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ABSTRACT

Designed for use by community education coordinators, elementary classroom teachers, PTA workers, school volunteers, and parents, this guide offers suggestions about ways to unite the school and the home in efforts to help children learn. The first section discusses the expanded role of the community education coordinator in parenting programs and activities; offers "do's" and "don'ts" for parenting education programs and working with parents and communities; and describes community education parenting classes and meetings. Discussion for parents focuses on how children learn and how parents can help them learn; basic skills children need which parents can help them develop; development of a child's self-concept; and the process of coping with conflict between parent and child. Activities and exercises that parents can use with their kindergarten, primary school, and elementary school-age children are described. Related materials are appended. A Bibliography of Parenting Materials contains about 150 references in the categories of films; books, pamphlets, and articles on parent-teacher relationships; parental activities for improving children's behavior, self-concept, and academic success; questions and evaluations; single parent families; parent involvement programs in Alabama and around the nation; total family living; and the use of volunteers. (RH)

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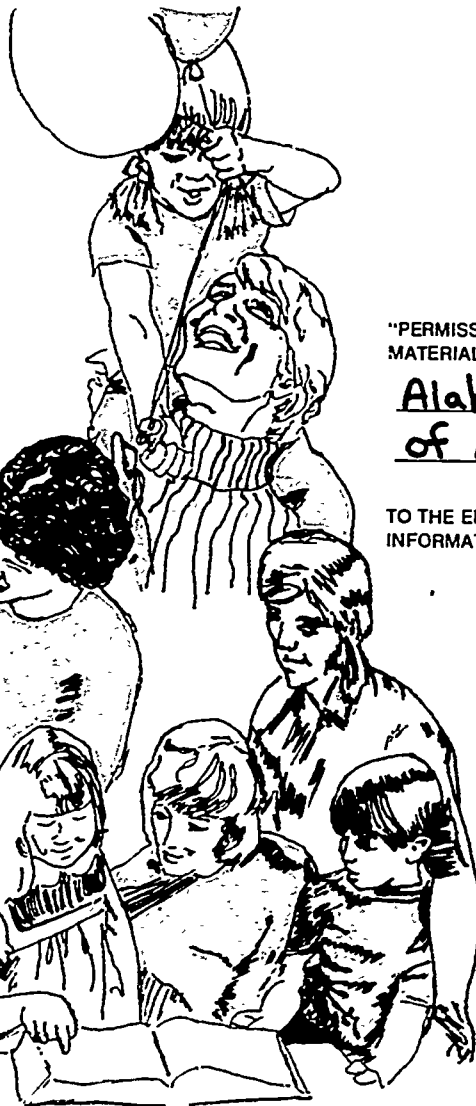
COMMUNITY EDUCATION PARENTING RESOURCE GUIDE

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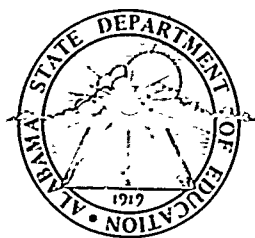
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COMMUNITY EDUCATION PARENTING RESOURCE GUIDE



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INTRODUCTION

Parenting can mean many things to many people. For the purpose of this Guide, it is a program of support and partnership, drawing on school and community resources, to help parents deal with the unceasing demands of child-rearing. If there is to be a true partnership between the school and the home, a plan must be devised *in behalf of the child* on how to support the child's learning both in and out of school.

Social and economic forces have brought about great changes in the American family structure. Today, many parents raise their children without a partner. The single-parent families have a special need for parenting help. It is our hope, with this Guide, to help all parents maintain a sense of dignity, authority, and accomplishment in the rearing of their children.

This Guide is designed to be used by community education coordinators, elementary classroom teachers, PTA workers, school volunteers, and parents. With the changes occurring in the American family, people now need more outside assistance as they learn to be parents and assume their parental responsibilities.

Although the rearing and early education of children has been, and still is, primarily a family responsibility, new patterns are emerging that point to the need for greater institutional assistance.

The Education Commission of the States (ECS), Report No. 121, supports this premise with the following facts:

- Many children are cared for outside of the home for part of the day. Some are simply left alone. The babysitter and day-care center are as much a part of many American families as grandmother and aunt used to be.

- Child-rearing help from a spouse or other family member is not available to many parents. Isolation and frustration may result, with no one to take over and provide relief.
- Because divorce is usually a transition period between marriages, many children relate to two or more sets of parents, sometimes in quite informal arrangements.
- Technological devices for which no norms have been developed have been incorporated into child-rearing and family patterns in sometimes deleterious ways. Television is the most obvious example, and the unrealistic images conveyed by it and by other mass media do not correspond to daily living in a family.

In examining an expanded role for the community education coordinator, it is believed that community education can play a vital role in the areas of parenting and parental involvement as they relate to the role of the school. Since the community education philosophy encompasses utilizing community resources to address and solve community problems, coordinators need to capitalize on the organization devoted to parent education--the Parent Teacher Association (PTA). By obtaining assistance from the local PTA and the local Community Education Advisory Council, coordinators can help parents become partners with the schools in the education of their children. This notion of shared responsibility between school and home is the foundation for this Guide.

FOR:

- **COMMUNITY EDUCATION
COORDINATORS**
- **ELEMENTARY CLASSROOM
TEACHERS**
- **PTA WORKERS**
- **VOLUNTEERS**

This section of the Guide is designed to give helpful information on implementing parental involvement activities in the school. If a school does not have a Community Education Program, it is possible to start a Parental Involvement Program utilizing the PTA and other volunteers. The elementary classroom teacher can easily get the students' parents involved.

EXPANDED ROLE OF THE COMMUNITY EDUCATION COORDINATOR IN PARENTING PROGRAMS AND ACTIVITIES

Parent involvement in support of the K-12 educational process is one of the most exciting and promising areas for community education coordinators. Although all coordinators have not yet developed activities in this area, there are many instances of successful parent-involvement activities in Alabama which amply demonstrate the value of this involvement.

This expanded role for the community education coordinator should not, however, be viewed as merely finding things for parents to do to help teachers. The real concept is to form a partnership among the home, school, and community. The community education coordinator can naturally fill the role of initiator and facilitator for the development of such a partnership.

In some instances the coordinator may work directly with the parents.

Examples of such programs include:

- providing "town hall" meetings for parents and other community residents to meet in the school and discuss topics related to education as well as community issues;
- recruiting and training adults as volunteers in the schools to provide a wide range of volunteer services from lunchroom monitoring, paper grading, and chaperoning field trips to serving as learning resources in the classroom; and
- providing classes for parents on such topics as "Coping With the Adolescent," "Living With a Teenager," or "How to Help With Homework."

Coordinators may also choose to work directly with the teachers, administration, and support personnel of the school. Ways in which this can be done include:

- working with the teachers to identify physical and human resources in the community that could be used as teaching

resources--some coordinators maintain a file of such resources and make the file available to the teachers;

- providing classes and activities designed specifically for teachers, such as exercise classes; stress management; and seminars on available services of local agencies; and
- assisting in parent-teacher conferences.

Other services which the community school can provide may deal even more directly with the child. One example of this is:

- the after-school enrichment program where the child remains at school after regular school hours and is provided with adult supervision, recreation, snacks, enrichment activities, and access to the library to study and do homework.

Coordinators have been able to develop enrichment programs for children that take place both during and after regular school hours. These activities may include:

- seminars on career exploration, piano or guitar lessons, learning a foreign language, clubs for hobbies such as electronics or stamp collection, accelerated classes for gifted children, and drama clubs that actually produce plays for the school and community; and
- tutoring--another important service which the coordinator can provide directly for the student. The tutor may be paid or volunteer, with the coordinator acting as recruiter and linking agent between student and tutor.

There are also good possibilities for the community education program to be directly involved in the home-school-community partnership.

- In some schools, the community education staff or volunteers call the home of each child absent from school to show the interest of the school and determine the cause of the absence.
- In other communities, the community education staff, in conjunction with other school staff, have developed a home-visitation program that provides at least one visit a year from a school representative to the home of every child in the school. In some communities where the school population is very large, the visitation is done on a selective basis determined by need.

The ideas listed above are examples of what can be done in the areas of parent involvement and support of the K-12 program. The need is very

real for a much stronger home-school-community partnership.

The community education program can be the catalyst to develop specific strategies and activities for the community, based on local needs and resources. Each community education program should utilize heavily the resources of its own advisory council as well as those of the local PTA. Developing a team approach can be the key to meeting the needs of children, teachers, and parents and ultimately creating a better community.¹

¹Rogan, Boyd, Ed.D., Director, Regional Center for Community Education, The University of Alabama in Birmingham, Birmingham, Alabama.

