FUN

ACTIVITIES

FOR

HOME
GETTING STARTED

It is good to get a collection of resources together that you and your child can use in activities. Plastic containers with lids are a great storage system and are available at most department stores. You could even use old ice-cream containers. Here is a list of the types of things that you could collect:

* pencils
* paper
* crepe paper
* crayons
* cardboard
* used cereal cartons
* cellophane
* glue
* paint brushes
* coloured pencils
* dice
* magazines
* cotton balls
* short, thin sticks
* felt pens
* old toilet rolls
* dried gum leaves
* writing paper
* string
* wool
* paper clips
* scissors
* ruler
* pens / biro
* used wrapping paper
* scrap fabric
* paint / paintbrushes
* gum nuts

.......and whatever else you can find or need

Help your child learn organisational skills for school by keeping this container in the same safe place at home

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SHARING STORIES

Home Activity : 1

Task: The child tells a story to you as you write it down.

Step 1: Talk with your child about something that is of interest to him/her.
[eg. a bus ride; a day at the beach; going to visit granny]
Create an enthusiasm and excitement about the event by asking your child simple questions about the event.
[eg. What happened next? Who was there? What were they doing?]
Have your child talk about as many ideas around the topic as possible.

Step 2: Discuss with your child who might listen to the story when it is finished:
Who is the story for ..... For Mum or Dad, for their brothers or sisters, grandma, granddad, auntie, cousin, friends, themselves ? ......

Step 3: After a discussion with your child, commence writing some of their ideas down.
Write clearly (print) and say the words out loud as you write. You could use a pencil, felt pen, typewriter or computer. Let the child watch the words appear. If you are using a computer it is best to double space the print and use a large font so that your child can see clearly what you are doing.

Step 4: Read the finished story to your child or if possible allow the child to read it to you (even if they are "pretend reading").

Step 5: Read the story aloud together.

Step 6: Ask your child if there is anything he/she would like to change in the story, or if there is anything else to add to the story. Make the necessary changes. You may need to suggest changes or refer to the dictionary now and then to check words. However, keep your attention on the ideas and expression. Do not talk about spelling or sentence structure. Allow your child to re-read the story with the new changes (if the child can read) or otherwise you read the finished story to your child.

Step 7: Maybe you could draw a picture of the story together.

"You give of a little when you give of your possessions. It is when you give of yourself that you truly give.

Kahlil Gibran

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BARRIER GAMES

Home Activity : 2

Task: You will help your child put together a picture of a house by following your instructions.

Step 1: Place a box on the table between you and your child. Give your child some coloured shapes which you have already prepared. Make (2) sets of these shapes. One set for you and an exact copy for your child. When put together these shapes will make the shape of a house.

Step 2: Tell your child to sit on the opposite side of the table to you with the box in between the both of you. Tell your child that you will be telling him / her how to make a picture but they have to listen your instructions carefully.

Step 3: Carefully call out the instructions step by step –
   e.g. First take the brown square and place it down in front of you.
   Next take the red triangle and place it on top of the brown square.
   Next take the blue square rectangle and place it down the bottom of the brown square. Now move the blue square over to the middle but keep it down the bottom.
   Keep going with these instructions until you have finished.
   At the end of these instructions both you and your child should have created a picture of a house with your coloured shapes.
   Look at each other’s house. See if they look the same.

Step 4: Allow your child to now give you the instructions. This is good practice for your child’s language development.
   Allow your child to make mistakes with his / her instructions – this can create a lot of laughter and fun but still be a good educational game. At the end of the task see if your pictures match. Talk to your child about any differences between their picture and yours. Make it fun.

You can create your own pictures or designs and have your child reproduce them in this way. For young children, make sure that the picture is simple.

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MAKING BOOKS AT HOME

Home Activity: 3

Task: Making books at home with your children

Making a book at home can be fun. You don’t have to be a good writer yourself to have success in making a home book.

Step 1: Ask your child if he/she would like to make a book together with you. Encourage your child to make a book from their own story.

Step 2: Have your child tell you a story. Listen carefully with interest.

