 2 or 3 and ask them to choose one of the everyday activities that they do, like cooking a meal, cleaning the house, or washing dishes and to talk about that one activity in their small groups. Each parent/caregiver will have the opportunity to play the role of the parent/caregiver while the other(s) play the role of the child(ren). [Give a few minutes for this activity]
8. Say, **“Great job! These cards will help you remember times when you can help your child learn, just by talking about what you are doing, every day.”**

Step 5

1. Say: **“Another thing you can do to help your children be ready to succeed in school is to look at books with them. How many of you have any books at home?”** Most of them might say they don’t have books.

Reading at Home

Time: 20 minutes

In this step, you explain why it's important to share books and stories with children, and show parents easy things they can do at home when they look at the books you will give them.

2. Hold up one of the books, and have the Book Box near you. **“Yes, many of us don’t have any books in our homes. This program is wonderful because you will have access to books. At the end of every session, you can choose a book to take home and then to bring back when you come to the next session.”**
3. Say: **“Your children will learn to read at school. But they will love to look at books with you, even if you cannot read. They will love to look at the pictures with you and talk about what the story is about. Let’s read a book together.”**
4. Select a short, easy book with few words and many pictures. Hold it so that everyone can see and read it to the group, using the techniques you learned in your training:
 - Ask children and parents about the pictures as you go along: “What is this? Do you have this at home? What is the boy doing?” Etc.
 - Ask children and parents to predict: “Oh! The girl is running to her mother. What do you think will happen next? Let’s turn the page and see!”
 - After you read the story, close the book and say: “Did you like that book? What was it about? What happened in the story?” Etc.
5. Say **“Parents, I read the story to you now but if you don’t know how to read you can still look at the book with your child and talk about the pictures and what might be happening in the book. You can create your own stories.”**
6. Say: **“Here are the books in our Book Box. You can sit and look at them now with your child. [Distribute books to parent-child pairs.] Look at the cover of the book: What do you think the book is about? Children, what do you think? Open the book and look at some of the pictures with your child. Children, what do you see? You can tell your parent about the pictures!”**
7. Say: **“This card will remind you of what we did here when we read our book. Looking at books together will help your child learn so much!”**

Step 6

Wrap-Up and Goodbye


Time: 10 minutes

In this step, you will remind parents of what you have done in this session, ask them to agree to talk to and read with their children, and say goodbye.

1. Say: **“It is almost time to end this session. I hope everyone had fun playing games and reading the story.”**
2. Say: **“Did you learn anything new today? What kind of things did we talk about?”** [Let parents share their ideas. For example: Today we talked about how smart your children are, and how much they can learn by playing. You saw how you can help your children learn every day, by playing with them, by talking with them while you do chores every day, and by looking at storybooks together.]
3. Say: **“We talked about how smart your children are and how important it is to talk with them during the day and to look at books with them as often as possible. Do you think you can do these things at home?”** [Seek agreement by nodding or “yes” that parents will try to do these things]
4. Say: **“Our next meeting will be [date and time]. I want you to choose two volunteers who will remind all the mothers about the meeting so nobody forgets. In that meeting, you’ll practice some new, easy games to help your children learn about numbers and counting—another thing that will help them get ready to succeed in school. And children, you will have time to play with these toys again!**
5. Sing a song for goodbye that you think everyone will know. Be sure all parents have taken their book.

Session 2 **Knowing about Print and Books**

What this session is about:

This is the second session of an eight-session series for parents and other family members. The series helps parents learn how to help their children learn early literacy and math skills during everyday home routines. In this session, you will help parents learn to do this in one very important topic: **knowing about print and books** .

What parents will learn in this session

1. They will learn three simple games about print and books that they can play with their children.
2. They will understand that spending time with their child while looking at a book is an important way for children to get ready to succeed in school.
3. They will understand ways that they can help their child understand what print is so that their child can be ready to succeed in school.
4. They will plan ways help their children learn more about print and books by playing games at different times during their daily routine.

Materials needed

- List of participants
- List of their children's names
- Paper and drawing materials (crayons, markers)
- Book Bank with Storybooks
- A Toy Bank for the children
- Parent Cards with this session's activities
- Daily Routine card
- Newspapers, can labels, magazines, and other printed materials
- Notecards or small pieces of paper
- Tape
- Mats for sitting
- Scissors

How to prepare:

1. Remember what you learned when you trained to be a parent volunteer.
2. Review all of the session directions before the meeting.
3. Review the games to make sure you know how to play them.
4. Collect all of the materials needed (listed above).
5. Set up the sitting mats.
6. Set up the "Book Bank" and the "Toy Bank"

Session 2 **Knowing about Print and Books**

Steps of the session

Step 1

Welcome

Time: 10 minutes

In this step, you welcome the participants, play a fun game and separate the children (over the age of four) from the parents.

1. Welcome the participants. You can say: **“Welcome to the second session of our program! It’s wonderful to see everyone here. Each time we meet we will learn about some easy things that you can do that will help your child to learn about literacy and math at home and improve his/her chances of success at school later on. Today we are learning to help our children with print and books.”**
2. Lead the group in playing “Guess What I am Drawing.”
 - 1) Say: **“We are going to play a game called ‘Guess What I am Drawing.’ I am going to draw something and you will tell me what it is.”**
 - 2) Start drawing an object that everyone is familiar with. Once someone has guessed what it is, label your drawing and point to the word and say it again.
 - 3) Do this one or two more times, then as a volunteer to draw something for the others to guess. If needed, help them to label the drawing.
 - 4) Once you have several of these labeled drawings, put them together to make a simple book.
 - 5) Say: **“We have just made a simple word book! When you do this, you are helping your child to understand that the words represent the object in the picture.”**
3. You can say: **“That was a fun way to learn about print! You can play this game with your neighbors and your family too.”** Then invite the children under the age of four to go with the caregiver volunteer to play.

Step 2

Sharing from the previous week

Time: 10 minutes

In this step, parents talk about what they tried from prior session.

1. Ask: **“I hope all of you looked at the book you took with your children since last time. Did your children like the book?”** Invite some parents to answer.
2. Say: **“Did you try to talk with your child while doing daily chores? When did you find a good time to talk?”** Invite some parents to answer.
3. Say: **“Did you find anything difficult about looking at the books or talking with your child?”** Invite some parents to answer and then try to help with (with the help of other parents if possible) their problem. For example, a parent might say: “My child was not interested when I tried to read the book, but I showed him a picture on the first page and he enjoyed that more” etc.

Step 3

Discussion of print & books

Time: 5 minutes

In this step, you will explain that knowing about print and books is important.

1. Say **“Today we will learn about how to use games to teach children about print/writing and books. Print means writing—printed words. How many of us see print or books our daily lives?”**
Invite some parents to raise their hands or nod in agreement.
2. Say: **“We see print on signs in newspapers, in books and magazines, , and on labels for food. Can you think of other times we see print?”**
Invite some parents to answer. They may say that they see print on their mobile phones, in newspapers, and in stores.
3. Say: **“Yes! We all see print and writing every day. Understanding what print is—that those letters and words mean something—is very important for children, even young ones like your children. If they know what print is and know how to look at a book, even if they can’t read yet, they will be more ready to succeed in school. You can help your children understand print and books while you are doing your everyday activities like shopping, walking outside, and cooking, and even if you are not a strong reader yourself. Today we will play some fun, easy games and activities about print and books. When you have learned them, it will be easy for you to play these games with your children at home. Every day, you’ll be helping them learn. Remember, you are your child’s first and best teacher!”**

Step 4

Let’s play

Time: 15 minutes

In this step, you will teach the parents three games relating to print and books and practice the games.

1. Say: **“Together, we are going to learn three print and books games. They are all shown on your parent card you will get to take home at the end of the session.”** Show the card.

Game 1	Game 2	Game 3
Say: “Here is the first print and books activity that we will learn, it is called ‘Making a Print Box.’”	Say: “Here’s another game you can play with your children. It is called ‘Show Me the Book!’ This is a game that you can play with a book without reading it.”	Say: “‘Tell Me the Story’ is another activity that you can do with a book without reading it.”
<ol style="list-style-type: none"> 1. Lead the parents in “Making a Print Box.” <ol style="list-style-type: none"> 1) Say: “We are going to make a print box right here. After you have learned how, you can try to do the same thing in your own home. I have a box as well as 	<ol style="list-style-type: none"> 1. Lead the parents in playing “Show Me the Book!” Change what you ask depending on what is in the books that you use. <ol style="list-style-type: none"> 1) Say: “Take out the books you borrowed from the Book Bank and we will find 	<ol style="list-style-type: none"> 1. Lead the parents in playing “Tell Me the Story.” Choose a book for this activity that you have already read with the group. <ol style="list-style-type: none"> 1) Say: “I have a book here, that we have read before. Can you remember the story and tell it

