Parent Handbook

Transition From Chinese Homes to American Preschools
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Chinese Version

ii
Overview of the General American Preschool

This section will draw a brief picture about the general American preschool. The basic characteristics of the general American preschools are mentioned. But the limitation is that the “Brand-name” preschool programs such as Reggio Emilia, Head Start and Montessori approach will not be covered.
Classroom Setting

In most of American preschools, the classroom is divided into areas for
- block building
- toys and games
- dramatic play
- looking at books and writing
- computer playing
- sand and water play
- discovering

For some creative classrooms, art, music and movement, and cooking areas are part of the classroom (Dodge, Colker & Heroman, 2002).
## Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>30 minutes Preparation time</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>30 minutes Arrival</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>15 minutes Group time</td>
</tr>
<tr>
<td>9:15-10:15 or 10:30</td>
<td>60-75 minutes Choice time and small group/Cleanup</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>15 minutes Snack time</td>
</tr>
<tr>
<td>10:30-10:40</td>
<td>10 minutes Group time</td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>60 minutes Outdoor time</td>
</tr>
<tr>
<td>11:40-11:50</td>
<td>10 minutes Story time</td>
</tr>
<tr>
<td>11:50-12:45</td>
<td>55 minutes Lunch/ Closing (half-day program)</td>
</tr>
<tr>
<td>12:45-1:30</td>
<td>60-90 minutes Rest time and story time</td>
</tr>
<tr>
<td>1:30-2:45</td>
<td>30 minutes Choice time and small group</td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>15 minutes Closing and departure</td>
</tr>
</tbody>
</table>
Learning Content

In American preschools, six content areas are required. According to Dodge, Colker and Heroman (2002), the six areas contain literacy, mathematics, science, social skills, arts and technology.

- **Literacy** — increased vocabulary and language, phonological awareness, knowledge of print, letters and words, comprehension, understanding books and other texts and literacy as a source of enjoyment.
- **Mathematics** — number concepts, patterns and relationships, geometry and spatial sense, measurement and data collections, organization and representation.
- **Science** — physical science, life science and earth and the environment.
- **Social studies** — spaces and geography, people and how they live, people and the environment and people and the past.
- **Arts** — dance, music, performing arts and visual arts such as painting, drawing, collages, sculpting of clay and so on.
- **Technology** — awareness of technology, basic operations and concepts, technology tools and people and technology.
Teacher’s Role

- Observing, guiding and assessing children’s learning is the main role that preschool teachers play in America. Through collecting facts, analyzing and evaluating what children learn and develop, American preschool teachers use the information and knowledge to make a plan for each child.

- Initial-child learning is an important teaching method in the American preschool. So encouraging children to explore their interests is another role that preschool teachers play in the American preschool.

- Teachers also have responsibility to support and make special plans for families with special needs such as the families with children with disabilities, families with low socioeconomic status, or families with different cultural backgrounds.
Assessment

• In America, no matter what programs the children attend such as a part-time playground, Head Start, a child-care center or a regular or special education program, teachers in these settings have similar demands for assessment measures at the preschool level. The most common goals of the preschool assessment include selecting the preschool program, planning for instruction, referring special services, and helping transition to kindergarten or first grade (Mindes, 2007).

• Teachers in the American preschools are required to select appropriate formal and informal assessing methods, mainly recording and observing. Mindes (2007) stated that the processes of the developmentally appropriate assessment were “continuous, directed to all developmental areas, completely integrated with curriculum and instruction, collaborative between teachers and parents, and helpful to teachers in their planning to meet the needs of children and the goal of the program (p.35).”
Suggestions on Transition Consistency between Chinese Homes and American Preschools

In this section, there are some ideas for consistency between homes and preschools are given, such as changing home settings and making preparations before the transition. Children’s home experiences affects their successes in the school (Health, 1983). Moreover, one study (Shapiro, 1994) indicated that latter skills such as literacy, language, and social skills acquisition in school related to the experiences with which children were familiar in the home. Setting up some familiar playing and learning environment with preschools at home will make the transition smoother.
Home Setting

Set up the area for children to play, read and draw

• Child’s area should be easy to close. Parents could pick one room as child’s area or choose a corner in the living room.

• Child’s area should be divided into quiet and activity areas. The quiet field is for children to read, to draw, or to paint, so it should be easier to clean. A wooden floor would be better. In the activity field, the toys and blocks should be available; the carpet is better.