Step 3: Type or hand write the story in simple words by placing one or two sentences at the bottom of each page. Don’t make the sentences too long. Check that your child is happy with what you write by reading what you have written back to your child. Leave enough space above your sentences so that you and your child can illustrate the book. Don’t make the book too long.

Step 4: When all the writing is done, show your child how you put the pages together in order by numbering them.

Step 5: Make a cover for the book. Illustrate the cover and give the book a title. Make your child’s book look like a real book from the library by placing your child’s full name on the front cover as the author.

Step 6: Find a nice comfortable spot for you and your child to sit together and enjoy reading your new book together. Make sure when visitors come, or family arrive home that your child is encouraged to bring out the book for others to read.

Step 7: Find a safe and important place to store the book e.g. on the shelf near other real books.

"Home is where one starts from."

L. S. Elton

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NOTICE HOW OTHER PEOPLE WRITE

Home Activity: 4

Task: Collecting Names and Autographs

Step 1: Children can begin to collect autographs from family and friends.

This can be done by taking your child to different members of your household or visitors and asking them if they would show your child how they write their name and then how they sign their name. This can be done on individual pieces of paper which your child could glue into a scrapbook or a note book.

Step 2: Your child could paste a photo of the relative or friend beside it if they have one, or draw their own picture of them beside the name and autograph.

Step 3: Your child could now practice writing his / her name and trying also to sign their own autograph. Allow your child to experiment with different types of writing. Also let your child do this with different types of writing tools e.g. pencils, crayons and so on.

Step 4: Have your child go around to different family members and have them guess / read who has written or signed autographs the different autographs. Help your child remember which person belongs to each signature.

E.g.

Pete Smith

Auntie Pat

F. J. Baker

Kane Alberts

John Malbin
KEEPPING A RECORD OF WHAT HAPPENS

Home Activity: 5

Task: Introduce the idea of a calendar to your child

Step 1: Buy a calendar with squares for each day. Make sure that the squares are large enough for yourself or the child to write in

Step 2: Help your child to write in important family dates such as birthdays with a bright coloured pen e.g. Dad's Birthday

Step 3: With your help, have your child write in events that are coming up on particular dates that are important to your child and your family; use a different coloured pen / pencil

Step 4: As each day passes have your child fill in the rest of the calendar with things that he / she did on that day; use a lead pencil

Home Activity: 6

Task: Introduce the idea of a personal diary to your child

(suitable for children at Grade 2 and above)

Diary writing is often very popular with young children as it gives them an opportunity to express themselves and to say things that they may not tell anyone else. Diary writing is a very personal thing and we need to remember that it is important to respect a child's privacy. Most children will share their entries but some they like to keep to themselves. Diary writing gives children an opportunity to write and draw freely about what is happening in their lives and how they feel about it all. For many children it is a chance to let out all they keep bottled up inside them.

For young children a diary could be an exercise book where the child draws rather than writes; for older children a diary could be anything from a blank-paged book with an interesting cover to a specially produced diary from the newsagency which has a lock and key attached.
FINGERPRINTS

Home Activity 7:

Fingerprints are great fun. They can be made using paints (easier to wash off than ink)

Show children how to make their thumb print first and then give them time to experiment with all the other fingers.

* Collect family prints and title them.

* Create animals and creatures using prints.

* Try using toe prints.

* Write a story using fingerprints to illustrate it.

COLLECTIONS

Home Activity 8:

* Talk to your children about their interests and hobbies. Let them start a collection, learning to label and display their work. Scrapbooks are a great way for children to store their work.
ALL ABOUT ME

Home Activity: 9

Children love to write, talk and discover things about themselves. A scrapbook or poster about 'ME' is fun for children.

Some things to include are:
- A picture of myself
- Me as a baby
- What I like to do
- Things I like to eat
- Things that frighten me
- My favourite colours
- My favourite popstars
- My family
- My hand/foot/finger prints
- My body - size, colour
- My best friends
- Feelings - I feel angry when...
- I feel happy when...

SNAP

Home Activity: 10

Use child's spelling words and other words to make up a game of snap. Write each word on two cards, shuffle and play.