DO'S AND DON'TS FOR PARENTING EDUCATION PROGRAMSDO'S1. DO PLACE A WORKER IN CHARGE.

Someone who is proven and who has a genuine interest in parent and community education should direct the program in each school. The integrity of the leader means community support.

2. DO START WORK WITH THE SCHOOL'S SUPPORTERS.

Start the program with the "positive people," then add others. The same holds true for the school personnel--start with the positive people.

3. DO CREATE MOMENTUM.

Begin with a workable plan and expand it; build upon each success; grow.

4. DO ASK FOR REAL HELP.

Parents and community volunteers know the difference between "rubber stamp" participation on advisory groups and meaningful assistance. Real help with classroom activities is more likely to generate support.

5. DO MATCH RESOURCES AND NEEDS.

Find out what teachers need in their classrooms, in the library, and in the office. Survey parents, contact community groups, and match the real needs to real helpers.

6. DO MAKE MANY CONTACTS WITH HOMES AND THE COMMUNITY.

Keep a file of every general communication from your school. Examine it and determine what the communication conveys. Does it say to the homes, "Here is another appeal for money"? Or do the messages convey, "This is your school, and your child's progress is our progress"? Become visible in the community through newspaper articles, posters in businesses, and displays in the library. Communicate that *together* the school and the community are educating the children.

DON'TS1. DON'T REQUIRE PARTICIPATION.

There are always teachers who are willing to participate. Start with the willing teachers, and the number of participants will increase.

2. DON'T CRITICIZE.

Share successes. Criticism weakens your efforts.

3. DON'T LET ANY ONE PERSON SHOULDER ALL THE RESPONSIBILITY.

For any program to work, it must be a cooperative program with many people working together.

4. DON'T ISOLATE YOUR PROGRAM.

Locate in a very visible place in the school. Attend every possible function in the school and in the community.

5. DON'T BE AFRAID TO SAY WHAT YOU NEED.

Go to the source! If it is someone's time you need; if it is a typewriter you need; if it is support you need, ask.

DO'S AND DON'TS FOR WORKING WITH
PARENTS AND COMMUNITY VOLUNTEERS

DO'S

1. DO BE POSITIVE.

Contact parents at the beginning of the year before there are any problems. Convey this message, "I am your child's teacher. I will be in touch with you often about your child's progress, and there are some ways we can work together."

2. DO INVITE PARENTS ON AN INDIVIDUAL BASIS.

Issue many general invitations to your school, to your classroom, such as open house and special programs; but the most effective invitations are those that go directly to individuals: "Ms. Smith, I need you to help in the classroom."

3. DO PLAN SPECIFIC TASKS FOR VOLUNTEERS.

Help parents and community helpers feel more comfortable by telling them exactly what to do. Plan, go over the directions, and praise the workers for their efforts.

4. DO SCHEDULE FREQUENT CONFERENCES WITH THE PARENTS TO DISCUSS THE CHILD'S PROGRESS.

Remember these points for successful conferences with parents...

- Schedule the conference at a convenient time.
- Allow plenty of time.
- Arrange comfortable seating away from the teacher's desk.
- Have several examples of the child's work at hand.
- Be positive. "Here is the problem, and here is how your child and I are working on the problem. What else do you advise us to do?"
- Allow the child to participate in the conference if he/she is old enough to contribute.
- Take notes after the parent leaves, and follow up on what you agreed to do.

- Write a note to the parent, thanking him or her for meeting with you and for assisting you to teach the child.
- Be aware that the person who most cares about the child and his success in school is the parent.
- Expect parental cooperation. You will not be disappointed; parents, like children, often live up to what is expected of them by the teacher.

5. DO SHARE YOUR SUCCESS STORIES.

Success breeds success, so be sure to tell other parents and other teachers about how well the classroom parent volunteer or community helper is doing.



DON'TS

1. DON'T INVITE PARENTS TO PARTICIPATE UNTIL YOU HAVE A LIST OF CLEAR, CONCRETE IDEAS FOR THEM TO CARRY OUT.

Many tasks in school involve listening and practice. Children need to listen to good reading to know how reading should sound. Children need to practice reading, practice their speech or science report, practice thinking out loud to solve their math problems. With just a little guidance, volunteers can enrich the classroom for the teacher who is willing to plan for them.

2. DON'T CRITICIZE CHILDREN'S ABILITIES.

Instead of criticizing children, make working statements: "We need to help Mark work on missing addends"; *not* "Mark is so slow, he will never get this."

3. DON'T DIVULGE ANY PRIVATE INFORMATION.

No matter how close you feel to the parent who has worked in your classroom, you are the professional; and private information should not be shared.

4. DON'T SCHEDULE CONFERENCES WITH PARENTS ON A TIGHTLY LIMITED OR ALL-DAY BASIS.

Too little time leaves parents feeling their child isn't important to you. Back-to-back conferences are easy to get off schedule. It is better to plan two or three conferences a day, after or during school, than to have ten a day.

5. DON'T FORGET THE TELEPHONE.

Taking time to call is very special to parents. It expresses an openness and willingness to communicate.²

²Pages 8-12 written by Raines, Shirley, C., Ed.D., Chairperson, Early Childhood and Elementary Education Department, The University of Alabama, University, Alabama.

COMMUNITY EDUCATION PARENTING CLASSES/MEETINGS

The community education coordinator can offer, through the Community Education Program, special parenting classes. These classes could be held once a week for five evenings, on a Saturday from 9:00 a.m. to 4:00 p.m., from one week to ten weeks, or as long as necessary. It is important that the times selected are compatible with the schedules of working and non-working parents. Instructors for the classes might be obtained from the following sources:

1. A local university early childhood and elementary education division or guidance and counseling division
2. Local Mental Health Association
3. Local school counselor
4. Local ministers' association
5. Paid counseling services

The topics selected depend on the group of parents you are trying to reach. Middle-class parents are interested in knowing how children learn and how they can help their child to learn. However, these parents often put too much emphasis on success. They need to be made aware of the importance of the need for love and a positive self-image for the child.

The area of child development is of great interest to parents. Parents want to know how to understand their children better. Talk sessions for parents, offered through the community education program, provide an opportunity for the exchange of ideas and solutions about everyday problems of rearing children.

Some parents from lower socioeconomic groups need to see themselves as teachers in order to have confidence in helping their children at home. They need to know how children learn and how important language is to

learning. It is important that these parents know how they can build on learning experiences just by talking about the things children do. A good parenting program might explore inexpensive places parents can take their children. These parents must understand that children need to feel good about themselves. Parent education meetings and classes can help the parents develop a positive attitude toward school that they can transmit to their children.

It is important to select topics in parent education which will interest parents. Suggested topics that might be interesting and appropriate are as follows:

1. UNDERSTANDING YOUR CHILD
2. THE GROWING YEARS
3. COMMUNICATING WITH CHILDREN
4. BRIDGING THE GAP
5. WHAT TO EXPECT FROM YOUR CHILD
6. DISCIPLINE
7. YOUR CHILD'S SELF-ESTEEM
8. HELPING YOUR CHILD GET READY FOR READING
9. HOW TO DOUBLE YOUR CHILD'S SUCCESS IN SCHOOL

On page 43 of the Appendices is an example of parenting meetings offered through the local community school.

On pages 44 and 45 are two questionnaires to use with parents at parenting meetings.

On pages 47-59 is the "Calendar of Events - School Is A Family Affair" that could be distributed to the elementary school parents to encourage them to work with their children at home.

FOR:

- **PARENTS**

This section of the Guide is designed to give helpful information to the parents. It can be extracted and duplicated. The first step in getting the parents involved with the school is to help them understand that the school and home must form a partnership. Parents want to help their children, and appreciate the help that the school can provide. Children learn by experience, example, and excitement. The school cannot do its job with the children without the help of the parents.