• The lower shelf is available in the child’s area for children to arrange the toys, blocks, puzzles and books.

• The child’s table and chairs are available for children to take a rest or read books.

• Parents could label the shelf, such as block shelf, book shelf and so on.

• The materials such as pencils, markers, scissors, glue, paintbrush and water color should be easier to find in the child’s area.
Home Setting

Make a daily schedule for children and hang in the child's area

- The schedule should cover play time in the child's area, outdoor time, lunch time, dinner time and sleep time. At the same time, parent's work time also could be involved in this schedule.
- Parents and children could make the schedule together.
- Parents could write down the special events on the schedule, such as watch movies, visit friends and so on.
- Parents and children could change the schedule once a month.
- The daily schedule could be written on paper and whiteboard.
- An example is given on the right.

<table>
<thead>
<tr>
<th>Daily Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 Wake up</td>
</tr>
<tr>
<td>9:00 Breakfast</td>
</tr>
<tr>
<td>9:30 Father goes to work</td>
</tr>
<tr>
<td>9:45 Play time</td>
</tr>
<tr>
<td>10:15 Book time</td>
</tr>
<tr>
<td>11:00 Lunch</td>
</tr>
<tr>
<td>12:00 Rest time</td>
</tr>
</tbody>
</table>
Home Setting

Display children’s work
• Do not forget to display children’s work such as pictures, collages, clays and so on.
• Appropriate places include:
  Walls
  Windows
  Refrigerator
  Child’s area
  Bedrooms
  Restroom

*Parents also could set up a book shelf in the restroom.
Preparations for the Transition

- Talk to your child about going to a new setting
- Take your child to visit the preschool and see the new classroom
- Talk to the classroom teacher and ask teachers to write a letter to your child
- Translate the letter, and read it for your child and display the letter at home
- Mention teacher’s name and talk about her or him with your child
- Circle the first day of the preschool on the calendar
- Invite other children to the house and give your child experiences with playing with other children who have the same or different cultural backgrounds
- Practice short separations from your child, leaving your child in the care of other adults
Language

• Use home language at home
• The difference between home language and school language is another factor that results in frustration when Chinese children enter into the American preschools. Most Chinese parents try to overcome this difference, so they use English substituting for Chinese at home. However, one study shows that continuing to speak the home language benefited children in becoming bilingual. U.S. Department of Health and Human Services suggests that parents should maintain their home language, and the research Tabors made in 1997 shows that children with a strong foundation in their home language do better in school.
• However, Chinese parents must be sensitive to the need for their child to be developing skills in English as she/he continues development in their home language. To this extent, American preschool teachers have responsibilities to report Chinese children’s English development to Chinese parents in a detailed and timely manner.
• Generally, it is normal for Chinese parents to confuse what language they will use at home in America. But Chinese parents should realize that they have the main responsibility for their children to keep their home language, and American teachers will support Chinese children’s English development.

Maintain Home Language!
Activity

This section provides some activities that parents and children can do at home together. Through playing with parents, children can get experiences with playing in small groups.

Keep using Chinese in the process of the activity!
Today, I feel……

• Activity: parents and children share their feelings together
• Time: Once a week, 20 minutes
• Instruction:
  1. children learn the different kinds of the feelings
  2. parents and children share their feelings and write down what makes you feel that
  3. parents and children paint together

* This activity encourages parents and children to share their feelings together. Children should learn how to express and share their feelings. Parents would be good examples.
One-week Reading

• Activity: parents and children read one child’s book each week.
• Materials: children’s book in Chinese
  - notebook
  - pencils or markers
• Time: Monday-Friday, 20 minutes
• Instruction:
  1. Parents and children choose one book together
  2. Monday: parents read the book for children
  3. Tuesday: parents ask children what they remember about the story, then read the story again
  4. Wednesday: children draw something that they know about the story
  5. Thursday: parents read the book and write the main character’s name, and where and when the story happen on the paper
  6. Friday: children repeat the story

*Through this activity, parents help children to develop Chinese.
*Children’s books in Chinese are available in the following websites:
  http://www.asianparent.com/
  http://www.childbook.com/
  http://www.chinesetapes.com/
Making Puppets

• Activity: parents and children use the sewing machine to make puppets
• Materials: sewing machine
  fabrics
  buttons
  cottons
  ropes
  scissors
• Time: Anytime
• Instruction:
  1. children draw a plan for the puppet
  2. children and parents pick up the fabrics and use the sewing machine to make puppets