	<p>some printed materials like ones you should be able to find in your community. I have newspapers, advertisements, boxes, and labels from food and other things. We are going to use these to make a print box here in our meeting area”</p> <ol style="list-style-type: none"> 2) Say: “Everybody come take one piece of printed material. Take a look at it. Tear it out or fold it if you want, then add it to the print box.” 3) The participants examine different pieces of printed material. Some may remove labels from cans or tear out a page in a magazine. While they are doing this, make a label that says “Print Box.” 4) Say: “Great job! We have a made a print box with materials that are easy to find here in our community. I have made a sign for our print box.” Read it aloud and place the sign on the print box. 5) Say: “Let’s think about making a print box at home. Where do you think you might be able to collect some printed material like these? What problems might you have in doing this? [discuss briefly—e.g., younger children ripping things up? Not finding any print. Etc. “This can also be the place where you keep the books that you take home from our sessions. It’s a special place about books, reading, and printed words. 	<p>things in it.”</p> <ol style="list-style-type: none"> 2) Say: “Can you show me where the outside of the book is?” 3) Say: “Can you show me how to turn the pages of the book. Remember, start at the beginning!” 4) Say: “Can you show me a picture in the book?” 5) Say: “Can you find a picture of a boy in the book?” 6) Say: “Can you find a picture of an animal in the book?” 7) Say: “Can you show me a picture of a tree in the book?” 8) Can you show me a word in your book? <ol style="list-style-type: none"> 2. Say: “Children love looking at books even if they can’t read them. Why do you think playing this game will be good for your child?” Invite a few parents to answer. They may say that they will learn more about books. If they don’t answer, say this and also that it helps children listen and follow directions. 3. Show the card with daily Routine and ask: “Let’s think about your daily routine and chores. When do you think you can play this game with your child? For example, do you think that you could play this game before bedtime?” Answer: Anytime, but this could be 	<p>to me just by looking at the pictures?”</p> <ol style="list-style-type: none"> 2) Say: “What is happening in this picture?” Invite one parent or more parents to explain what is happening in the first picture. 3) Say: “Can you remember what happened next? Let’s look at the next picture.” Invite one or more parents to explain what is happening in the next picture. 4) Keeping asking: “What happened next?” and showing the next picture until you come to the end of the book. 5) Say: “Thank you! Now we remember what happened in this book!” <ol style="list-style-type: none"> 2. Say: “Children love looking at and talking about books and stories. Why do you think playing this game will be good for your child?” Invite a few parents to answer. They may say that their children will learn about books, they will practice talking, and they will practice telling stories. If they don’t answer, say these things. 3. Show the card with daily Routine and ask: “Let’s think about your daily routine and chores. When do you think you can play this game with your child? For example, do you think you could play this game while cooking? Could you ask you child to tell you the story from the book while you are cooking?”
--	---	--	--

	<p>2. Ask: “Why do you think helping to make a print box at home would be good for your child?” Invite a few parents to answer. They may say that this helps them to learn about printed words. If they don’t answer, say this and also say that it is another way to get them interested in letters, writing, and books.</p> <p>3. Show the card with daily Routine and Ask: “Let’s think about your daily routine and chores. When do you think you might gather printed materials with your child? For example, do you think you could find printed materials to take home when you are at the market?” Answer: Anytime, but you could gather print while walking around outside, or when cooking, by taking the labels off food packages. You can add to the print corner every day.</p>	<p>especially fun while doing chores so that your child is learning while you work. This game can be played every day.</p>	<p>Answer: Anytime, but this could be especially fun while shopping, cooking, doing or laundry.</p>
	<p>1. Say: “These games are simple and fun and can be played every day. Let’s look at these cards, which you can take home to remind yourself about the games. Which one do you think your child would like best?”</p> <p>2. Ask: “Can you agree that you will play some of these games with your child at home?”</p> <p>3. Say: “The more you play, and the more games you play, the more your child will learn, and the better he/she will do in school later on.”</p> <p>4. Explain that you will now bring everyone together and practice these games with the children.</p>		

<p>Step 5</p> <p>Playing</p>	<p>1. Bring the children back to the group.</p> <p>2. Say, “Now you will try “Show Me the Book” with your child. Ask your child to help you to find different things</p>
--	---

together

Time: 15 minutes

In this step, the children rejoin their parents to practice the games together.

- in the book.”** Invite the parents and children to do this for approximately five minutes. Offer to help if some are struggling.
3. Say, **“Now you will try the “Tel Me the Story” with your child. Ask your child to tell you the story in the book just from looking at the pictures.”** You can go around and sit with some parents and children to listen and perhaps demonstrate how to do this. Spend approximately five minutes on this game.
 4. Ask, **“What did you like about playing these games with your child? Now that you have tried it, do you think you can do it again at home?”** Invite a few responses and think of solutions for any challenges they foresee.

Step 6

Reading together and Books for Home

Time: 15 minutes

In this step, the children rejoin their parents to read a book together and borrow books for home.

1. Say: **“I hope everyone had fun playing. Now you are going to read a new book with your child. “**
2. Make sure each parent and child has a new book to look at. Say **“Remember, you do not have to know how to read to share a book with your child. If you wish you may just turn the pages to look at the pictures with your child and talk about what you see. Ask your children about the pictures, and ask questions about what they think will happen next.”**
3. Give parents time to read with their children. You can walk around and encourage them, and perhaps sit with some parents to demonstrate or help.
4. Say: **“Please also remember to take your book home and look at the book with your child at least once this week. Your child will learn so much by looking at storybooks with you.”**
5. Sing a song for goodbye that you think everyone will know.

Session 3 Let's Count

What this session is about:

This is the third session of an eight-session series for parents and other family members. The series helps parents learn how to help their children learn early literacy and math skills during everyday home routines. In this session, you will help parents learn to do this in one very important topic: **numbers and counting** **I23**

What parents will learn in this session

1. They will learn three simple number games that they can play with their children.
2. They will understand that knowing numbers is an important way for children to be ready to succeed in school.
3. They will plan ways help their children learn numbers, by playing games at different times during their daily routine.

Materials needed

- List of participants
- List of their children's names
- Paper and drawing materials (crayons, markers)
- Book Bank with Storybooks
- A Toy Bank for the children
- Mats for sitting
- A small bag for each parent/child team
- Number cards with numbers from 1 to 10—you will need 20 cards if you have 20 parents so you can make 2 sets of cards

How to prepare:

1. Remember what you learned when you trained to be a parent volunteer.
2. Review all of the session directions before the meeting.
3. Review the games to make sure you know how to play them.
4. Collect all of the materials needed (listed above).
5. Set up the sitting mats.
6. Set up the "Book Bank" and the "Toy Bank"
7. Hide one number card for each parent/child pair around the room.

Session 3 Let's Count

Steps of the session

Step 1

Welcome

Time: 10 minutes

In this step, you welcome the participants, play a fun game and separate the children (over the age of four) from the parents.

1. Welcome the participants. You can say: **“Welcome to the third session of our program! It’s wonderful to see everyone here. Remember, each time we meet we will learn about some easy games you can play that will help your child improve his/her chances of success at school later on. Remember you are your child’s first and best teacher! Today we are learning about Numbers and Counting.”**
2. Lead the group in playing “Hunting for Numbers.”
 - 1) Give each parent a card with a number on it.
 - 2) Say, **“We are going to play a game called Hunting for Numbers! This will be a nice way to begin our meeting focused on numbers. I have given all of you cards with a number on them. Together with your child, go around and see if you can find someone else with a card that has a number that matches your number. Ready?”**
 - 3) Let the parents and children look for another participant with the same number.
 - 4) Once everyone has found a matching number card, ask them to sit down again.
 - 5) Ask each parent/child teams to show their card and say the number that they have (or you can tell them the name of the number if they do not know it).
3. You can say: **“So we have the numbers from 1 to 10 in the group. Now let’s say hello to each other in order of the numbers. Who has number 1? Please stand up.”** The group says **“Hello”** to them and they sit down. Next parent/child with number 2 stands up, etc.
4. Say: **“That was a fun way to start learning about numbers!”**
Then invite the children over the age of four to go with the caregiver volunteer to play.

Step 2

Sharing from the previous week

Time: 10 minutes

1. Ask: **“I hope all of you tried the games with your children since last time. What did you play? What else? Did your children like the games?”**
Invite some parents to answer.
2. Ask: **“Were the games you played hard to play? Why”**
Invite some parents to answer and then try to help with (with the help of other parents if possible) their problem. For example: **“My child was not interested when I tried to play game X, but I played another game and she enjoyed that much more.”** You can tell the parents to start first with the games that their child likes best.
3. Ask: **“Did anyone try anything new that you thought of?”**

<p>In this step, parents talk about what they tried from prior session.</p>	<p>Invite some parents to answer and encourage them “Good job! You sat with your child and showed her how to play the game. That is probably why he enjoyed it so much.” If no one tried anything new you can give an idea to the mothers:</p>
---	--

<p>Step 3</p> <p>Discussion of numbers & counting</p> <p>Time: 5 minutes</p> <p>In this step, you will explain that knowing numbers and how to count is important.</p>	<ol style="list-style-type: none"> 1. Say: “Today we will learn about how to use games to teach children about numbers and counting. How many of us use numbers or count in your daily lives?” Invite some parents to raise their hands or nod in agreement. 2. Say: “We use numbers for counting money, for shopping at the market. Can you think of other times or ways we use numbers or counting?” Invite some parents to answer. They may say that they use numbers when they cook, when they call someone or in other places. 3. Say: “Yes! We all need to use numbers and counting every day. Knowing numbers and how to count is also very important for children, even young ones like your children. If they know how to count and what numbers are, they will be more ready to succeed in school. You can help your children practice their numbers while you are doing your everyday activities like shopping, washing, and cooking. Today we will play some fun, easy number and counting games. When you have learned them, it will be easy for you to play these games with your children at home. Every day, you’ll be helping them learn.”
--	---

<p>Step 4</p> <p>Let’s play</p> <p>Time: 15 minutes</p> <p>In this step, you will teach the parents three games relating to numbers and counting and practice the games.</p>	<ol style="list-style-type: none"> 1. Say: “Together, we are going to learn three numbers and counting games. They are all shown on your parent card you will get to take home at the end of the session.” Show the card. 		
	<p style="text-align: center;">Game 1</p>	<p style="text-align: center;">Game 2</p>	<p style="text-align: center;">Game 3</p>
	<p>Say: “Here is the first numbers and counting game that we will learn, it is called ‘Let’s Count Our Body Parts.’”</p>	<p>Say: “Here’s another game you can play with your children that uses numbers. It is called ‘Clap, Jump, and Hop.’ If your child is young or this game is too hard, you make it really easy and fun by showing your child how to it first.”</p>	<p>Say: “‘My Bag of Rock/Sticks’ is another activity that you can do with your child to help them learn about numbers and counting. It is easy because you will collect things and count them.”</p>
	<ol style="list-style-type: none"> 1. Lead the parents in playing “Let’s Count Our Body Parts.” <ol style="list-style-type: none"> 1) Say: “Let’s count our body parts!” 2) Say: “How many noses do you 	<ol style="list-style-type: none"> 1. Lead the parents in playing “Clap, Jump, and Hop.” <ol style="list-style-type: none"> 1) Say: “Let’s clap together. Clap 1 time.” 2) Say: “Now clap 2 times.” 	<ol style="list-style-type: none"> 1. Lead the parents in playing “Treasure Hunt.” <ol style="list-style-type: none"> 1) Say: “We are going to go on a “treasure hunt” and collect ten rocks (or sticks or any other