HOW CHILDREN LEARN
AND
WHAT I CAN DO TO HELP MY CHILD LEARN

1. Remember, children learn by doing; so give them many opportunities to learn at home by doing something new. Young children can help the parent prepare supper. Older children can try new recipes. Let children use simple mechanical tools and learn to follow directions for household chores. Whether mixing paint or checking the oil, get the child involved.
2. Instead of telling the child everything to do, lead him to think. For example, "We have six people coming for supper; how much rice will we need?" For young children, simply counting out the right number of dishes is a thinking task.
3. Encourage children to use their senses. Talk with your child about differences in feel, smell, taste, sight, and sound. Use descriptive words and let the child make comparisons: soft as a kitten, smooth as satin, gritty as sand.
4. Let children try their own way of doing things, even when you know a simpler way. You may know to multiply, but the child uses repeated addition to make three times as many cookies as the recipe.
5. Let children sort and classify household items: the laundry, their toys. Talk with them about why they separated the groceries as they put them away.
6. Give children time to practice whatever they are learning. No one becomes accomplished at anything with a few tries. Cooking, helping with the car maintenance, and straightening up their rooms are all helpful tasks, but ones which require repetition, thinking, and time to get better at the job.
7. Help your child build confidence by learning to do something new. Building self-esteem will help your child do better in school.
8. Enjoy your children; communicate warmly with them. Here are some pointers to make communication more effective:
 - Use a tone of voice which will encourage them and make them feel confident.
 - Avoid comparing children and their work.

- Give children a choice only when you intend to abide by the choice.
 - State directions in a positive form. For example, "Use the blocks for building," rather than "Don't throw the blocks."
 - Instruct the children as though you expect them to comply. Give sufficient warnings and time. For example, "Jimmy, in five minutes supper will be ready; put away your toys and wash your hands."
 - Keep your voice low. Children get louder when adults get louder.
 - Be sure your rules match the child's ability.
 - Reward good behavior and try to ignore poor behavior.
9. Show interest in your child's school work. Talk about what happened at school.
10. The most often recommended practice to help children become better students is to "read to your child." Read every day at least a few minutes. Older children can share a new item, read something of special interest to you; but make reading a part of your homelife.³

³Raines, Shirley, C., Ed.D., Chairperson, Early Childhood and Elementary Education Department, The University of Alabama, University, Alabama.

BASIC SKILLS CHILDREN NEED WHICH
PARENTS CAN HELP THEM DEVELOP

1. How to pay attention.
Example: Before speaking to the child make sure he/she is looking at you.
2. The desire to listen.
Example: Do not constantly repeat yourself. Tell the child once.
3. Body language.
Example: The child will learn from your body movements. When you are happy, angry, your body language tells him/her.
4. Language skills.
Example: Ask questions when the child doesn't understand.
5. The ability to verbally express himself.
Example: If you express yourself clearly to the child, the child will learn by your example.
6. The ability to carry on a conversation with other children and adults.
Example: Talk to your child and get him/her to talk to you. The child learns by doing.
7. Knowledge of time.
Example: Give the child a task to complete at a certain time; let him know he has done well.
8. Understanding and use of numbers.
Example: Parents can teach children to count by using their toys. "This is one truck, two balls," etc.
9. Planning a task and following it through.
Example: See that the child completes the task. Ask positive questions.
10. Problem-solving at his own level.
Example: The child has lost his toy. Do not find it for him/her. Ask, "When did you last play with it?"

11. A good self-image.

Example: Talk to the child in a positive way. When the child does well, praise him/her. This makes the child feel good about himself.

12. Waiting for something he wants.

Example: If the child does poorly in school, do not reward him until he has improved.

13. Getting along well with children of his/her own age.⁴

Example: Children learn from their parents how to get along. The parent is a role model.

⁴Miller, Bette L., and Wilmshurst, Ann L. Parents and Volunteers in the Classroom: A Handbook for Teachers. San Francisco: R & E Research Associates, Inc., 1975.

DEVELOPING A CHILD'S SELF-CONCEPT

The views a child develops about himself are referred to as his self-concept. These views will affect his future behavior, ability to learn, and degree of motivation in many endeavors.

Just how important is a child's self-concept? Research tells us that a child's self-concept at the beginning of kindergarten can be a better predictor of reading achievement, by the end of the second grade, than a test of his intelligence.

A parent's influence on a child's life over a period of fifteen to eighteen years will have a significant impact on the development of a positive self-concept.

Following are some suggestions for helping to build a positive self-concept in a child:

- GIVE ENCOURAGEMENT. Encouragement is a continuous process aimed at giving your child a sense of self-respect and accomplishment. If your child makes a mistake or fails to achieve a goal, avoid words or actions that indicate you consider him or her to be a failure. Say "Too bad that it didn't work," or "I'm sorry it didn't work out for you." Separate the deed from the doer.
- ELIMINATE CRITICISM AND MINIMIZE MISTAKES. A constant emphasis on mistakes can be very damaging to a child's self-concept. Build on your child's strengths, not his weaknesses. Center your child's attention upon what he does well, express your confidence in his ability, and give encouragement.

- AVOID LABELS. Avoid calling your child such things as, "Cry-baby," "tattletale," "scatterbrain." When you label your child, not only do you begin to see him as you have labeled him, but he begins to see himself this way. This prevents his moving in a constructive direction.
- REFRAIN FROM OVERPROTECTION. The desire to help your child may actually interfere with his growth and development and can have a discouraging effect. As your child grows, instead of trying to protect him from life's experiences, allow him to experience life in amounts he can handle; for example, allow him to select his own clothing for the day; have him keep his room straight and make his bed each morning. Each year try to increase the amount of freedom and responsibility.
- STIMULATE INDEPENDENCE. When we do things for a child that he can do for himself, we deprive him of the opportunity to experience his own strengths. You will be pleasantly surprised to learn what your child can do when you provide the proper kind of help, supervision, encouragement, and training.
- ENCOURAGE COOPERATION. In a society which places emphasis on competition, your child will have to compete against others throughout life. However, he should not have to compete against his brothers and sisters at home. When children are cooperating and getting along well together, pay attention to them. Give them a hug or kiss and tell them how pleased you are that they are getting along so well. Let them experience the fun and joy of doing things together.

- AVOID PITY. Pity is damaging to a child's self-concept even when it seems justified. If you feel pity for your child, no matter how legitimate the reason, he feels justified in pitying himself. Show encouragement and faith in his ability to handle whatever circumstances he must encounter in life.
- COMBINE LOVE AND ACCEPTANCE WITH FIRMNESS AND CLEARLY DEFINED LIMITS. Firmness and clearly defined limits are associated with high self-esteem in children. When you tell your child, "Yes, you can ride your bicycle up to Bob's, but stay off the street," or "Yes, you can go to the movie with Tom, but you must be home by nine o'clock," your child will probably accept this as an expression of your caring, particularly if he views you as warm, understanding, and accepting. If your child feels loved and accepted, he is much more likely to interpret limits and discipline as expressions of caring.
- SET HIGH BUT REASONABLE EXPECTATIONS. What you expect of a child represents a belief in his or her ability to do what is required of him. If these expectations are reasonable, they represent a strong vote of confidence. Your child will feel much more confident in attempting something if he believes you have full confidence in his ability to succeed.

In summary, if you give encouragement, provide freedom for exploration, have high but reasonable expectations, use firm and consistent discipline, and show genuine warmth and caring for your child, he will have a better chance of growing up to be a healthy, well-balanced individual who will value himself and others.⁵

⁵Bradwell, John, J. Educational Consultant and Licensed Professional Counselor, Montgomery, Alabama.

COPING WITH PARENT-CHILD CONFLICT

INTRODUCTION

Temper tantrums, emotional outbursts, and bitter recriminations charge the air in a parent/child conflict. The experience is traumatic in the best of home environments and can be even more frustrating for single parents who are without counsel, help, or support. Too often, neither parent nor child wins.

The responsibility parents have for dealing with human behavior is awesome. Parents must provide a careful balance of love and guidance if they expect their children to develop into healthy adults. As "role models" for their children, they must model acceptable behavior if they expect their children's behavior to be acceptable. Whether children observe their parents as calm, rational, and caring or as loud and demanding, it is likely that they will emulate the parents' behavior.

Parents must provide opportunities for their children to learn to become responsible for their own behavior. Only with the opportunity to learn and practice responsible behavior will children mature into responsible adults.

Conflict occurs when two or more people differ in their *goals*, their *values*, or in their *way of doing things*. A *parent/child conflict arises when there is a difference between the parent and the child in any or all of these areas*. The key to reducing conflicts is *being consistent*.

Try the following procedure to lessen parent/child conflict:

Step One: GET THE CHILD'S ATTENTION.

1. Avoid the use of pronouns -- "you, he, it." The use of

pronouns provides the child with the classic response, "Oh, I didn't know you were talking to me."

2. Call your child by his name -- "Doug." Then pause until you have his attention.

Step Two: NAME SPECIFIC MISBEHAVIOR.