* In this activity, children’s creativity will be inspired. At the same time, hand-on materials help the development of children’s skills.
Observing One Plant

• Activity: parents and children raise one plant and record its growth
• Materials: seeds
digital camera
calendar
pencil
ruler
glue
• Time: once a week
• Instruction:
  1. parents and children raise one plant
  2. buy a calendar or make a calendar
  3. observe the growth of the plant once a week
  4. measure the height of the plant
  5. take a picture of the plant once a week
  6. glue the picture on the calendar

*In this activity, children learn the skill of measuring and how to use the camera.
References


Appendix

Handbook “Today, I Feel……”
Today, I Feel
This is my book about my feelings

My name:_____________
My age:_____________
Dad’s name:_____________
Mom’s name:_____________
Today is:_____________
Learning

This section includes five basic emotions: namely, happy, angry, scared, surprise and sad. Parents can teach their children about the five emotions. Children can draw something on the blank pages.

From 1 to 5
My name is happy!

I will come with you when you get candy, when you get gifts, playing with your friends or being with Mommy and Daddy. I know you are loved and protected.

You can draw something that makes you happy.
My name is scared!

Do you know me? Sometimes I am around in new places, or when your Mommy or Daddy may not be around. I maybe around in the dark. But if you talk with your Mommy and Daddy, you will not so scared.

Do you want to draw something about me?
My name is angry!

I come around when other children take your toy or say mean things. It is okay to be angry, you just need to talk or get a hug from mommy or daddy. You will be Okay.

You can draw something that makes you angry.
My name is surprise!

I come around at birthday parties or when I least expect it.

You can draw something that makes you surprised.
My name is sad!

Sometimes I around with you, like if you fall down, or when you can not explain how you feel. But I know mommy and daddy will always be there to help you.

You can draw something that let you sad.
This is a sharing section. Parents can share their emotions with their children. There are ten emotional pictures in this section. You can write about each page with your Parents.
Write about this feeling!

happy
Write about this feeling!

excited
Write about this feeling!

sad
Write about this feeling!

mad
Write about this feeling!

worried
Write about this feeling!
surprised
Write about this feeling!
Write about this feeling!

angry
Parents! Write your story!
Parents! Write your story!
In this section, children and their parents can paint these pictures of emotions together. While painting together, children and parents can talk about the feelings.
Now it is painting time!

Painting! Painting!

happy
Now it is painting time!

Painting! Painting!

excited
Now it is painting time!
Painting! Painting!
Now it is painting time!

Painting! Painting!

scared
Now it is painting time!

Painting! Painting!
Now it is painting time!

Painting! Painting!
Now it is painting time!

Painting! Painting!
Now it is painting time!

Painting! Painting!

sad
Now it is painting time!
Painting! Painting!

worried
Now it is painting time!

Painting! Painting!

surprised
Parents can record children’s feelings and their own feelings in this section. It is like an emotional calendar.
<table>
<thead>
<tr>
<th>Date</th>
<th>Child’s feeling</th>
<th>Parent’s feeling</th>
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<tbody>
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<tr>
<td>Date</td>
<td>Child’s feeling</td>
<td>Parent’s feeling</td>
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</tr>
</tbody>
</table>
I have Feelings......

I have Feelings
I have Feelings
Look at me
And you will see

Sometimes I feel_________
Really, really __________
Look at me
And you will see my Feelings
父母手册

从中国家庭到美国幼儿园
普通美国幼儿园概况

这个部分简要介绍美国幼儿园(3到5岁儿童)的情况, 其中主要包括美国幼儿园的基本特征, 如教室设置, 教师职责等。但是这个部分的局限性在于一些特殊教育方法, 如瑞吉欧, 蒙台梭利教育将不包括在内。
教室设置

在大多数普通美国幼儿园，教室将被分成以下几个区域：

- 积木区
- 玩具区（如汽车模型，卡片棋类游戏，乐高玩具等）
- 扮演游戏区
- 阅读区
- 电脑区
- 感觉游戏区（如玩水和沙）
- 探索区（如动植物研究等）