	<p>have? Show me!"</p> <p>3) Say: "How many eyes do you have? Show me!"</p> <p>4) Say: "How many legs do you have? Count them!"</p> <p>5) Say: "How many ears do you have? Count them!"</p> <p>6) Say: "How many toes do you have? Let's count them!"</p> <p>7) Say: "Can you show me 2 fingers only?"</p> <p>8) Say: "Now can you show me 5 fingers?"</p> <p>9) Say: "Ok. Let's try showing me 7 fingers?"</p> <p>10) Say: "How many noses are in this room?"</p> <p>2. Ask: "What do you think children can learn from practicing this game?" Invite a few parents to answer. They may say that this helps them to practice counting.</p> <p>3. Show the card with daily Routine and Ask: "Let's think about your daily routine and chores. When do you think you can play this game with your child? For example, do you think you could play this game during bath or washing time?" Answer: Anytime, but this could be especially fun during bathing/washing time. This game can be played every day.</p>	<p>3) Say: "Now jump 3 times."</p> <p>4) Say: "Hop 5 times."</p> <p>5) Say: "Now clap once, and then jump twice"</p> <p>6) Say: "Now clap twice, then jump twice and then hop twice."</p> <p>7) Say: "Now hop then clap then hop then clap."</p> <p>2. Ask: "What do you think children can learn from practicing this game?" Invite a few parents to answer. They may say that they will learn about counting in this game.</p> <p>3. Show the card with daily Routine and ask: "Let's think about your daily routine and chores. When do you think you can play this game with your child? For example, do you think that you could play this game while walking outside?" Answer: Anytime, but this could be especially fun while walking outside. This game can be played every day.</p>	<p>object that will be easy to gather)."</p> <p>2) Take the parents outside.</p> <p>3) Help them collect ten rocks (or sticks or any other object that will be easy to gather).</p> <p>4) Bring them back inside.</p> <p>5) Say: "Make a long line from your rocks and count them from 1 to 10."</p> <p>6) Say: "Now, make your rocks into one big and one smaller pile."</p> <p>7) Say "Now make your rocks into equal piles"</p> <p>8) Say "Now, give two rocks to your neighbor?"</p> <p>9) Say: "Make 5 groups of 2 rocks."</p> <p>10) Say: "Put your rocks into your book bag."</p> <p>2. Ask: "What do you think children can learn from practicing this game?" Invite a few parents to answer. They may say that their children will learn about counting.</p> <p>3. Show the card with daily Routine and ask: "Let's think about your daily routine and chores. When do you think you can play this game with your child? For example, do you think you could play this game while walking outside?" Answer: Anytime, but this could be especially fun while doing your daily chores outside, while you are busy with washing or cooking, give the rocks to</p>
--	--	--	---

			your child and give him different directions. When your child gets very good with the 10 rocks, add a few more to the pile.
	<ol style="list-style-type: none"> 1. Say: “These games are simple but effective and can be played every day. Let’s look at these cards, which you can take home to remind yourself about the games. Which one do you think your child would like best?” 2. Ask: “Can you agree that you will play some of these games with your child at home?” 3. Say: “The more you play, and the more games you play, the more your child will learn, and the better he/she will do in school later on.” 4. Explain that you will now bring everyone together and practice these games with the children. 		

<p>Step 5</p> <p>Playing together</p> <p>Time: 15 minutes</p> <p>In this step, the children rejoin their parents to practice the games together.</p>	<ol style="list-style-type: none"> 1. Bring the children back to the group. 2. Say, “Now you will try “Let’s Count our Body Parts” with your child. Ask your child to help you to count his or her body parts with you.” Invite the parents and children to do this for approximately five minutes. Offer to help if some are struggling. 3. Say: “Children love playing physical games and they will love doing this with you. Now you will try “Clap, Jump, and Hop” with your child.” You can go around and sit with some parents and children to listen and perhaps demonstrate how to do this. Spend approximately five minutes on this game. 4. Next, play together “Treasure Hunt” game. This time ask parents to go with their children and collect rocks or sticks and remind parents the questions they can ask their children. 5. Ask, “What did you like about playing these games with your child? Now that you have tried it, do you think you can do it again at home?” Invite a few responses and think of solutions for any challenges they foresee. 		
--	--	--	--

<p>Step 6</p> <p>Reading together and</p>	<ol style="list-style-type: none"> 1. Say: “I hope everyone had fun playing. We are going to read and look at a short story now.” 2. Read a story with the group or let mothers read in pairs to their children. As you read: 		
---	--	--	--

Books for Home

Time: 15 minutes

In this step, the children rejoin their parents to read a book together and borrow books for home.

- 1) Ask questions about the pictures of both children and parents.
 - 2) Ask questions about what they think will happen next.
 - 3) Make connections between what is happening in the story and how the parents and children might feel in real life.
 - 4) Point out interesting things in the pictures.
 - 5) Count objects in the pictures.
3. Emphasize again how the story can be read just from the pictures. Parents do not have to read the words to read a story from a book to their children.
 4. Say: **“Please also remember to take a book from the book bank and to look at the book with your child at least once this week. Your child will learn so much by looking at storybooks with you.”**
 5. Sing a counting song (one to ten) to a tune that you think everyone will know as a closing activity.

Session 4 Talking and Listening with My Child

What this session is about:

This is the fourth session of an eight-session series for parents and other family members. The series helps parents learn how to help their children learn early literacy and math skills during everyday home routines. In this session, you will help parents learn to do this in one very important topic: **talking and listening**



What parents will learn in this session

1. They will learn three simple talking and listening games that they can play with their children.
2. They will understand that talking with their child and listening to their child are important ways for children to get ready to succeed in school.
3. They will plan ways help their children learn new words, by playing games at different times during their daily routine.

Materials needed

- List of participants
- Paper and drawing materials (crayons, markers)
- Book Bank with Storybooks
- A Toy Bank for the children
- Mats for sitting

How to prepare:

1. Remember what you learned when you trained to be a parent volunteer.
2. Review all of the session directions before the meeting.
3. Review the games to make sure you know how to play them.
4. Collect all of the materials needed (listed above).
5. Set up the sitting mats.
6. Set up the “Book Bank” and the “Toy Bank”

Session 4 Talking and Listening with My Child

Steps of the session

Step 1

Welcome

Time: 10 minutes

In this step, you welcome the participants, play a fun game and separate the children (over the age of four) from the parents.

1. Welcome the participants. You can say: **“Welcome to the fourth session of our program! It’s wonderful to see everyone here. Each time we meet we will learn about some easy things that you can do that will help your child to learn about literacy and math at home and improve his/her chances of success at school later on. Today we are learning to help our children with Talking and Listening.”**
2. Lead the group in playing “Pretending to Do.”
 - 1) Say, **“We are going to play a game called “Pretending to Do.” I will pretend to do something (act) and you will guess what I am doing.”**
 - 2) Pretend to sweep the floor.
 - 3) Say, **“What am I doing?”** and invite parents and children to guess.
 - 4) Once they guess correctly, pretend to cut vegetables.
 - 5) Say, **“What am I doing?”** and invite parents to guess.
 - 6) Once they guess correctly, pretend to stir soup.
 - 7) Say: **“What am I doing?”**
 - 8) Once they guess correctly, say: **“Would someone else like to pretend to do something for the group to guess?”**
 - 9) Invite one parent, or a child, to act while the others guess.
 - 10) Say, **“This is a fun and easy game that you can play with your children. The sillier you are when you act, the more your child is going to love it!”**
3. You can say: **“That was a fun way to learn about talking and listening! You can play this game at home too.”** Then invite the children over the age of four to go with the caregiver volunteer to play.

Step 2

Sharing from the previous week

Time: 10 minutes

1. Ask: **“I hope all of you tried the games with your children since last time. What did you play? What else? Did your children like the games?”**
Invite some parents to answer.
2. Ask: **“Were the games you played hard to play? Why?”**
Invite some parents to answer and then try to help with (with the help of other parents if possible) their problem. For example: **“My child was not interested when I tried to play game x, but I played another game and she enjoyed that much more.”** You can tell the parents to start first with the games that their child likes best.

In this step, parents talk about what they tried from prior session.

3. Ask: **“Did anyone try anything new that you thought of?”**
Invite some parents to answer and encourage them “Good job! You sat with your child and showed her how to play the game. That is probably why he enjoyed it so much.”

Step 3

Discussion of talking & listening

Time: 5 minutes

In this step, you will explain that talking and listening is important.

1. Divide the parents into two groups—Group 1 and Group 2—one on each side of the room.
2. Say: **“Group 1, stand up.”**
3. Say: **“Group 1, be quiet.”**
4. Say: **“Group 1, straighten your clothes.”**
5. Say: **“Group 1, sit down.”**
6. Now listen to what I say to Group 2.
7. Say: **“Group 2, how are you today?”** [Wait for a few answers.]
8. Say: **“Group 2, what did you have for breakfast today?”** [Wait for a few answers.]
9. Say: **“Group 2, what is the weather today?”** [Wait for a few answers.]
10. Then say, **“What did you notice about how I was talking to Group 1 and how I was talking to Group 2?”**
Answer: They may notice that you were giving orders to Group 1 and having a conversation with Group 2.
11. Say: **“Yes, to group 1 I was giving order and not giving them a chance to talk. To group 2, I was asking questions and encouraged them to respond. One of the most important things you can do with your children is to talk with them. It is important to find ways to ask them questions, like I did with Group 2, especially questions that take more than a few words to answer, like asking what he thinks about something or how she feels about something else. This will help your child learn more words and become confident in expressing himself. The more words your child knows when he or she starts school, the better he or she will do when she is in school.”**
12. Say **“How many of us use talking and listening in our daily lives?”**
Invite some parents to raise their hands or nod in agreement.