1. Do not give unclear orders such as: "Would you please knock it off?" These are often answered with, "I'm not doing anything."
2. Say exactly what the child is doing wrong. (Example: "You have the radio turned up too high.") Then wait for his response.
3. Be reasonable. There is a difference between a *valid reason* for a child's behavior and an *excuse*.
 - a. Do not accept excuses.
 - b. Do not engage in a debate with him.
 - c. Do not take punitive action or threaten to do so.
4. Do not elaborate on his behavior. Angry parents often tend to name the misbehavior and then threaten the child. (Example: "You have the radio turned up too high (misbehavior), and if you don't turn it down, I'm gonna... (threat).")
5. Be aware of your nonverbal language. The voice can deliver one meaning with words and a completely different meaning with its *tone* and *inflection*.
6. Be cautious in your display of emotions -- parents set the emotional climate during an encounter.
7. Do not threaten the child. Parents who threaten their

children put themselves in a box for two reasons:

- a. The threat may be too severe to carry out, and the child knows it.
- b. If the threat is not carried out, the parent demonstrates an inconsistency.

If--after you follow steps one and two -- Doug turns the radio down, the situation has been resolved; a conflict has been avoided. At this point it is important for the parent to give the child *positive reinforcement*. *Do not ignore his good behavior*. Show your approval by some manner of recognition, praise, or reward. Sometimes a simple *thank you* is enough. *A child needs parental approval, and learns to associate approval with pleasure. The child will learn to seek the pleasure of the parents' approval by behaving acceptably.*

What do you do if Doug does not turn the radio down?

Step Three: RELATE CONSEQUENCES AND DESCRIBE FEELINGS.

1. After calling the child by name and describing the misbehavior, tell him the consequence of his misbehavior and how it makes you feel. (Example: "Doug [pause], you have the radio turned up too high while I'm trying to read. I can't concentrate because the radio disturbs me.") The consequence of his misbehavior-- playing the radio too loud--is that you cannot concentrate on your reading. The feeling you experience is that you are disturbed.
2. After making that statement, *stop talking!* Act as if you expect his behavior to change -- as though you expect him to turn the radio down.

What do you do if the child does not correct his misbehavior?

Step Four: GET THE CHILD TO RECOGNIZE MISBEHAVIOR.

1. Rephrase the statement in the form of a question.
(Example: "Doug, did you know that when the radio is turned up high I can't concentrate while I read?")
2. Stop talking after you've asked the question. Wait for the child's response.
3. The child may simply say, "I'll turn the radio down."
That will resolve the conflict for the present; and though it may not have lasting effects, it will provide an opportunity for you to help him develop a plan for future behavior.

Step Five: DEVELOP A PLAN.

1. Provide guidance and assistance in developing the plan.
Ask questions:
 - a. When would be the best time to play the radio?
 - b. Would playing it during certain times disturb others?
2. Let the child *think* about your questions.
3. The child's plan should be *specific*.
4. In order to assure that the child's plan is clear, rephrase the plan back to him, then ask, "Is that what you said?"
5. The plan should be the child's. If it is, he will be more inclined to follow it.
6. If the child continues to play the radio too loud, ask: "Doug, do you have a plan for playing the radio at another time?"
7. If the child *cannot* or *will not* develop a plan or if his plan is unsatisfactory, you should develop one for him.

8. It is *critical* to *follow up* and see that the child is following the plan -- either his or yours.
9. If the plan doesn't work, be *patient* but *persistent*. Retry the entire process until the child learns how to be responsible for his own behavior.
10. As you repeat the process, you will begin to notice a positive change in the child's behavior. His behavioral change must be rewarded -- with praise, love, and affection. Remember to reinforce his acceptable behavior at every opportunity.⁶

⁶Pages 24-28 condensed from Five Steps for Coping with Parent-Child Conflict; Ridlehoover, Wendell, President; Innovative Educational Programs, Inc.; Tallahassee, Florida.

**SIMPLE ACTIVITIES
AND EXERCISES
THAT PARENTS CAN DO
WITH THEIR CHILDREN**

FOR: GRADES K-3

AT-HOME ACTIVITIES TO HELP CHILDREN LEARN

- Read with your child every day. Children who are learning to read need to hear how reading sounds.
- Involve young children in simple tasks: straightening up their rooms, setting the table, getting the mail.
- Assign tasks which children can do with you: helping in the kitchen, working in the same room. When children work nearby, parents can encourage good work habits.
- Let children help put groceries away by sorting food items as to where they are stored.
- Have children clip coupons from magazines and newspapers.
- Make place mats for special occasions by decorating with old greeting cards or birthday cards.
- Include a note from your child in a letter to a relative or a friend.
- Involve children in planning family meals.
- Allow children to help you cook.
- Watch television together and ask children to predict what will happen next in the story.
- Have a regular daily duty for each member of the family. Praise the young child for remembering she was to set the table or feed the pet or empty the wastebaskets.
- Emphasize the child's being responsible for himself. Teach him to dress himself, put away his clothes, sort his toys.



SHOPPING ACTIVITIES TO HELP CHILDREN LEARN

- Let children count change for vending machines and simple purchases.
- Plan a shopping trip with some money for the child to spend as he/she wishes.
- Read labels and signs to find aisles and departments in grocery and department stores.
- Let children point out products the family usually buys.
- Decide which bag of oranges to purchase by letting the child count the number in smaller and larger bags.
- Choose snacks for a week during the weekly shopping trip.
- Have the child select the correct size containers the family usually uses, such as gallon of milk, large cans of baked beans, small loaf of bread.
- Read prices and let child identify which items cost more or less.
- Talk with your child about the decisions you are making as you shop.
- Let children look through racks of clothing for their own size.
- Emphasize helpfulness and courtesy as you wait in lines to check out.
- Ask children to notice all the people who are employees of the store and the many jobs they do.
- Give children choices about purchases of cereal or other items as special treats.
- Select a time to shop when you and your child can enjoy being together.



TRAVELING ACTIVITIES TO HELP CHILDREN LEARN

- Have children help pack their own things and load the car.
- Let children point out traffic signs and what they mean.
- Ask the child to give you directions to his/her school, emphasizing right and left turns.
- Point out familiar logos on billboards and let the child read them.
Example: Coca Cola, Ford.
- Help very young children recognize the letters in store names which are also letters in their names.
- Plan snacks for eating in the car.
- Sing some songs you knew as a child and let your child teach you some from his school.
- Point out landmarks as you make changes in your travel directions.
- Imagine what lies ahead on an unfamiliar road.
- Take along some guessing games--activities--like a paper bag of several objects, and let the child feel inside and describe what he/she thinks the objects are.
- Predict what your relatives will be doing when you arrive.
- Play counting games and color games with passing cars.
- Pretend the child is a trucker, newspaper delivery person, or highway patrolman. What imaginary conversation could he/she have with the family?
- Compliment your children on their interesting stories and pleasant company. Tell them why you enjoy traveling with them.⁷



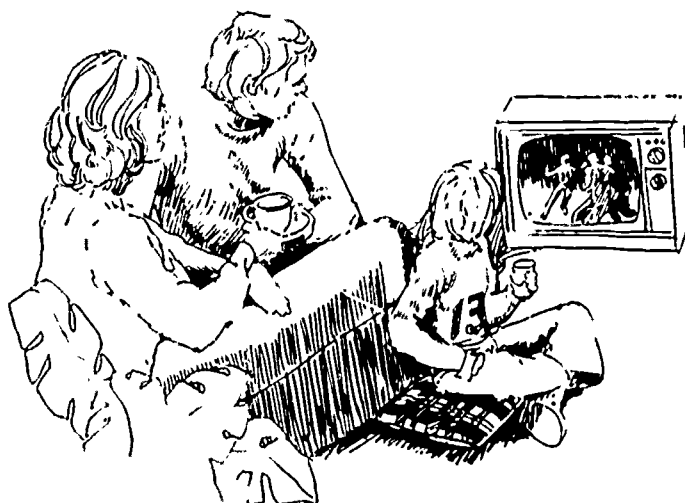
⁷Activities adapted from Raines, Shirley, C., Ed.D., A Guide to Early Learning. Palo Alto, California: R & E Research Associates, Inc., 1982.

**SIMPLE ACTIVITIES
AND EXERCISES
THAT PARENTS CAN DO
WITH THEIR CHILDREN**

FOR: GRADES 4-6

AT-HOME ACTIVITIES TO HELP CHILDREN LEARN

- Let children make out grocery list.
- Have older children interpret time schedules for television to younger children.
- Read package directions for baking and preparing simple dishes.
- Have older children prepare one dish a night for the family's supper.
- Compare prices from newspaper ads for eating out at various fast-food restaurants.
- Calculate percentage off coupons from newspapers and magazines.
- Let child read to an older adult in the family.
- Have child read to younger children.
- Follow instructions for putting together model cars.
- Teach a game to someone else in the family.
- Retell a favorite family story.
- Tape record some family stories for an oral history.
- Construct something special for the family pet--a new toy for the cat, a new arrangement of the dog house in the yard to shelter from the cold.
- Cooking, sewing, mechanic's helper, rearranging furniture, changing light bulbs, installing new appliances are ways to involve your child actively so he or she may think, plan, and learn.