在一些追求创造性的教室中，艺术，音乐，烹饪区也成为教室的一部分（Dodge, Colker & Heroman, 2002）。
## 每日安排

<table>
<thead>
<tr>
<th>时间</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>30分钟 准备时间</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>30分钟 到达</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>15分钟 早会</td>
</tr>
<tr>
<td>9:15-10:15或10:30</td>
<td>60-75分钟 选择自由活动</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>15分钟 点心</td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>60分钟 户外活动</td>
</tr>
<tr>
<td>11:40-11:50</td>
<td>10分钟 讲故事</td>
</tr>
<tr>
<td>11:50-12:45</td>
<td>55分钟 午餐</td>
</tr>
<tr>
<td>12:45-14:15</td>
<td>60-90分钟 午休</td>
</tr>
<tr>
<td>14:15-14:45</td>
<td>30分钟 点心</td>
</tr>
<tr>
<td>14:45-15:00</td>
<td>15分钟 小组活动/结束</td>
</tr>
<tr>
<td>15:00-16:00</td>
<td>60分钟 户外活动</td>
</tr>
<tr>
<td>16:00-17:00</td>
<td>60分钟 自由选择时间/小组活动</td>
</tr>
<tr>
<td>17:00-18:00</td>
<td>60分钟 回家</td>
</tr>
</tbody>
</table>
学习内容

在美国幼儿园，学生将被教授6个板块的内容。根据Dodge, Colker and Heroman (2002)，六个板块包括文学，数学，科学，社会技能，艺术和技术。

- 文学-----认识字母和单词，增加词汇量，阅读和理解书本，体会到阅读的乐趣。
- 数学------数字概念，形状和关系，地域和空间意识，测量和数据收集。
- 科学------生命科学，生活科学以及地球和环境。
- 社会技能------空间和地理，人类和人类如何生活，人类生活的环境以及人类的过去。
- 艺术------舞蹈，音乐，表演艺术和视觉艺术，如画画，雕塑，泥塑等。
- 技术------意识到技术的存在，基本的概念和运用，识别技术工具和与技术有关的人员。
教师职责

• 观察,引导和评估学生的学习情况是教师在美国幼儿园的最主要职责。通过观察收集信息并分析学生的个人发展情况。美国教师通过对学生个人信息的收集为每个学生制订计划。

• 学生自主学习是美国幼儿教师使用的主要教学方法。因此鼓励学生发展自己的兴趣并进行探索是美国幼儿教师的另一个职责。

• 同时美国幼儿教师有职责为特殊儿童家庭制订特殊计划。特殊儿童家庭包括残疾儿童,家庭低收入儿童,和来自特殊家庭文化背景儿童。
评估

• 在美国，无论什么幼儿教育教师都有要求对有儿童进行评估。评估的主要目的是为了了解美国儿童的自身发展情况，是教师制定教学计划的依据，同时帮助儿童和家长转入下一阶段的学习（Mindes, 2007）。

• 教师在美国幼儿园要求选择适当的正式和非正式的评估方法，但在幼儿园阶段主要的方法包括观察和记录。Mindes (2007)指出适当的评估过程应该是连续的，全面地，结合课程需要的，以及有利于教师和家长制定教学目标的。
对于建立中国家庭和美国幼儿园联系的建议

这个部分将提供父母一些关于如果在中国家庭和美国幼儿园之间建立相关性的建议，包括改变一点家居布置，进入美国幼儿园前的准备等。Health(1983)指出儿童的家庭生活经历将影响他/她在学校的表现。另一项研究(Shapiro, 1994)表明儿童在学校获得技能的程度(包括文学，语言和社会技能等)与他们是否在家中有相同经历有关。

所以在中国家庭中设置和安排一些与美国幼儿园相似的环境和活动有利于儿童从中国家庭进入美国幼儿园学习。
家庭环境

安排一个儿童玩耍、阅读、画画的区域

- 儿童区域需要容易围住闭合。父母可以选择一个房间或者客厅的角落作为儿童区。
- 儿童区域要分为安静和活动区。安静区供儿童阅读、画画等，因此这个区域要容易打扫。木地板比较适合在这个区使用。在活动区，儿童可以自由玩积木、玩具等；所以，地毯的使用有利于儿童的安全。
- 在儿童区需要摆放低矮的儿童架子，以方便儿童拿到和整理他们自己的玩具、积木、拼版和书籍。
- 儿童区需摆放儿童桌椅、沙发，以便儿童阅读和休息。
- 父母可以标记架子的用途，如书架、积木架、玩具架等。
- 在儿童区域，铅笔、水彩笔、儿童剪刀、胶水、订书机、水彩颜料等儿童办公美术用品需很容易被拿到。
家庭环境