	<p>13. Say: “We talk and listen all the time—when at the market, when talking with friends and family, and other times. Can you think of other times/ways we use talking and listening?” Invite some parents to answer. They may say that they talk when they call someone on their mobile phone, or in other places.</p> <p>14. Say: “Yes! We all need to talk and listen every day.”</p>
--	--

Step 4

Let’s play

Time: 15 minutes

In this step, you will teach the parents three games relating to talking and listening practice the games.

<p>1. Say: “Together, we are going to learn three talking and listening games. They are all shown on your parent card you will get to take home at the end of the session.” Show the card.</p>		
Game 1	Game 2	Game 3
<p>Say: “Here is the first talking and listening game that we will learn, it is called ‘Mama Says.’”</p>	<p>Say: “Here’s another game you can play with your children that uses talking and listening. It is called ‘Making Stories Together.’ This is a game that you can play over and over and it will be new each time.”</p>	<p>Say: “‘Remind Me!’ is another activity that you can do with your child to help them to practice talking and listening.”</p>
<p>1. Lead the parents in playing “Mama Says.”</p> <ol style="list-style-type: none"> 1) Say: “I am Mama. I will give you instructions. If I don’t start by saying ‘Mama says’ don’t do as I say. If you make a mistake and do it even though I didn’t say ‘Mama says’ that’s ok. Try again next time.” 2) Say: “Mama says touch your head.” Everyone touches their head. 3) Say: “Mama says open your mouth.” Everyone opens their mouth. 4) Say: “Close your eyes.” If anyone closes tell them “I didn’t say Mama says!” 5) Say: “Mama says show me three fingers?” Everyone shows three fingers. 	<p>1. Lead the parents in playing “Making Stories Together.”</p> <ol style="list-style-type: none"> 1) Say: “We are going to make up a story. I will start and then you will help me continue it.” 2) Say: “Once upon a time there was a brown bear living in the forest and his name was [change as per cultural context].” 3) Say: “What do you think happened next?” 4) Invite a parent to continue the story with a sentence or two. 5) Then say: “What do you think happened next?” 6) Invite another parent to continue the story with a sentence or two. 	<p>1. Lead the parents in playing “Remind Me!”</p> <ol style="list-style-type: none"> 1) Say: “I need help remembering the types of things that are at the market. Can you help me?” 2) Say: “What are some things that are sold at the market? Do they sell oranges at the market? What else do they sell?” 3) The parents will say things that are sold at the market. 4) Keeping saying: “Can you think of other things that they sell?” 5) Try to get every parent to suggest at least one thing. 6) Say: “Thank you! Now I remember lots of things that are sold at the market!”

	<p>6) Say: “Touch your nose.” If anyone closes tell them “I didn’t say Mama says!”</p> <p>2. Ask: “What do you think children can learn from practicing this game?” Invite a few parents to answer. They may say that this helps them to listen.</p> <p>3. Show the card with daily Routine and Ask: “Let’s think about your daily routine and chores. When do you think you can you play this game with your child? For example, do you think you could play this game during bath or washing time?” Answer: Anytime, but this could be especially fun during bathing/washing time. This game can be played every day.</p>	<p>7) Keep doing this until all of the parents have added to the story, then end the story.</p> <p>2. Ask: “What do you think children can learn from practicing this game?” Invite a few parents to answer. They may say that they will learn about talking and telling stories. They will also learn new words.</p> <p>3. Show the card with daily Routine and ask: “Let’s think about your daily routine and chores. When do you think you can you play this game with your child? For example, do you think that you could play this game while walking outside?” Answer: Anytime, but this could be especially fun while walking outside. This game can be played every day.</p>	<p>2. Ask: “What do you think children can learn from practicing this game?” Invite a few parents to answer. They may say that their children will practice thinking, remembering, and talking.</p> <p>3. Show the card with daily Routine and ask: “Let’s think about your daily routine and chores. When do you think you can you play this game with your child? For example, do you think you could play this game while cooking? Could you ask you child to help you remember the ingredients?” Answer: Anytime, but this could be especially fun while shopping, cooking, doing or laundry.</p>
	<p>1. Say: “These games are simple and fun and can be played every day. Let’s look at these cards, which you can take home to remind yourself about the games. Which one do you think your child would like best?”</p> <p>2. Ask: “Can you agree that you will play some of these games with your child at home?”</p> <p>3. Say: “The more you play, and the more games you play, the more your child will learn, and the better he/she will do in school later on.”</p> <p>4. Explain that you will now bring everyone together and practice these games with the children.</p>		

Step 5

1. Bring the children back to the group.

Playing together

Time: 15 minutes

In this step, the children rejoin their parents to practice the games together.

2. Play together **Mama Says**. First play as a group for a few round and then ask parents to play with their children and tell their children what “Mama says” they should do.
3. Say: **“Children love hearing stories and they will love making new stories with you. Now you will try to Make a Story Together with your child. Take turns with your child telling a new story that you make up.”** Let the pairs play this game for around five minutes.
4. Say: **“Children love showing their moms and dads what they know so they will love “Remind Me.” Now you will try the game with your child. Ask them to help you to remember how to cook a popular dish you cook often (ex. porridge) or how to wash the dishes or the clothes, for example.”** You can go around and sit with some parents and children to listen and perhaps demonstrate how to do this. Spend approximately five minutes on this game.
5. Ask, **“What did you like about playing these games with your child? Now that you have tried it, do you think you can do it again at home?”** Invite a few responses and think of solutions for any challenges they foresee.

Step 6

Reading together and Books for Home

Time: 15 minutes

In this step, the children rejoin their parents to read a book together and borrow books for home.

1. Say: **“I hope everyone had fun playing. We are going to read and look at a short story now.”**
2. Read a story with the group or let mothers read in pairs to their children. As you read:
 - 1) Ask questions about the pictures of both children and parents.
 - 2) Ask questions about what they think will happen next.
 - 3) Make connections between what is happening in the story and how the parents and children might feel in real life.
 - 4) Point out interesting things in the pictures.
 - 5) Count objects in the pictures.
3. Emphasize again how the story can be read just from the pictures. Parents do not have to read the words to read a story from a book to their children.
4. **Please also remember to take a book from the book bank and to look at the book with your child at least once this week. Your child will learn so much by looking at storybooks with you.**
5. Sing a song for goodbye that you think everyone will know.

Session 5 **Sorting and Organizing**

What this session is about:

This is the fifth session of an eight-session series for parents and other family members. The series helps parents learn how to help their children learn early literacy and math skills during everyday home routines. In this session, you will help parents learn to do this in one very important topic: **Sorting and**

Organizing □□□ ●●●.

What parents will learn in this session

1. They will learn three simple sorting games that they can play with their children.
2. They will understand that sorting things is an important way for children to be ready to succeed in school.
3. They will plan ways help their children practice sorting, by playing games at different times during their daily routine.

Materials needed

- List of participants
- Paper and drawing materials (crayons, markers)
- Book Bank with Storybooks
- A Toy Bank for the children
- Mats for sitting
- A big kitchen bowl
- A bag of three types of food items (such as dried beans, rice, corn, or something else that you have plenty of)
- A tomato or any other food item

How to prepare:

1. Remember what you learned when you trained to be a parent volunteer.
2. Review all of the session directions before the meeting.
3. Review the games to make sure you know how to play them.
4. Collect all of the materials needed (listed above).
5. Set up the sitting mats.
6. Set up the “Book Bank” and the “Toy Bank”

Session 5 Sorting and Organizing

Steps of the session

Step 1

Welcome

Time: 10 minutes

In this step, you welcome the participants, play a fun game and separate the children (over the age of four) from the parents.

1. Welcome the participants. You can say: **“Welcome to the fifth session of our program! It’s wonderful to see everyone here. Remember, each time we meet we will learn about some easy games you can play that will help your child improve his/her chances of success at school later on. Remember you are your child’s best teacher! Today we are learning about Sorting and Organizing objects and the things around us.”**
2. Lead the group in playing “Let’s sort everyone’s shoes.”
 - 1) Say, **“We are going to play a game with our shoes! This will be a nice way to begin our meeting focused on sorting. First, everyone look at your feet and describe the shoes you see (the color, type, etc.). What sort of shoes do you see? For example I see brown shoes.”**
 - 2) Say: **“Now, everyone take off their shoes and put them in the middle of the circle.”**
 - 3) Make 2 piles of the shoes, and make sure they are all mixed up in each pile.
 - 4) Divide the group into two smaller groups and say: **“I need your help sorting these shoes. In your group, try to sort/organize the shoes by making piles of shoes that are similar. You can make piles based on color for example, or based on something else, like size or type of shoes. You decide as a group!”**
 - 5) When the groups are finished, say: **“Great job! Can you try and organize the shoes again in a different way?”** They sort the shoes again.
 - 6) Say: **“Nice work! Now I want to ask everyone to help us find the pair for each shoe.”**
3. You can say: **“That was a fun way to do learn about sorting and organizing! You can play this game in your family using shoes, as well as clothes.”** Then invite the children over the age of four to go with the caregiver volunteer to play.