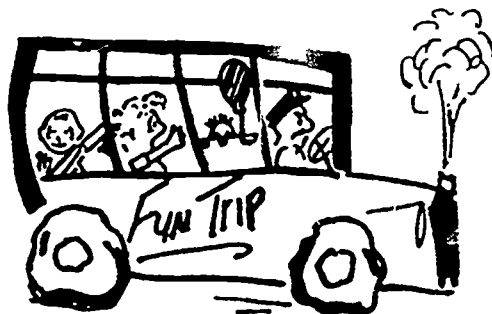
SHOPPING ACTIVITIES TO HELP CHILDREN LEARN

- Use business advertisements to make decisions about best buys.
- Involve the child in comparison shopping; compare which family favorites are good buys in cereals.
- Let the child round off prices to the nearest dollar and see how close they are when you check out at the register.
- Have the child total the family bills as you write the checks.
- Compare special bargains at fast-food restaurants and figure out how much is saved.
- Point out unit pricing in food stores and have child get the lowest price on some favorite foods.
- Weigh vegetables and fruits and estimate cost at the register.
- For younger children, "guesstimate" the number of oranges in a bag and then have them count the oranges.
- Give your child an allowance and encourage wise buying.
- After some experience, let your child purchase all the ingredients for a special cake.
- Arrange for a shopping trip to buy a special item the family has saved to purchase.
- Give your child money for a family meal and see what he/she can buy.
- If you have a calculator, let the child use it to make quick decisions on best buys.
- Compare oil prices at the gas station and the chain store.
- Go to the hardware store and pick up household items you need. Let the child write the list, search them out in the store, pay for them, and help you use them at home.
- Comparison shop from catalogs and mailbox ads. Let child write a wish order and imagine he/she can buy something for everyone in the family.



TRAVELING ACTIVITIES TO HELP CHILDREN LEARN

- Have your child give you directions to familiar places, telling you when to slow up to turn, where to turn, when to change lanes.
- Show your child the place on the map you plan to reach. Have him/her follow your turns.
- Decide how long it should take to reach your destination; let the child time your trip.
- Tell your child about the road signs. Have him/her describe what directions the arrows are curving.
- Have your child jot down a list of favorite cars, favorite spots on the trip, landmarks to remember which way to go.
- Calculate mileage for each tank of gas.
- Have the child help fill the car, decide on the best gas buy, pay the attendant.
- Sing some favorite old songs as you travel. Teach your child a song from your own childhood.
- Tell an "add on" story with your child as the main character, and let each family member "add on" a step.
- Recall a trip you made, whether long or short, and have the child tell all he or she remembers.
- Compliment your children on their good behavior, helpfulness, and good memories.⁸



⁸Activities adapted from Raines, Shirley, C., Ed.D., A Guide to Early Learning. Palo Alto, California: R & E Research Associates, Inc., 1982.

APPENDICES

43

AVONDALE COMMUNITY SCHOOL
4000 8th Court South
Birmingham, Alabama 35222
Phone 592-6547

THURSDAY NIGHT SERIES
7:00 P.M.



WINTER QUARTER
TOPIC

YOU AND YOUR CHILDREN

1st Thursday, January 28

Choosing Children's Books: Diane Stewart

Selecting books that you and your children will enjoy. where to find them. how to order.

2nd Thursday, February 4

That Baby's Babbling Means Something: Dr. Milly Cowles, Dean

School of Education. UAB

What language development really means.

3rd Thursday, February 11

Helping Your Child Get Ready For Reading: Dr. Robert Palmatier

Program Specialist, Reading

Birmingham Board of Education

Learning to read starts long before school. Parents can help!

4th Thursday, February 18*

Supporting Your Child's Reading Program: Elizabeth Baker

Reading Support Team Member

Birmingham Board of Education

Lots of things parents can do at home with children to enhance and develop that most important skill.

5th Thursday, February 25

Developing Home Study Skills With Your Child: Charlotte Porter

Reading Support Team Member

Birmingham Board of Education

Good study habits will raise grades and make learning a life time enjoyment.

Avondale's third Seven O'Clock Series will include a short talk with lots of question and answer time. It begins at 7 p.m. and lasts 45 minutes. There is no charge, so come and bring a friend.

PREREGISTRATION FOR ALL CLASSES
BEGINS JANUARY 4
CALL 592-6547

ARE YOU A PARENT WHO ...

A	B	C

1. Attends school meetings?
2. Calls the teacher when things are going well?
3. Sends notes of appreciation to school personnel?
4. Displays your child's good work in prominent places?
5. Reinforces Board of Education members for appropriate action by letter or phone?
6. Has attended a workshop for parents?
7. Volunteers as an aide in your child's class?
8. Has invited your child's teacher to your home?
9. Enjoys parent/teacher conferences?
10. Participates in educational planning at school for your child?
11. Reinforces positively?
12. Trusts teachers?
13. Is fairly consistent in dealing with your child?
14. Takes your child on field trips?
15. Attends "special interest" parent meetings?
16. Runs or helps run parent meetings?
17. Tells the principal when the teacher has done a good job?
18. Calls school if your child is going to be absent?
19. Listens to the teacher during conference time?
20. Attends outside activities for and with your child, i.e., scouts, athletics, music, etc?
21. Enjoys playing games with your child?
22. Has a picture of your child with you?
23. Asks the teacher what you can do to help your child at home?
24. Works as a co-partner with the school?
25. Sees that your child has a quiet place to read and do homework?
26. Sends a note explaining why your child was absent?
27. Realizes the importance of your children being in school every day?
28. Encourages your child to "do his best" in school?⁹

⁹Author unknown.

WHAT KIND OF ROLE MODEL ARE YOU?

Check the behaviors below that you *usually* exhibit, and then decide.

Make a check mark if you usually

- Ask rather than tell.
- Say "please" and "thank you."
- Show how before expecting a child to do a task.
- Praise or compliment, even for small successes.
- Answer questions without complaining.
- Participate in family discussions.
- Read newspapers and magazines.
- Talk about current events in front of the children.
- Say "I was wrong" when you were.
- Talk to children as courteously as you talk to adults.
- Accept people who look and act differently.
- Talk about others in positive ways.
- Accept problems as challenges.

Remember! No one is perfect. It's what you do *most* of the time that counts.¹⁰

PRACTICE WHAT YOU TEACH

¹⁰Williams, David. Practice What You Teach. Austin, Texas: Southwest Educational Development Laboratory, 1976.

Calendar of Events



*SCHOOL
IS
A FAMILY AFFAIR*

Know Your School — Be Involved !

Alabama State Department of Education

Dear Parents and Guardians:

The administration and staff of the Brewton City Schools share your desire to see your child succeed in school.

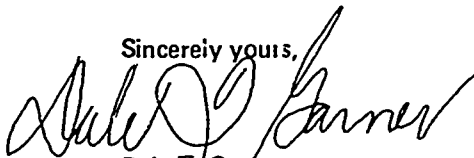
The progress your child makes in education depends upon instruction in the classroom and on what happens in the home to reinforce the importance of education and the skills taught in school.

Student achievement in our schools equals or exceeds national and state averages in most areas. Still there is room for much improvement—improvement that will be made with parents and teachers working together.

This Calendar of Skills is designed to assist you in reinforcing important skills at home. The Duval County, Florida schools have used similar calendars with great success. This is our first, and it is rather general, but we feel it will be helpful.

We are proud of our schools and especially our most important asset, the children. With your help and that of dedicated teachers, we will provide two very important services to them: help them master the skills being taught at school, and show them that in your home, education is important.

Sincerely yours,



Dale T. Garner
Superintendent

Dear Parents and Guardians:

The future success of Brewton depends on the level of education of our children, parents, professionals, and lay people. All have a vital stake in the success of this school system.

Brewton City Schools is a good school system and working together, we can make it a better one.

We are counting on parents to join us in an all-out effort to make your child's education a better one. Teachers cannot do the job by themselves. Parents have a great responsibility in this regard. The school and the home must form a partnership to improve your Child's education.

Thank you.

Ron Creel



Member
State Board of Education

*Calendar used by permission of Mr. Victor Poole, State Board of Education member, District 5.