制作儿童日程安排表并悬挂在儿童区域
- 儿童日程安排表包括儿童玩耍时间，户外活动时间，三餐时间，和休息时间。同时，父母工作时间也可写入日程安排表。
- 父母和儿童共同完成日程安排表的设计。
- 父母可添加特殊活动项目在日程安排表中，如看望长辈，朋友，外出看电影，旅游等。
- 父母和儿童可以修改日程安排表一周一次或者一个月一次。
- 日程安排表可以写或打印在纸上或者使用可擦白板。
- 右边提供了一个粗略的样本，仅供参考。

晶晶日程安排

<table>
<thead>
<tr>
<th>8:00</th>
<th>起床</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>早餐</td>
</tr>
<tr>
<td>9:30</td>
<td>爸爸去上班</td>
</tr>
<tr>
<td>9:45</td>
<td>玩耍时间</td>
</tr>
<tr>
<td>10:15</td>
<td>阅读时间</td>
</tr>
<tr>
<td>11:00</td>
<td>午餐</td>
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展示儿童作品

• 在家中展示儿童书画，写作，泥塑等。
• 合适的展示区包括：
  墙面
  窗户
  冰箱门
  儿童区域
  卧室
  洗手间

*特别提醒：父母可以在洗手间设立书架。
进入美国幼儿园之前的准备

- 告诉孩子他/她将进入一个新环境中学习生活
- 带孩子参观新学校和教师
- 与孩子班级老师进行交流，并嘱咐老师写一封短信给孩子
- 为孩子翻译老师的信，并把信展示在家中
- 在日程谈话中提及班级老师的名字
- 在日历上标明第一天去幼儿园的日子
- 邀请其他孩子来家中玩耍，给孩子和其他孩子玩耍的经历，可以邀请中国儿童也可邀请来自其他国家儿童
- 把孩子交由其他人照顾几个小时或者一天，以此训练孩子适应与家长的短暂分离
语言

- 在家中使用中文
- 中文和英语的不同是造成中国儿童进入美国幼儿园不适应的一个重要因素。中国父母为了克服这个不利因素，在家中用英语代替中文。但是，许多研究表明在家中使用家庭语言有利于儿童发展双语。美国人 类和健康组织建议父母在家中使用家庭语言。同时，Tabors (1997) 研究表明具有很强家庭语言背景的儿童在学校表现出色。
- 但是中国父母会担心坚持使用中文会不会无法满足孩子英语发展的需要，尤其和进入英语环境的幼儿园。从这个层面上来说，中国父母要了解到，美国幼儿教师有责任为来自其他国家的孩子制订英语发展计划，并为中国父母汇报详细的中国孩子英语发展状况。
- 总之，中国父母忧虑孩子的英语发展是很正常的。但是中国父母应该意识到你们富有主要责任协助孩子的中文发展，孩子英语发展部分应交由美国幼儿教师负责。

请坚持使用中文!
活动

这个部分将提供一些家庭活动项目，父母可以和孩子在家中完成这些活动。通过这些活动，孩子可以获得在小组活动的经历。

请在活动过程中坚持使用中文！
今天我感到……

• 活动: 父母和孩子分享今天的心情和感受。
• 材料: 手册 "今天我感到" (附录)
  蜡笔,水彩笔
• 时间: 一周一次, 每次20分钟
• 步骤:
  1. 孩子在父母的指导下学习手册中的5个基本感受
  2. 父母写下自己的经历和感受在手册的第二部分
  3. 父母和孩子一起在手册的第三部分为图片上色

* 在这个活动中,孩子有机会学习到基本的"感受"词汇,并通过父母的演示,了解更多的表达心情和感受的用语。同时父母和孩子在分享自己心情的过程中,互相了解,有利于亲子间感情的建立。父母在活动过程中要积极鼓励孩子表达自己的真实感受。
一周阅读

- 活动: 父母和儿童在一周中阅读一本儿童书籍。
- 材料: 中文儿童书籍
  A4白纸笔记本
  铅笔和水彩笔
- 时间: 周一到周五, 每天20分钟
- 步骤:
  1. 父母和孩子一起挑选一本儿童书籍
  2. 周一: 父母为儿童读这本儿童书籍
  3. 周二: 在阅读之前, 父母问孩子通过昨天的阅读, 孩子对这本书的哪个 部分或者人物印象深刻. 父母第二次为孩子读这本书
  4. 周三: 孩子在A4白纸笔记本中画出他们记得的关于这本书的故事
  5. 周四: 父母写出他们认为主要的人物以及故事情节, 包括, 人物姓名, 故事发生的地点, 时间以及发生的事件, 加深孩子对于这个故事的理解
  6. 周五: 孩子复述故事在父母的协助下