<p>Step 2</p> <p>Sharing from the previous week</p> <p>Time: 10 minutes</p> <p>In this step, parents talk about what they tried from prior session.</p>	<ol style="list-style-type: none"> 1. Ask: “I hope all of you tried the games with your children since last time. What did you play? What else? Did your children like the games? Which game did your children like the most?” Invite some parents to answer. 2. Ask: “Did anyone have any difficulties with the games we practiced?” Invite some parents to answer and then try to help with (with the help of other parents if possible) their problem. For example: “My child was not interested when I tried to play game x, but I played another game and she enjoyed that much more” etc. 3. Ask: “Did anyone try something different—a different way of playing the games, or maybe a new game?” Invite some parents to answer and encourage them. If no one tried anything new you can give an idea to the mothers. For example, when you play “Mama Says” you can give more complicated instructions, like “Mama says wave your arm AND jump on one foot.” “Good job! You sat with your child and showed her how to play the game. That is probably why he enjoyed it so much.”
---	---

<p>Step 3</p> <p>Discussion of sorting & organizing</p> <p>Time: 5 minutes</p> <p>In this step, you will explain that knowing numbers and how to count is important.</p>	<ol style="list-style-type: none"> 1. Say: “Today we will learn about how to use games to teach children about sorting and organizing objects and things. Think about your daily life - when do you do sorting or organizing through your daily life? For example, I do sorting when I come from the market. What about you?” Invite a few parents to raise their hands and respond. If they are having trouble, help them out with a few more ideas. 2. Say: “We organize and sort many things in our life. We organize money, things we buy or cook with, our clothes, utensils, and many other things. Sorting and organizing is important for our children to learn because it will help them think and learn more complex math problems later on. You can help your children learn how to sort and they can also help you in your housework while learning. Today we will learn some easy, fun activities you can do at home to help your children practice these skills.”
--	---

<p>Step 4</p> <p>Let’s play</p>	<ol style="list-style-type: none"> 1. Say: “Together, we are going to learn sorting games. They are all shown on your parent card which you will get to take home at the end of the session. Let’s play them one at a time.” Show the card. 	
Game 1	Game 2	Game 3

<p>Time: 15 minutes</p> <p>In this step, you will teach the parents three games relating to numbers and counting and practice the games.</p>	<p>Say: “Here is the first sorting game that we will learn, it is called ‘Let’s Sort the Food.’”</p> <ol style="list-style-type: none"> 1. Lead the parents in playing “Let’s Sort the Food” <ol style="list-style-type: none"> 1) Say: “Tell me what kind of fruits or vegetables do you usually use when you cook?” [Let parents say a few different ingredients.] 2) Say “Great, these are all ingredients that we can use in this game.” 3) Place a big kitchen bowl in front and mix together 3 different ingredients of your choice (at least 5-6 of each kind) – the best ones to use for this game are beans, corn and rice for example—ingredients of which you have plenty of. 4) Say: “Help me sort these vegetables into piles” 5) Have two volunteers come forward and work together to sort the vegetables. Thank them when they finish the task. 2. Say: “Great Job sorting! What do you think children can learn from practicing this game?” 4. Show the card with daily Routine and Ask: “Let’s think about your daily routine and chores. When do you think you can you play this game with your child? For example, do you think you could play this game when you are cooking?” 	<p>Say: “Here’s another game you can play with your children that uses sorting. It is called ‘Let’s Order the Leaves.’”</p> <ol style="list-style-type: none"> 1. Lead the parents in playing “Let’s order the leaves.” <ol style="list-style-type: none"> 1) Say: “We are going to go on a quick walk to find leaves. Each of you, find five different leaves and bring them back to the circle.” 2) When they are back say: “Great, look at your leaves and try to order them by size from smallest to biggest.” 3) Say “Great job! Now organize them by color” 4) Say “Now, try to organize them by shape.” 2. Say: “Great Job sorting! What do you think children can learn from practicing this game?” Invite a few parents to answer. They may say that they will learn about sorting in this game. They can practice sorting and counting at the same time 3. Show the card with daily Routine and ask: “Let’s think about your daily routine and chores. When do you think you can you play this game with your child? For example, do you think that you could play this game while walking outside or while cleaning the house?” 	<p>Say: “Can you think of something else?” is another activity that you can do with your child to help them learn about sorting and organizing.”</p> <ol style="list-style-type: none"> 1. Lead the parents in playing “Can you think of something else?” <ol style="list-style-type: none"> 1) Say: “We are going to think of some things that are similar or different from what I tell you. So listen carefully!” 2) Say: “Here is a tomato [you can imagine it if you don’t have one]. Can you think of something else that is red like a tomato? Anything else” 3) Say: “Great, can you think something else that is round like a tomato? Anything else? Anything else?” 4) Say: “Now, here is a piece of corn/bean. Can you think of something else that is small like a bean? Anything else? Anything else?” 5) Say: “Can you think of something that is bigger than a corn?” 6) Say: “Can you think of something that is yellow like corn? Anything else?” 7) Say: “Great job thinking of similar things with me.” 2. Ask: “What do you think children can learn from practicing this game?” Invite a few parents to answer. They may say that their children will learn about objects.
--	---	--	---

	<p>Answer: cooking or preparing food, or at the market or coming back from the market. Also, anytime, if the mother is cleaning or has work to do – she can give this task to the child. This game can be played every day.</p>	<p>Answer: Anytime, but this could be especially fun while spending time outside. This game can be played every day.</p>	<p>3. Show the card with daily Routine and ask: “Let’s think about your daily routine and chores. When do you think you can you play this game with your child? For example, do you think you could play this game while walking to the market or while shopping at the market?”</p> <p>Answer: Anytime, but this could be especially fun while shopping at the market, or while cooking. This game can be played every day.</p>
	<ol style="list-style-type: none"> 1. Say: “These games are simple but effective and can be played every day. Let’s look at these cards, which you can take home to remind yourself about the games. Which one do you think your child would like best?” 2. Ask: “Can you agree that you will play some of these games with your child at home?” 3. Say: “The more you play, and the more games you play, the more your child will learn, and the better he/she will do in school later on.” 4. Explain that you will now bring everyone together and practice these games with the children. 		

<p>Step 5</p> <p>Playing together</p> <p>Time: 15 minutes</p> <p>In this step, the children rejoin their parents to practice the games together.</p>	<ol style="list-style-type: none"> 1. Bring the children back to the group. 2. Ask the parents to play “Let’s Sort the Food” with their children. Make sure each pair has some materials to sort. Encourage the parents and children to talk to one another as they do this. 3. After five minutes or so, say: “Children love playing sorting games and they will love sorting with you. Now let’s try the “Order the Leaves” game. You can also play this game with rocks or sticks in the yard.” This time ask parents to go with their children and collect leaves or sticks and remind parents the questions they can ask their children. 4. Say: “Let’s try “Can You Think of Something Else” now. Children love playing these thinking games and they will learn so much!” Give the parents five minutes to play this with their children. Help them if they need ideas.
--	--

Step 6

Reading together and Books for Home

Time: 15 minutes

In this step, the children rejoin their parents to read a book together and borrow books for home.

1. Say: **“I hope everyone had fun playing. We are going to read and look at a short story now.”**
2. Read a story with the group or let mothers read in pairs to their children. As you read:
 - 1) Ask questions about the pictures of both children and parents.
 - 2) Ask questions about what they think will happen next.
 - 3) Make connections between what is happening in the story and how the parents and children might feel in real life.
 - 4) Point out interesting things in the pictures.
 - 5) Count objects in the pictures.
3. Emphasize again how the story can be read just from the pictures. Parents do not have to read the words to read a story from a book to their children.
4. Say: **“Please also remember to take a book from the book bank and to look at the book with your child at least once this week. Your child will learn so much by looking at storybooks with you.”**
5. Sing a song for goodbye that you think everyone will know.

Session 6 Learning about Letters Together

What this session is about:

This is the sixth session of an eight-session series for parents and other family members. The series helps parents learn how to teach their children early literacy and math skills during everyday home routines. In this session, the topic is **learning letters of the alphabet** **ABC**.

What parents will learn in this session

1. They will practice three simple letter-learning games that they can play with their children at home.
2. They will understand that knowing some letters of the alphabet is an important way for children to be ready to succeed in school.
3. They will plan ways to help their children learn letters, by playing games at different times during their daily routine.

Materials needed

- List of participants
- List of their children's names
- Parent Cards with today's games
- Card with Daily Routine
- Paper and drawing and writing materials (crayons, markers, pencils, scissors)
- Precut squares of harder paper or cardboard
- Sticks for the "Disappearing Letters" activity (or participants can collect them)
- Book Bank with Storybooks
- A Toy Bank for the children
- Mats for sitting

How to prepare:

1. Remember what you learned when you trained to be a parent volunteer.
2. Review all of the session directions before the meeting.
3. Review the games to make sure you know how to play them.
4. Collect all of the materials needed (listed above).
5. Set up the sitting mats.
6. Set up the "Book Bank" and the "Toy Bank"

Session 6 Learning about Letters Together

Steps of the session

Step 1

Welcome

Time: 10 minutes

In this step, you welcome the participants, play a fun game and separate the children (over the age of four) from the parents.

1. Welcome the participants. You can say: **“Welcome to the sixth session of our program! It’s wonderful to see everyone here again. Remember, each time we meet we will learn about some easy games you can play that will help your child be successful in school later on. Because you know your child so well, you are your child’s first and best teacher! Today we will be practicing games that help with something very important: learning about letters to organize and sort things around us.”**
2. Lead the group in playing “Where Is **Isaro?**”
 - 1) Say: **“Today we are going to be using your children’s names in all of the games we learn. To start off, here is a song and game that we will all play together—parents and children. It’s called ‘Where Is **Isaro?**’ but it will use all of your names.”**
 - 2) Say: **“I will sing the song, and please sing with me as you learn it. Children, listen for your name!”**
 - 3) Sing: **“Where is **Isaro?** [insert name of a child in the group] Where is **Isaro?**”** [To the tune of “Where Is Thumbkin”].
 - 4) Say: **“**Isaro**, that is your name! Now you stand up and sing “Here I am! Here I am!”** [Sing the response for the child if he/she is shy]
 - 5) Sing: **“How are you this morning [or afternoon]? How are you this morning [or afternoon]?”**
 - 6) Say: **“Now you [the child] sing ‘Very well I thank you! Very well I thank you!’”** [Help the child respond if needed].
 - 7) Sing: **“Please sit down; please sit down.”**
 - 8) Lead the group in repeating the song with each child’s name in turn. Parents and children will probably participate more as the song is repeated.
3. You can say: **“Thank you, children, for helping us learn your names! You can sing this song at home, too. Now your parents are going to learn some new games about your names and the letters in your names.”** Then invite the children over the age of four to go with the caregiver volunteer to play.