*This calendar printed with funds from a Grant received by the Alabama State Department of Education, Community Education Section, from the Charles Stewart Mott Foundation.

1981

OCTOBER

1981

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4 Read a story aloud to your child.	5 Start making word cards from your child's list of reading words. Use index cards or small pieces of paper. Store in a box.	6 Teach your child to say, read and write his address.	7 Teach your child to say, read and write his phone number. Look it up in the phone book.	8 Study your spelling words or reading words every Thursday.	9 Listen as your child tells you about something he has read.	10 Take your child to the Public Library and get a free Library card.																																																																																				
11 Have your child help fix and serve lunch.	12 Set a school-night bedtime and stick to it.	13 Help your child measure how tall he is.	14 Praise your child for something he has done well in school.	15 Help your child write a sentence. Study spelling and reading words.	16 Make sure you know what your child is doing in school. Talk to his teacher often.	17 Give your child a job to do each day.																																																																																				
18 Listen to your child read aloud or read a story to him.	19 Use the calendar to help your child recognize his numbers 1-30.	20 Start making math cards to help your child in +, -, x, or ÷. Use index cards or small pieces of paper. Store in a box. Example: 2 - 2 = ____.	21 Have your child write the alphabet. See if your child can put some of his word cards in ABC order.	22 Have your child write 5 sentences using words from his spelling or word cards.	23 Use your math cards to study the math facts.	24 Take your child to the grocery store. Help him ask the cost of two or more things.																																																																																				
25 Help your child move the clocks back 1 hour.	26 Read a Halloween story to your child.	27 Give your child some coins. Talk about their values.	28 Make up Halloween safety rules with your child.	29 Help your child write a Halloween story. Try to use words from spelling or word cards.	30 Help your child match coins with number value in cents. Example: Quarter = 25¢.	31 Trick or Treat safely.																																																																																				

1981

NOVEMBER

1981

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<p>1</p> <p>Watch a TV show with your child</p>	<p>2</p> <p>Keep making word cards from reading list. Store in your child's reading box.</p>	<p>3</p> <p>Use math cards to study the math facts.</p>	<p>4</p> <p>Look in your reading box. Pick out words which start with capital letters.</p>	<p>5</p> <p>Study your spelling or reading words every Thursday night.</p>	<p>6</p> <p>Ask your child what his favorite TV show is. Help him locate it on the TV schedule and find out what day and time it comes on.</p>	<p>7</p> <p>Get your child to read the newspaper.</p>																																																																																			
<p>8</p> <p>Help your child to read labels on cans and boxes in the kitchen.</p>	<p>9</p> <p>Look in your reading box. Find and read compound words. Example: playground.</p>	<p>10</p> <p>Have your child clip 'cents-off' coupons from the newspaper. Count the savings.</p>	<p>11</p> <p>Watch TV for something about Veteran's Day. Who is a veteran in your family?</p>	<p>12</p> <p>Study spelling and reading words.</p>	<p>13</p> <p>Count to 100 by 2's, 5's, 10's. Third—six graders write them.</p>	<p>14</p> <p>Visit the Public Library. Check out a book.</p>																																																																																			
<p>15</p> <p>This is Children's Book Week. Let your child read to you today.</p>	<p>16</p> <p>Read a book to your child at bedtime.</p>	<p>17</p> <p>Write down some addition and subtraction problems for your child to work.</p>	<p>18</p> <p>List 5 words that show action. Draw a picture of each one.</p>	<p>19</p> <p>Put spelling words for this week in ABC order.</p>	<p>20</p> <p>Make a clock face from a paper plate. Count by 5's around the clock face.</p>	<p>21</p> <p>Take your child to the grocery store to buy food for Thanksgiving Dinner. Let him help you choose the food.</p>																																																																																			
<p>22</p> <p>Have your child look at the comics in the newspaper and tell which one could really happen.</p>	<p>23</p> <p>Have your child read newspaper ads and write 4 things that can be served for a Thanksgiving dinner and the price of each.</p>	<p>24</p> <p>Teach your child how to spell Thanksgiving.</p>	<p>25</p> <p>See how many words your child can make using the letters in Thanksgiving.</p>	<p>26</p> <p>Let your child set the table for Thanksgiving Dinner.</p>	<p>27</p> <p>Let child use his clock face to show the time of his favorite TV show.</p>	<p>28</p> <p>List 5 things that both you and your child are thankful for.</p>																																																																																			
<p>29</p> <p>Check TV Guide for the time and channel of football games.</p>	<p>30</p> <p>Make a list of 3 to 5 simple directions for your child to follow.</p>	<p>OCTOBER 1981</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>DECEMBER 1981</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>Memo:</p>	
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
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<p>6</p> <p>Give your child a big hug. Talk about what love is.</p>	<p>7</p> <p>Continue to make word cards from your child's reading list. Use them for quick word drills.</p>	<p>8</p> <p>Write 4 numbers. Have your child write the missing number. Example: 12, 13, _____, 15, 16.</p>	<p>9</p> <p>Help your child write a letter to Santa. Address the envelope with him.</p>	<p>10</p> <p>Go to the post office to "mail" Santa's letter. Study spelling words.</p>	<p>11</p> <p>Have your child copy the prices of five things from the newspaper or catalog. Help him add the cost of them.</p>	<p>12</p> <p>Check out a Christmas book from the library.</p>																																																																																			
<p>13</p> <p>Help your child do a good deed.</p>	<p>14</p> <p>Have your child wrap his Christmas gift for his school party.</p>	<p>15</p> <p>Have your child circle the dates for Christmas break on a calendar.</p>	<p>16</p> <p>Help your child make a Christmas card for his teacher.</p>	<p>17</p> <p>Help your child list 5 good things he has done this year.</p>	<p>18</p> <p>Let your child add the cost of everything he wants for Christmas.</p>	<p>19</p> <p>Let your child help find a Christmas tree.</p>																																																																																			
<p>20</p> <p>Decorate the Christmas tree.</p>	<p>21</p> <p>Read a Christmas story to your child.</p>	<p>22</p> <p>Listen to your child read.</p>	<p>23</p> <p>Listen to your child count by one's, two's, three's, etc. Example 1, 2, 3, 4; 2, 4, 6, 8. . . .; 3, 6, 9, 12. . . .</p>	<p>24</p> <p>Let your child help make some Christmas treats.</p>	<p>25</p> <p>Let your child call a friend and wish him Merry Christmas.</p>	<p>26</p> <p>Have your child help clean the house.</p>																																																																																			
<p>27</p> <p>Let your child draw a picture of what he liked best about Christmas.</p>	<p>28</p> <p>Listen to your child read.</p>	<p>29</p> <p>Ask your child what time it is several times today.</p>	<p>30</p> <p>Write thank you notes for Christmas gifts.</p>	<p>31</p> <p>Write a New Year's resolution with your child.</p>	<p>Memo:</p>																																																																																				