*这个活动, 有助于孩子中文的发展, 同时父母引导孩子深入的学习。
*在以下几个网站中可以买到中文儿童书籍
  http://www.asianparent.com/
  http://www.childbook.com/
  http://www.chinesetapes.com/

同时在加州, 亲子图书馆提供大量中文儿童书籍。
制作布娃娃

• 活动: 父母和孩子用缝纫机制作布娃娃。
• 材料: 缝纫机
  布
  纽扣
  棉花
  线
  剪刀
• 时间: 任何
• 步骤
  1. 父母和孩子一起设计一个布娃娃，并画出设计草图，主要是布娃娃的形状和结构
  2. 父母和孩子使用缝纫机，用布缝制一个布娃娃模型，并用棉花填充。最后缝合。
  3. 父母和孩子在设计草图上添加装饰物
  4. 父母和孩子依据设计图，装饰布娃娃

* 在这个活动中，孩子的动手能力得到发展和提高。同时这是一个促进想象力的活动。
观察一种植物

- 活动: 父母和孩子种植一种植物并观察和记录植物的成长。
- 材料: 种子
  - 日历
  - 笔
  - 尺
  - 胶水
  - 数码相机
- 时间: 一周一次
- 步骤:
  1. 父母和孩子挑选一种种子种植
  2. 父母和孩子购买一本日历或者自己制作日历
  3. 孩子在父母的指导下用尺测量植物的高度
  4. 孩子在父母的指导下使用照相机为植物照相
  5. 孩子把植物的高度记录在日历中，并把拍摄的照片贴在日历

*通过这个活动，孩子学会测量，对于照相工具的使用，并学会了科学的记录。孩子探索科学和数学能力得到的发展，并且可以增加孩子对于植物的热爱。


附录

手册 “今天我感到……”
今天我感到......
这是我的感受手册

我的名字:_____________   爸爸的名字:_____________
我的年龄:_____________   妈妈的名字:_____________

今天的日期:_____________
这个部分包括5个基本情绪: 高兴, 生气, 害怕, 惊讶和难过。父母帮助孩子了解这五个情绪。孩子可在空白部分画画。
我叫高兴！

当你得到糖果，和爸爸妈妈，朋友一起玩耍时，我就会来到你身边。我知道你被爸爸妈妈朋友爱着。

你可以画让你感到高兴的东西。
我叫害怕！

你认识我吗？

有时候当你爸爸妈妈在暂时离开你是,我在你身边。有时候我在黑暗中。但是如果你告诉你的爸爸妈妈或者朋友,他们会帮助你远离我。

你想画点什么关于我吗？
我叫生气！

我经常出现在当伙伴拿走你喜欢的玩具时。你生气是很正常的，你只是需要对你的伙伴说明你的感受，并获得来自爸爸妈妈的一个拥抱。

画点让你感到生气的东西吧！然后忘记他们。
我叫惊讶！
我经常出现在别人的生日派对上。
回忆一下，让你没有想到的生日礼物吧。
我叫难过!

当你摔到, 无法表达自己感受时,我就在你的身旁。但是我知道爸爸妈妈会在你身边帮助你的。

有什么让你想到我吗?
这是一个分享部分。父母分享他们的感受。这个部分包括10个感受图片。父母记录让他们情绪变化的人,事情,书籍,电影等。
写写关于我的事！

高兴
兴奋

写写关于我的事!
难过

写写关于我的事!
写写关于我的事！
写写关于我的事！
惊讶

写写关于我的事！
害怕

写写关于我的事！
生气

写写关于我的事!
尴尬

写写关于我的事！
写写关于我的事！
在这个部分,父母和孩子一起为图片上色。同时,父母和孩子一起讨论这些感受。
现在是画画时间！

高兴
现在是画画时间！

兴奋
现在是画画时间！

害羞
现在是画画时间！

害怕
现在是画画时间！

愤怒
尴尬

现在是画画时间！
生气

现在是画画时间！
难过

现在是画画时间！
现在是画画时间！

担忧
现在是画画时间！

惊讶
在这个部分，父母可以记录自己和孩子的情绪感受。这个可以看成是一个情绪日历。
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唱歌

我感到……
我感受到了
我感受到了
看着我
你将会看到
有时我感到________
真的真的________
看着我
你将看到我的感受