Step 2

Sharing from the previous week

Time: 10 minutes

In this step, parents talk about what they tried from prior session.

1. Ask: **“I hope all of you tried the games from our last session with your children. What did you play? What else? Did your children like the games?”**
Invite some parents to answer.
2. Ask: **“Did anyone have any difficulties with the games we practiced?”** Invite some parents to answer and then try to help with their problem (with the help of other parents if possible). Example: “My child was not interested when I tried to play game x, but I played another game and she enjoyed that much more” etc.
3. Ask: **“Did anyone try something different—a different way of playing the games, or maybe a new game?”**
Invite some parents to answer and encourage them **“Good job! You sat with your child and showed her how to play the game. That is probably why he enjoyed it so much.”** If no one tried anything new you can give an idea to the mothers: you can sort many other things besides leaves and food. You can sort rocks or shells, clothes, sticks, or any other thing.

Step 3

Discussion of letters

Time: 5 minutes

In this step, you will explain that knowing letters is important, even for young children.

1. Say: **“Today we will learn how to help children learn about letters of the alphabet. Where do you see letters in your daily life? For example, when I go to the market I see many signs with letters and words. What about you?”**
Parents may volunteer and say that they see letters in books, newspapers, labels or cell phones or signs in the health clinic. If they can’t think of examples, you help them.
2. Say: **“Your children cannot read yet, but they see letters all around them, just as you do. Knowing letters is the beginning of reading!”**
3. Say: **“Reading is so exciting and important for children. Even if you do not know how to read yourself, you can help your child learn about letters. Even if you don’t know the letter names, you can still help your child! Our song just now showed how much children love hearing their names. Today we will learn how to use your child’s name to teach them about letters through some easy, fun activities at home.”**

Step 4

Let’s play

Time: 15 minutes

<ol style="list-style-type: none"> 1. Say: “Together, we are going to learn three games about letters.” They are all shown on the parent card that you will take home at the end of the session (show the card). Let’s play them one at a time. 	Game 1	Game 2	Game 3
--	---------------	---------------	---------------

<p>In this step, you will teach the parents three games relating to numbers and counting and practice the games.</p>	<p>Say: “Here is the first letters game that we will learn, it is called ‘Letters in Your Child’s Name’”</p>	<p>Say: “Here’s another game you can play with your children that uses letters. It is called ‘Searching for Letters.’”</p>	<p>Say: “‘Disappearing Letters’ is another activity that you can do with your child to help them learn about letters.”</p>
	<p>1. Say: “We are going to make cards with your child’s name written on them, that you can take home. Children’s names are very important to them. Your children will love having these name cards to look at with you!”</p> <p>1) Say: “Please take a marker and one piece of long paper. Then sit with a partner so you can help each other.”</p> <p>2) Say: “You will write your child’s name on the long piece of paper, like this” [show a model: upper case for the first letter and then the rest lower case.]</p> <p>3) Say: “It’s ok if you are not sure how to write your child’s name. A friend can write it for you, or I will help.” [Wait a few minutes for them to finish.]</p> <p>4) Ask: “Has everyone finished? Great. Now, count the letters in your child’s name and please take as many small pieces of paper as there are letters in the name. For example my child’s name is Isaro – that is 5 letters in her name ‘I’, ‘S’ ‘A’ ‘R’ and ‘O’ so I will take 5 small pieces of paper. Now write /copy</p>	<p>1. Say: “At the beginning of this session, we discussed that letters are all around us—in books, in signs, on packages of food. You can help your children learn about letters if you play a game where you find the letters in their name in different places. Let’s try searching for letters together!”</p> <p>1) Say: “To play this, you need your child’s name card and the book you brought back from the last session. Does everyone have these?”</p> <p>2) Say, “Take one of the letters from your child’s name and look in the book to see if you can find a letter that looks the same as that letter. When you find one, raise your hand” [or whatever signal is culturally appropriate.]</p> <p>3) Say: “Safi, can you show us what you found? Thank you!”</p> <p>2. Say: “Great. This is how you would play Searching for Letters with your child: take just one letter from your child’s name and find the same letter in the book you have, or perhaps find the letters in your child’s name on a sign or box of food.”</p> <p>3. Ask: “Why do you think this game would be good for your child?” Invite a few parents to answer, but if they are not answering, say “This game</p>	<p>1. Say: “Here is another game you can play with your child’s name. It’s called ‘Disappearing Letters.’ Children love to make things come and go—appear and disappear. Again we’ll use the card with your child’s name on it. To play this, we also need a stick to write with.”</p> <p>1) Say: “My child’s name is Isaro.” [show name card] “See, the first letter in Isaro is ‘I.’ Watch me write the ‘I’ here in the sand.” [vary according to where the meeting is. Could be dirt, or write with water and wet finger on a concrete patio or blackboard.]</p> <p>2) Say: “How can you make the letter disappear? Gisa [a participant], can you take your hand [or foot] and wipe it away? Where did that letter go? Let me write it again!”</p> <p>3) Say: “You can keep writing the same letter and having your child wipe it away, or write different letters. You can also let your child do the writing and you can make the letter disappear.”</p> <p>2. Ask: “Why do you think this game would be good for your child?” Invite a few parents to answer, but if they are not answering, say “This game is a fun way for you and your child to practice writing letters. It also helps your child remember things.”</p>

	<p>your child's name again, by writing each letter in the name on one of the pieces of paper." [Give any help that is needed. Some parents may now be able to copy what the facilitator or a friend had written],</p> <p>5) Ask: "Is everyone finished? Each of you has your child's name written twice."</p> <p>6) Say: "Now mix up the letters on the small cards. Can you match them to the letters on the other paper to spell your child's name?" Demonstrate if needed.</p> <p>7) Say: "At home, you can show your child her name card. You could tell her: 'This is YOUR name, Isaro. Look, the letters say 'Isaro'—point to them. Then give your child the other, cut-up letters and ask her if she can make her name just like it is written, matching up the letters. Help her if she is having difficulty, and be sure to tell her what a great job she is doing, even if it is not exactly right." Demonstrate how to do this.</p> <p>2. Ask: "Why do you think this game would be good for your child?" For example, they can learn what their name looks like in writing, they will be happy to know</p>	<p>will teach your child more about letters by using the letters in your child's name. Letters of the alphabet are all around you and your child!</p> <p>5. Show the card with Daily Routine and Ask: "Let's think about your daily routine and chores. When do you think you can play this game with your child?" Answer: Anytime, but perhaps when reading the book they take home, when your child is sitting with you as you are preparing food, or [looking for letters on packages] at the market, if you bring a letter card with you.</p>	<p>3. Show the card with Daily Routine and ask: "Let's think about your daily routine and chores. When do you think you can play this game with your child?" Answer: Anytime, but perhaps when outside caring for animals or in the field, especially. If writing with water, on the patio or plaza outside their home. Can be played while preparing food if rice or beans are used.</p>
--	---	---	---

	<p>what their name looks like. Anything else? [Invite a few parents to answer]. Other suggestions include: they can learn some of the alphabet letters; they can practice counting the letters, too.</p> <p>3. Show the card with Daily Routine and ask: “Let’s think about your daily routine and chores. When do you think you can play this game with your child? For example, maybe you can ask your child to make her name with the letter cards while you are preparing a meal and she is sitting with you. Any other time you can think of?” Answer: Anytime, but perhaps when your child is sitting with you as you are preparing food, for example.</p>		
	<p>1. Say: “These games are simple, fun for you and your child, and can be played every day. Let’s look at these cards again, which you can take home to remind yourself about the games. Which one do you think your child would like best?”</p> <p>2. Ask: “Can you agree that you will play some of these games with your child at home?”</p> <p>3. Say: “The more you play, and the more games you play, the more your child will learn about letters, and the better he/she will do in school later on.”</p> <p>4. Explain that you will now bring everyone together and try these games with the children.</p>		

Step 5

1. Bring the children back to the group.

Playing together

Time: 15 minutes

In this step, the children rejoin their parents to play a game together

2. Say: **“Now you will try the “Letters in My Child’s Name” game with your child. Turn to your child and help them match the letters on the small cards to the child’s name. Be sure to say the name as you point to the writing.”** [Give approximately 5 minutes to do this.]
3. Say: **“Now, please play Searching for Letters with your partner. Parent, show the child a letter from his name and together, try to find the same letter in the book that you have.”** [Give a few minutes to practice.]
4. Play together the “Disappearing Letters” game, with each pair of parent and child having a stick to write with. The parent can show the child their name card and write the first letter of their name in the sand. Child makes it disappear and they can repeat a few times. Allow the parts approximately five minutes to play this game.

Step 6

Reading Together


Time: 15 minutes

In this step, the children rejoin their parents to read a book together and borrow books for home.

1. Say: **“I hope everyone had fun playing. We are going to read and look at storybooks now.”**
2. Make sure each mother and child has a book to look at. Say **“Today, you and your child will read together. Remember, you do not have to know how to read to share a book with your child. If you wish you may just turn the pages to look at the pictures with your child and talk about what you see. Ask your children about the pictures, and ask questions about what they think will happen next.”**
Give parents time to read with their children. You can walk around and encourage them, and perhaps sit with some parents to demonstrate or help.
3. Say, **“I heard many of you doing things that you have learned from these meetings, about how to share books with your children. You talked about the pictures and asked your children questions. The most important thing is to have fun together as you look at books—and remember that this is important to help your child become ready for school.”**
4. Say: **“Please also remember to take a book from the book bank and to look at the book with your child at least once this week. Your child will learn so much by looking at storybooks with you.”**
5. Sing a song for goodbye that you think everyone will know.

Session 7 Learning About Shapes and Measurement

What this session is about:

This is the seventh session of an eight-session series for parents and other family members. The series helps parents learn how to teach their children early literacy and math skills during everyday home routines. In this session, the topic is **learning about shapes and measurement** .