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3 Make sure your child gets a good night's sleep.	4 Make sure your child always has pencils and paper.	5 Continue to make new word cards from your child's reading list.	6 Continue to make math cards. Use the cards for quick drills in +, -, x, and -	7 Have your child study his spelling words or reading words every Thursday.	8 Let your child measure small things in the house with a ruler.	9 Take your child to check out another book from the library.																																																																																				
10 Let your child call an older person and tell him he is thinking about him.	11 Find out from your child's teacher how he is doing in school.	12 Help your child cut a piece of paper into 4 equal parts. Write 1/4 on each part.	13 Read a story to your child at bedtime.	14 Have some quick word and math drills with your child.	15 Find out all you can about Martin Luther King, Jr.	16 Take your child with you to pay a bill.																																																																																				
17 Feed the birds	18 Listen to your child tell you about his favorite book or story.	19 Help your child write 4 sentences about Winter fun.	20 Help your child think of 5 contractions. Write the 2 words each contraction stands for. Example can't - can not.	21 Have your child study his spelling words or reading words.	22 Write 5 addition problems. Make 2 wrong. Have your child find the wrong answers.	23 Let your child invite a friend over to play.																																																																																				
24 Watch a TV program with your child and talk about it. Teach your child a new game.	25 Read a fairy tale to your child. Have him tell you the things that really could not happen.	26 Have your child draw a     Write the names of each shape.	27 Listen to a song on the radio and list all the rhyming words. Example: back-Jack; bus-Gus.	28 Arrange your spelling words in ABC order.	29 Help your child make a list of emergency telephone numbers.	30 Make popcorn with your child.																																																																																				
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	<p>1 Keep on making cards with spelling and reading words.</p>	<p>2 Watch the weather report on TV. Did the ground hog see his shadow?</p>	<p>3 Help your child write his address correctly.</p>	<p>4 Study spelling and reading words every Thursday.</p>	<p>5 This is Dental health Month. Make a list of foods that cause tooth decay.</p>	<p>6 Talk with your child about the importance of brushing his teeth regularly.</p>																																																																																										
<p>7 Do exercises to music with your child</p>	<p>8 Read a story with your child. Have him tell the main idea of the story.</p>	<p>9 Use flash cards to study math facts. Make new cards as needed.</p>	<p>10 Make a Valentine card. Write a verse on the card.</p>	<p>11 Help your child address valentines to his friends. Be sure to use capital letters.</p>	<p>12 Have your child add the dates of Lincoln's and Washington's birthdays — 12 + 15.</p>	<p>13 Visit the Public Library to check out a new book. Pick a book your child can read.</p>																																																																																										
<p>14 Give your child a Valentine surprise today</p>	<p>15 Take turns with your child reading his library book.</p>	<p>16 Read a number to your child. Have him clap when you read a number that does not belong. Example: 23, 24, 29, 26</p>	<p>17 Discuss a famous Black American.</p>	<p>18 Help your child locate the state of Alabama on a map.</p>	<p>19 Go over number word names with your child. Example: one, ten, twenty-five, fifty-four.</p>	<p>20 Have your child clean and arrange his study area.</p>																																																																																										
<p>21 Help your child name a holiday or special day for each month of the year</p>	<p>22 Start telling a story. Let your child finish it.</p>	<p>23 Play rhyming games with your child. Example: bell-te" cat-rat.</p>	<p>24 Help your child write a paragraph about a well known American that he likes</p>	<p>25 Help your child to find north, south, east and west on a map</p>	<p>26 Have your child look at the calendar. How many months have 28 days? 30 days? 31 days?</p>	<p>27 Have your child help clear the table after dinner.</p>																																																																																										
<p>28 Help your child to write some school rules</p>	<p>JANUARY 1982</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>		S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p>MARCH 1982</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>		S	M	T	W	T	F	S									1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>Memo:</p>
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<p>7</p> <p>National Peanut Week. Roast peanuts with your child.</p>	<p>8</p> <p>Give your child a catalog. Ask him to cut out 4 pictures of tools, toys, shoes etc....</p>	<p>9</p> <p>Read part of a story to your child. Let him tell you how he thinks the story will end.</p>	<p>10</p> <p>Read the whole story to your child. Talk about the difference in the way the story ended.</p>	<p>11</p> <p>Let your child write the names of common household things. Example: sofa, chair.</p>	<p>12</p> <p>Draw a clock face for your child. Have some of the numbers missing. Let him fill in the missing numbers.</p>	<p>13</p> <p>Take your child to the Library to check out a new book.</p>																																										
<p>14</p> <p>Get a good night's sleep.</p>	<p>15</p> <p>Cut a comic strip apart. Have your child put it in the right order.</p>	<p>16</p> <p>Write 10 math problems for your child to work.</p>	<p>17</p> <p>Read all you can about St. Patrick's Day.</p>	<p>18</p> <p>Write 5 Compound words. Help your child find the two words. Example: bedroom-bedroom.</p>	<p>19</p> <p>Listen to your child say his address, zip code, and phone number.</p>	<p>20</p> <p>Spring Begins. Take a walk with your child.</p>																																										
<p>21</p> <p>Tell your child you love him today.</p>	<p>22</p> <p>Read a book about animals to your child.</p>	<p>23</p> <p>Ask your child's teacher if you can help her in any way.</p>	<p>24</p> <p>Write 4 sentences about spring.</p>	<p>25</p> <p>Study your spelling and reading words.</p>	<p>26</p> <p>Let your child make up 10 math problems. You work them and let him see if you worked them right.</p>	<p>27</p> <p>Fly a kite with your child.</p>																																										
<p>28</p> <p>Start a seed collection.</p>	<p>29</p> <p>Help your child look up 3 words in the dictionary.</p>	<p>30</p> <p>Pick some wild flowers.</p>	<p>31</p> <p>Listen to your child read a story aloud.</p>	<p>APRIL 1982</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p>Memo:</p>	
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1982

APRIL

1982

SUN	MON	TUES	WED	THUR	FRI	SAT
Memo:		<p>MARCH 1982</p> <p>S M T W T F S</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p>	<p>MAY 1982</p> <p>S M T W T F S</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p>	<p>1</p> <p>Study your spelling and reading words every Thursday.</p>	<p>2</p> <p>Have your child write his spelling words in ABC order.</p>	<p>3</p> <p>Help your child make a list of the things he needs to do each morning. Hang this on the wall.</p>
<p>4</p> <p>Praise your child for everything he does well at home and at school.</p>	<p>5</p> <p>Keep making word cards with reading words.</p>	<p>6</p> <p>Use math flash cards to study facts. Make new cards as needed.</p>	<p>7</p> <p>Have your child draw 4 carrots. Write a root word or the root and an ending on the top of the carrot.</p>	<p>8</p> <p>Help your child circle the short vowel sounds in his spelling or reading words.</p>	<p>9</p> <p>Give your child a ruler. Have him draw a rabbit with ears 4 inches long.</p>	<p>10</p> <p>Help your child color Easter eggs.</p>
<p>11</p> <p>Let your child help prepare Easter dinner.</p>	<p>12</p> <p>Have your child look at a cereal box. Circle the words that tell what is in the cereal.</p>	<p>13</p> <p>The Easter Bunny colored 25 eggs. During the night he ate 8. How many does he have left?</p>	<p>14</p> <p>Have your child write 5 words that are opposite in meaning. Example: left-right.</p>	<p>15</p> <p>Have your child follow these directions. (1) draw a house. (2) draw a tree next to the house. (3) draw a kitten next to the tree.</p>	<p>16</p> <p>Have your child draw 2 clocks, one showing the time he gets up and one showing the time he goes to bed.</p>	<p>17</p> <p>Take your child to the Public Library to get a new book.</p>
<p>18</p> <p>This is Earth Week. Help your child plant a flower or vegetable.</p>	<p>19</p> <p>Read a nature book with your child.</p>	<p>20</p> <p>Discuss the value of coins with your child. Example: dime-10c, quarter-25c.</p>	<p>21</p> <p>Pretend you are an animal. Write a story about what you like to do.</p>	<p>22</p> <p>Read a poem to your child. Have him name the rhyming words.</p>	<p>23</p> <p>Write spelling words in ABC order.</p>	<p>24</p> <p>Play word games with your child. Say a word and have him say a word that begins with the same letter.</p>
<p>25</p> <p>Don't forget to set your clocks one hour forward. Let your child help.</p>	<p>26</p> <p>After watching a TV program, have your child tell the main event of the program.</p>	<p>27</p> <p>Write 5 math problems with mistakes in two of them. Have your child choose the problems that are wrong and correct them.</p>	<p>28</p> <p>Have your child select 5 comic strips or books. Put the titles in ABC order.</p>	<p>29</p> <p>Help your child think of words that sound alike but have different meanings. Example: by-buy, sea see.</p>	<p>30</p> <p>Have your child open a book, read the page number, and tell what number comes before or after.</p>	

1982

MAY

1982

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Memo:				APRIL 1982 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	JUNE 1982 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 Help your child say words that start with the same sound.
2 Listen to music with your child. Use hands to show high and low sounds.	3 Keep making word cards for reading and spelling words. Keep these to use this summer.	4 Use flash cards to study math facts. Use cards this summer.	5 Help your child write a letter to a friend or relative. Address the envelope and mail the letter.	6 Study spelling and reading words every Thursday.	7 Help your child add the high and low temperature for today. Use the radio, TV, or newspaper weather report.	8 Have your child talk about ways all family members may help keep the house clean.
9 Make a card for your mother on Mother's Day.	10 Read a story with your child.	11 Write 6 math problems and have your child find the answer.	12 Have your child write the days of the week in order.	13 Have your child write 5 sentences using spelling words.	14 Have your child find all the triangle shapes he can in the kitchen.	15 Take your child to the Public Library to get a new book.
16 Go on a picnic.	17 Have your child name 5 things he has learned this year.	18 Have your child write 3 sentences correctly.	19 Have your child find words or cut out pictures that can fit into one of these two groups: Animals/People.	20 Help your child work 10 addition problems. Check.	21 Have your child work 10 subtraction problems. Check.	22 Let your child help you plan Sunday dinner.
23 Play a game with your child.	24 Check to see if your child's math and reading cards are in a box. Use this summer.	25 Have your child add the number of stars on the American flag to the numbers of red and white stripes.	26 Have your child put these words in order to make a sentence. really-fried-taste-good-chicken	27 Have your child tell some things he learned in school this year.	28 Let your child plan some summer fun things to do.	29
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JUNE

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<p>MAY 1982</p> <table border="1"> <tr><td>S</td><td>V</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </table>	S	V	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	<p>July 1982</p> <table border="1"> <tr><td>S</td><td>V</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	V	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>1 Make some new math cards to help your child with his math facts.</p>	<p>2 Give your child a ruler. Have him draw a rabbit with ears 4 inches long.</p>	<p>3 Study your spelling words or word cards from reading. Make new word cards each week.</p>	<p>4 Help your child choose the coins that it would take to pay for something that costs less than 50¢.</p>	<p>5 Give your child 50¢ and take him shopping. Help him spend his money.</p>
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<p>6 Give your child a big hug. Talk about what love is.</p>	<p>7 Continue to make word cards from your child's reading list. Use them for quick word drills.</p>	<p>8 Write 4 numbers. Have your child write the missing number. Example: 12, 13, ____, 15, 16.</p>	<p>9 Have your child write 5 words that are opposite in meaning. Example: left-right.</p>	<p>10 Write spelling words in ABC order.</p>	<p>11 Have your child copy the prices of five things from the newspaper or catalog. Help him add the cost of them.</p>	<p>12 Play word games with your child. Say a word and have him say a word that begins with the same letter.</p>																																																																																											
<p>13 Help your child do a good deed.</p>	<p>14 Read a poem to your child. Have him name the rhyming words.</p>	<p>15 Discuss the value of coins with your child. Example: dime 10¢, quarter-25¢.</p>	<p>16 Have your child draw 2 clocks: one showing the time he gets up and one showing the time he goes to bed.</p>	<p>17 Help your child list 5 good things he has done this year.</p>	<p>18 Help your child think of words that sound alike but have different meanings. Example: buy, sea-see.</p>	<p>19 Write 5 math problems with mistakes in two of them. Have your child choose the problems that are wrong and correct them.</p>																																																																																											
<p>20 Go on an afternoon picnic.</p>	<p>21 Pretend you are an animal. Write a story about what you like to do.</p>	<p>22 Listen to your child read.</p>	<p>23 Listen to your child count by one's, two's, three's, etc. Example 1, 2, 3, 4; 2, 4, 6, 8; 3, 6, 9, 12</p>	<p>24 After watching a TV program, have your child tell the main event of the program.</p>	<p>25 Have your child follow these directions: (1) draw a house. (2) draw a tree next to the house. (3) draw a kitten next to the tree.</p>	<p>26 Have your child help clean the house.</p>																																																																																											
<p>27 Take a nature hike with your child.</p>	<p>28 Listen to your child read.</p>	<p>29 Ask your child what time it is several times today.</p>	<p>30 Read a nature book with your child.</p>	<p>Memo:</p>																																																																																													

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JULY

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4 Read a story aloud to your child.	5 Start making word cards from your child's list of reading words. Use index cards or small pieces of paper. Store in a box.	6 Teach your child to say, read and write his address.	7 Teach your child to say, read and write his phone number. Look it up in the phone book.	8 Study your spelling words or reading words every Thursday.	9 Listen as your child tells you about something he has read.	10 Take your child to the Public Library and get a free Library card.																																																																																				
11 Have your child help fix and serve lunch.	12 Have your child look at a cereal box. Circle the words that tell what is in the cereal.	13 Help your child measure how tall he is.	14 Praise your child for something he has done well in school.	15 Help your child write a sentence. Study spelling and reading words.	16 Make sure you know what your child is doing in school. Talk to his teacher often.	17 Give your child a job to do each day.																																																																																				
18 Listen to your child read aloud or read a story to him.	19 Use the calendar to help your child recognize his numbers 1-30.	20 Start making math cards to help your child in +, -, x, or =. Use index cards or small pieces of paper. Store in a box. Example: $2 - 2 = \underline{\quad}$.	21 Have your child write the alphabet. See if your child can put some of his word cards in ABC order.	22 Have your child write 5 sentences using words from his spelling or word cards.	23 Use your math cards to study the math facts.	24 Take your child to the grocery store. Help him add the cost of two or more things.																																																																																				
25 Have your child draw 4 carrots. Write a root word on the root and an ending on the top of the carrot.	26 Have your child open a book, read the page number, and tell what number comes before or after.	27 Give your child some coins. Talk about their values.	28 Take your child to the Public Library to get a new book.	29 Help your child make a list of the things he needs to do each morning. Hang this on the wall.	30 Help your child match coins with number value in cents. Example: Quarter = 25¢.	31 Have your child select 5 comic strips or books. Put the titles in ABC order.																																																																																				

1982

AUGUST

1982

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<p>1</p> <p>Let your child plan some summer fun things to do.</p>	<p>2</p> <p>Keep making word cards from reading list. Store in your child's reading box.</p>	<p>3</p> <p>Use math cards to study the main facts.</p>	<p>4</p> <p>Look in your reading box. Pick out words which start with capital letters.</p>	<p>5</p> <p>Study your spelling or reading words every Thursday night.</p>	<p>6</p> <p>Ask your child what his favorite TV show is. Help him locate it on the TV schedule and find out what day and time it comes on.</p>	<p>7</p> <p>Get your child to read the newspaper.</p>																																																																																								
<p>8</p> <p>Help your child add the high and low temperature for today. Use the radio, TV, or newspaper weather report.</p>	<p>9</p> <p>Look in your reading box. Find and read compound words. Example: playground.</p>	<p>10</p> <p>Have your child clip "cents-off" coupons from the newspaper. Count the savings.</p>	<p>11</p> <p>Read a story with your child.</p>	<p>12</p> <p>Study spelling and reading words.</p>	<p>13</p> <p>Count to 100 by 2's, 5's, 10's. Third—5 x graders write them.</p>	<p>14</p> <p>Visit the Public Library. Check out a book.</p>																																																																																								
<p>15</p> <p>Have your child talk about ways all family members may help keep the house clean.</p>	<p>16</p> <p>Read a book to your child at bedtime.</p>	<p>17</p> <p>Write down some addition and subtraction problems for your child to work.</p>	<p>18</p> <p>List 5 words that show action. Draw a picture of each one.</p>	<p>19</p> <p>Have your child add the number of stars on the American flag to the numbers of red and white stripes.</p>	<p>20</p> <p>Make a clock face from a paper plate. Count by 5's around the clock face.</p>	<p>21</p> <p>Let your child help you plan Sunday dinner.</p>																																																																																								
<p>22</p> <p>Pick some wild flowers.</p>	<p>23</p> <p>Take your child to the Public Library to get a new book.</p>	<p>24</p> <p>Have your child find words or cut out pictures that can fit into one of these two groups: Animals/People.</p>	<p>25</p> <p>Have your child write the days of the week in order.</p>	<p>26</p> <p>Help your child write a letter to a friend or relative. Address the envelope and mail the letter.</p>	<p>27</p> <p>Let child use his clock face to show the time of his favorite TV show.</p>	<p>28</p> <p>List 5 things that both you and your child are thankful for.</p>																																																																																								
<p>29</p> <p>Have your child name 5 things he has learned this year.</p>	<p>30</p> <p>Make a list of 3 to 5 simple directions for your child to follow.</p>	<p>31</p> <p>Listen to your child read a story aloud.</p>	<p>July 1982</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>September 1982</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td></td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td></td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td></td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18		19	20	21	22	23	24	25		26	27	28	29	30				<p>Memo:</p>
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"You Decide." How Hard Do You Try? How Long Should You Try? When Do You Know When to Quit?

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"Accept and Excel." Accept the Things You Can't Change.

"All Successful People Have It." The Importance of a Goal and a Plan... (Explaining the Importance of, Inspiring the Desire for, Showing How to Develop a Plan for Accomplishment.)

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SCHOOL -

THE PRINCIPAL

TEACHER

COMMUNITY EDUCATION COORDINATOR

COUNSELOR

PTA

SPECIAL PROGRAM PERSONNEL

- TITLE I

- SPECIAL EDUCATION

- ADULT BASIC EDUCATION TEACHER

CHURCH -

MINISTER

HUMAN SERVICE AGENCIES -

MENTAL HEALTH ASSOCIATION

PUBLIC HEALTH DEPARTMENT

PUBLIC LIBRARY

RECREATION DEPARTMENT

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ELEMENTARY EDUCATION DEPARTMENT

OTHER PARENTS

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