What parents will learn in this session

1. They will practice three simple games about shapes and measurement that they can play with their children at home.
2. They will understand that knowing a few things about shapes and about measuring things (both part of math) is an important way for children to be ready to succeed in school.
3. They will plan ways help their children learn more about shapes and measurement, by playing games at different times during their daily routine.

Materials needed

- List of participants
- List of their children's names
- Parent Cards with games for this session
- Card with Daily Routine
- Paper and drawing and writing materials (crayons, markers, pencils)
- Sticks for the "Making Circles" activity (or participants can collect them)
- Cups and spoons for "Fill It Up!"
- Book Bank with Storybooks
- A Toy Bank for the children
- Mats for sitting

How to prepare:

1. Remember what you learned when you trained to be a parent volunteer.
2. Review all of the session directions before the meeting.
3. Review the games to make sure you know how to play them.
4. Collect all of the materials needed (listed above).
5. Set up the sitting mats.
6. Set up the "Book Bank" and the "Toy Bank"

Session 7 Learning About Shapes and Measurement

Steps of the session

Step 1

Welcome

Time: 10 minutes

In this step, you welcome the participants, play a fun game and separate the children (over the age of four) from the parents.

1. Welcome the participants. You can say: **“Welcome to the seventh session of our program! It’s wonderful to see everyone here again. Remember, each time we meet we will learn about some easy games you can play that will help your child be successful in school later on. Because you know your child so well, you are your child’s first and best teacher! Today we will be practicing games that help with some very important math skills: Learning About Shapes and Measurement.”**
2. Lead the group in playing “Shortest to Tallest.”
 - 1) Say: **“To start off, here is a game that we will all play together—parents and children. It’s called ‘Shortest to Tallest.’”**
 - 2) Say: **“Please stand up and make 4 groups. Parents, keep your own children with you.”** [number of groups might vary depending on number of participants, but no more than about 8 in a group—combined adults and children.]
 - 3) Say: **“Look at who is in your group. Some are shorter and some are taller, right? For example, I see that Isaro is taller than Ganza, and Ganza is taller than Keza. When I say “begin,” make a line with the shortest person at this end and the tallest person at the other end, going from the very shortest to the very tallest. Parents, help your children also.”**
[Facilitator might gesture with her hand, step by step]
 - 4) Say: **“Let’s see which group can make a line from shortest to next shortest and so on, FIRST. OK, begin!”** Give time, and help as needed.
 - 5) Say: **“It looks like this group made their shortest-to-tallest line first! Let’s see which group will be next.”** [continue until all groups have correctly ordered their line from shortest to tallest person]
3. You can say **“Thank you, children, for helping us play this game. Maybe you can play it with your friends at home, also. Now your parents are going to learn some other games that they can play with you later.”** Then invite the children under the age of four to go with the caregiver volunteer to play.

Step 2

Sharing from the previous

1. Ask: **“I hope all of you tried the games from our last session with your children. What did you play? What else? Did your children like the games?”**
Invite some parents to answer
2. Ask: **“Did anyone have any difficulties with the games we practiced?”**

<p>week</p> <p>Time: 10 minutes</p> <p>In this step, parents talk about what they tried from prior session.</p>	<p>Invite some parents to answer and then try to help with (with the help of other parents if possible) their problem; Example: “My child was not interested when I tried to play game x, but I played another game and she enjoyed that much more” etc.</p> <p>3. Ask: “Did anyone try something different—a different way of playing the games, or maybe a new game?” Invite some parents to answer and encourage them: for example, “Good job! You sat with your child and showed her how to play the game. That is probably why he enjoyed it so much.” If no one tried anything new you can give an idea to the mothers: There are other ways to play Disappearing Letters, not just writing in the dirt with a stick. Play the game by “writing” a letter with your finger in a pile of rice spread out on a table, or arranging beans to form the shape of a letter in your child’s name, and then letting your child make the letter “disappear” by rearranging with his or her hand.</p>
--	--

<p>Step 3</p> <p>Discussion of shapes and measurement</p> <p>Time: 5 minutes</p> <p>In this step, you will explain that knowing a about shapes and measurement is important, even for young children.</p>	<p>1. Say “Today we will learn how to teach children about shapes and about measurement. For example, here is a circle shape. What do you see around us that is like the shape of a circle? Or what in your home or at the market has this shape?” Parents may volunteer or point to where they see circles or circular shapes in the meeting space. These might be fruits on the trees, a bowl with a round rim, etc.</p> <p>2. Say: “Knowing different shapes, like circles, squares, and triangles, will be important when your children do math at school. But they can start now, with your help! They will also need to learn about measurement: how long or short things are (that was part of our game just now), how much time something takes to do (like walking to the garden), and so on. These are important math skills.”</p>
---	--

	<p>1. Say: “Together, we are going to learn three games about shapes and measurement.” They are all shown on the parent card that you will take home at the end of the session (show the card). Let’s play them one at a time.</p>		
	Game 1	Game 2	Game 3
	<p>Say: “Here is the first shape game that we will learn, it is called ‘Circles, Circles Everywhere.’”</p>	<p>Say: “Here’s another game you can play with your children that uses measurements. It is called ‘Which Is Longer’”</p>	<p>Say: “‘Measuring with your Feet and Hands’ is another measuring activity that you can do with your child.”</p>

Step 4

Let's play

Time: 15 minutes

In this step, you will teach the parents three games relating to numbers and counting and practice the games.

- | | | |
|--|--|---|
| <p>1. Say: “This is a game to teach your child about just one shape. Remember in the last session we used sticks to write letters in your child’s name? Now we’ll do something different: we will use the sticks to draw a shape—a circle.”</p> <p>1) Say and demonstrate: “First, you will draw a circle in the sand or dirt. Tell your child: ‘This is a circle’ as you slowly draw it. Then make another one: ‘Here is another circle!’ Make some bigger and some smaller, but all round like a circle.”</p> <p>2) Say: “Then you can ask your child to draw a circle, too. Hold your child’s hand to help if this is hard. She can look at your circle and draw it the same way. She will be happy to do something that you do.”</p> <p>3) Say: “After you do this a few times, you and your child can look for things around your home or outdoors that have the same shape. Let your child find these, giving your child hints if she needs them—like ‘Look up in that tree!’”</p> <p>4) Say: “Let your child use his/her imagination to add to the circles- circles can become faces with eyes and nose; or they can become a fruit or the tires of a bike, or whatever else your child imagines.”</p> <p>2. Ask: “Why do you think this game</p> | <p>1. Say: “This game will help children learn some things about measurement. Learning about measurement will help them be successful in math at school.”</p> <p>1) Say: “We already have some sticks from the game we just played. Each of you, please take one stick and go outside to find another that is either LONGER or SHORTER than that stick. Bring both sticks back here when you are finished [Give a few minutes for the participants to do this.] put it on the ground.”</p> <p>2) Say: “Show me which stick is longer. Which is shorter? How do you know?” [Show how you can put the sticks next to each other with the ends lined up and compare]</p> <p>3) Compare with your neighbor’s sticks and decide which is one is the longest and shortest.</p> <p>2. Ask: “Why do you think this game would be good for your child?”
Invite a few parents to answer, but if they are not answering, say “This game helps your child begin to compare and measure</p> | <p>1. Say: “Here is another game you can play together, almost any time during the day, to help your child learn more about measuring. People measure things in many ways, but an easy way for children is to measure with their feet or their hands.”</p> <p>1) Ask: “How many steps are there from where you are sitting to that tree?” [ask one person to walk to the tree (or something else close by) and count the steps together as she does so].</p> <p>2) Say: “And how many steps to walk from where you are sitting to where I am sitting? What is your guess? Keza, can you try it and see?”</p> <p>3) Say: “Let’s try with our hands now. How many hands from one end of this stick to the other?” [or something else in the environment. Facilitator demonstrates how to do this with two hands, counting out loud].</p> <p>2. Ask: “Why do you think this game would be good for your child?”
Invite a few parents to answer, but if they are not answering, say “This is another game that helps your child learn how to measure things,</p> |
|--|--|---|

	<p>would be good for your child?” Invite a few parents to answer, but if they are not answering, say: “This game is a fun way for your child to learn about shapes, by drawing and finding circles. Your child will also enjoy making other pictures from the circle!”</p> <p>3. Show the card with Daily Routine and ask: “Let’s think about your daily routine and chores. When do you think you can you play this game with your child?” [Probably outdoors when in the garden or fields, or maybe on the way to the market?]</p>	<p>things. This will help your child be better at math when your child starts school.</p> <p>3. Show the card with Daily Routine and ask: “Let’s think about your daily routine and chores. When do you think you can you play this game with your child?” Answer: Anytime, but mostly outdoors if using sticks or rocks. When cooking, you can see which vegetable is heavier, perhaps.</p>	<p>just by using hands or feet. Your child will be curious about how many hands or steps are needed. This is another way to help your child be ready to succeed in math.</p> <p>3. Show the card with Daily Routine and Ask: “Let’s think about your daily routine and chores. When do you think you can you play this game with your child?” Answer: Anytime: washing clothes (measure how many hands long the pants are); in the garden, in the market (how many steps from the fruit vendor to the bean vendor?), etc.</p>
	<p>1. Say: “These games are simple, fun for you and your child, and can be played every day. Let’s look at these cards again, which you can take home to remind yourself about the games. Which one do you think your child would like best?”</p> <p>2. Ask: “Can you agree that you will play some of these games with your child at home?”</p> <p>3. Say: “The more you play, and the more games you play, the more your child will learn about shapes and measurement, and the better he/she will do in school later on.”</p> <p>4. Explain that you will now bring everyone together and practice these games with the children.</p>		

Step 5

Playing together

Time: 15 minutes

In this step, the children rejoin their parents to practice the games together

1. Bring the children back to the group.
2. Play together the “Making Circles” game, with each pair of parent and child having a stick to draw circles with. Parents can help their children, use the word “circle,” and point out things in the meeting area that have a circular shape.
1. Say: **“Now we’ll practice the ‘Which Is Longer?’ game with your children. First, let’s put all our sticks in a pile in the middle here. You will ask your child to pick any two sticks. Help your child figure out which one is longer and which is shorter. After they decide, put the sticks back and pick two more. We are going to do this for about five minutes. Go ahead!”**
2. Say: **“Now let’s practice measuring things with our feet and hands. Find something to measure, either with your hands or your feet.”** [If ok to go outside, tell them that. Give a few minutes and bring the group together. Ask a few pairs: **“What did you measure? Can you think of other things you can measure at home with your child?”**
3. Say: **“Let’s all make a big circle now, with parents and children sitting together.”**

Step 6

Reading together and Books for Home

Time: 15 minutes

In this step, the children rejoin their parents to read a book together and borrow books for home.

1. Say: **“I hope everyone had fun playing. We are going to read and look at storybooks now.”**
2. Make sure each mother and child has a book to look at. Say: **“Just like in our last meeting, you and your child will read together. Remember, you do not have to know how to read to share a book with your child. If you wish you may just turn the pages to look at the pictures with your child and talk about what you see. Ask your children about the pictures, and ask questions about what they think will happen next.”**
3. Give parents time to read with their children. You can walk around and encourage them, and perhaps sit with some parents to demonstrate or help.
4. Say, **“Parents and children, you are doing a great job reading books together! I heard many of you doing things that you have learned from our meetings, about how to share books with your children. You talked about the pictures and asked your children questions. The most important thing is to have fun together as you look at books—and remember that this is important to help your child become ready for school.”**
5. Say, **“Please also remember to take a book from the book bank and to look at the book with your child at least once this week. Your child will learn so much by looking at storybooks with you.”**

	6. Sing a song for goodbye that you think everyone will know.
--	---

Session 8 Celebrating and Planning for the Future

What this session is about:

This is the last session of an eight-session series of meetings for parents and other family members. The meetings help parents learn how to teach their children early literacy and math skills during everyday home routines, using games and other activities that are easy and fun for parents and children. In this final session, the focus is on **celebrating and planning for the future**.

What parents will learn in this session

1. They will recognize their own contributions to their children's learning.
2. They will recognize their children's enjoyment and progress in emergent math and literacy skills.
3. They will identify their hopes and dreams for their children's futures.
4. They will make a commitment to continue to support their children's learning within their communities
5. They will enjoy public acknowledgment of their success in participating in this series of parenting meetings.

Materials needed

- List of participants
- List of their children's names
- Book Bank with Storybooks
- A Toy Bank for the children
- Basic materials that have been used for games in other sessions (such as a supply of sticks, paper and pencils, etc.)
- Mats for sitting
- Small stones, leaves, flowers, or other symbols of commitment
- Certificates of Completion

How to prepare:

1. Remember what you learned when you trained to be a parent volunteer.
2. Review all of the session directions before the meeting.
3. Review the games to make sure you know how to play them.
4. Collect all of the materials needed (listed above).
5. Set up the sitting mats.
6. Set up the "Book Bank" and the "Toy Bank"

Session 8 Celebrating and Planning for the Future

Steps of the session

Step 1

Welcome to Our Last Meeting

Time: 10 minutes

In this step, you welcome the participants to the last meeting. You sing a song with their names and their children's names, which they learned in the very first meeting.

1. Welcome the participants. You can say: **“Welcome to our last meeting! We have met together 7 times.”** [perhaps hold up and read the title of each reminder card: **“Our first session was about talking and reading with your children; the second session . . . etc.”** [This should take only a minute]. **Each time, we learned games to play at home, we looked at books together, and you agreed to try out these ideas at home. You have done a lot for your children, and your children have learned and had fun! Because you know your child so well, you are your child's first and best teacher! “**
2. Lead the group in singing **“Good Morning To You”**
 - 1) Say: **“For our last meeting, let's sing the Good Morning song that you learned at our first meeting. Please sing with me.**
 - 2) Sing: **“Good morning to you, good morning to you! Good morning, Isaro, good morning to you!”** [Continue with each parent's and child's name]
3. Say: **“Thank you for helping sing the “Good Morning” song. Children, today you will stay with your parents to play three games. Then later you will play with the Toy Bank toys.”**

Step 2

Preview and Choosing Games

Time: 10 minutes

In this step, you briefly preview what will happen in this meeting and then choose 3 favorite games to play.

1. Say: **“At today's meeting we have some special things to do. We will choose which games to play, perhaps favorites that you have enjoyed at home. Then we will talk about all the things your children have learned, and what you hope they will become in the future. We will plan how you can continue to be your child's first and best teacher, even after this series of meetings has ended. And finally we will celebrate your successful completion of this parenting program. Let's get started!”**
2. Again show the parents and children the cards that have the games illustrated, holding them up or walking around with them. Say: **“Here are the cards you have used to remind you about the games you can play with your children. Who has a favorite game they would like to play again today? Isaro, what is one of the games you like to play at home? Let's choose 4 of our favorite games to play again.** [Call on a few parents and children if they do not quickly volunteer. Try to have a mix of math and literacy games if possible. Before the session, think of a few that you, the facilitator, would want to use in case you need to suggest one or two.]

Step 3

Playing Our Favorite Games

Time: 20 minutes

In this step, you will guide parents and children in playing 3 of their favorite games, reminding them of how to play if needed.

1. Play each game briefly. Hold up the card before each game, say the name of the game, and remind the parents and children about how to play the game if they have forgotten. After each game, you can say **“Yes, that is a game that is fun to play. Let’s play another one now.”**
2. When all 4 games have been played, hold up the cards again and say: **“Remember to play these and other games at home with your children. These are easy ways to help your children learn things that will make them more successful in school—and have a lot of fun at the same time. And children, at home you can ask your parents to play some of your favorite games with you.”**
3. Thank the children for playing and, as usual, ask those under age 4 to go with the volunteer to play with the Toy Bank materials.

Step 4

What Have Our Children Learned? What Are Our Hopes and Dreams for Our Children?

Time: 15 minutes

In this step, you will help the parents think about what their children have learned through this program. Then you will help the parents think about what they want the future to be for their children.

1. Say: **“You and your children have been coming to all of these meetings. You have also played games with your children at home and looked at books with them. Let’s think together about what your children have learned.**
2. Say, **“Please sit with a partner and talk. Each of you should tell your partner one new thing your child has learned. What can your child do now, that he or she could not do when the program began? Or are there other changes you have noticed in your children?”**
3. Give the group a few minutes to share with each other. Then say: **“Who would like to tell something their child has learned? Who else? Something different?”** [if many people are saying the same thing]
4. Say: **“It seems that your children are learning so much. Now, please talk again with your partner. Think about when your child is older, perhaps in primary school or after finishing school. What do you hope or dream of for your child? What do you want his or her future to be like? For example, I hope that my child will become a good reader”** [or use another example]
5. Give the group a few minutes to share with each other. Then say: **“Who would like to tell something that they hope their child will do as the child gets older? Something different?”** [if many people are saying the same thing].
6. Say: **“These are important things to hope for. By playing with your child and looking at books with your child, you are helping your child on a path to success. This is the beginning!”**

Step 5

What Next? Continuing to Help Your Children Learn

Time: 5 mins

In this step, you explain why it's important to share books and stories with children, and show parents easy things they can do at home when they look at the books you will give them.

1. Say: **“Our meetings are ending, but your wonderful children’s learning must continue. Let’s plan what you will do to continue to help your child learn. Here are things you can do.”** [Show a card with pictures of the possibilities. It might be a version of the certificate they will receive?]
2. Say: **“Many of you live very close to each other. Can you meet in the courtyard several times a week to play games together with your children? Who could invite some other mothers to that group? Keza, could you do that? And could you help her, Isaro?”** [continue to plan, asking some of the parents who have been especially engaged.]
3. Say: **Also at home, you can play the games you have learned. Your Parent Cards will help you remember the different games. Show your child the cards and ask what he or she would like to play. Also remember that many of these games can be played when you are cooking, washing, working outdoors, at the market, or other daily chores. The games will keep your child busy, help your child learn, and let you have fun together.**
4. Say: **“Also, you all have books that you can keep. You have learned how to use the books at home with your child, even if you have not learned to read. Your “Print Corner” will also help your child. Please keep looking, with your child, for printed material on packages, newspapers, and other things you can put in your Print Corner.”**
5. Say: **“Here is a stone [or small gift, twig, dried flower, or something else that can serve as a reminder] for each of you. Will you keep your stone somewhere in your home to remind you of your commitment to continue to talk with and play games with your children, and to be your child’s first and best teacher?”** Give time for each participant to place select a stone and discuss how they will continue what they have learned.

Step 6

Children’s Book-Reading and Celebration

Time: 15 minutes

In this step, you will

1. Say: **“It is almost time to end our sessions. Let’s bring the children back now. Can you sit in 5 groups, please, parents and children together?”** [Children come back and sit with parents in groups. Facilitator helps form the groups. It is ok if they are not all the same size.]
2. Say: **“You and your children have learned a lot about books in these sessions and at home. Here are books for each group to look at. Let’s ask the children to be the readers today. Parents, help your children to tell you about the story in the book you have. What do they see in the pictures? What do they remember? Enjoy how smart your children are, and how much they enjoy books and reading.”** [Facilitator gives each group some books. Give a few minutes for children and parents to interact with the books.]
3. Say: **“Now we must finish our meeting. I have something special for each of the parents. It is called a**

remind parents of what you have done in this session, ask them to agree to talk to and read with their children, and say goodbye.

‘Certificate of Completion.’ It says that you have successfully finished this program. It also shows the things that you have learned to do to help your child be ready for success in school.” [point out the icons and images on the certificates]

4. Say: **“When I call your name, please come up with your child and receive this Certificate of Completion.”** [Distribute to each parent. Shake hands or other recognition.]
5. Say: **“Thank you to all of you parents, and thank you to your children. Goodbye!”**
6. Sing a song for goodbye that you think everyone will know. Be sure all parents have taken their book.