

Term 3 Parents' Lecture (Year 3)

Week 1: Expanding your Child's Vocabulary Bank

Receptive Vocabulary	Expressive Vocabulary
Words understood by the child when he/she hears or reads them.	Words used by the child when he/she speaks.

Importance of Vocabulary:

- ❖ Vocabulary is the basis for learning language.
- ❖ Strongly relates to reading comprehension, intelligence, and general ability.

Gauge of Child Development:

- ❖ Child will be able to string together sentences with three to four words.
- ❖ Child will be able to tell make-believe stories, say their full name, and engage in simple question-and-answer sessions.

What can parents do at home?

- ❖ Show many different types of flashcards to teach them vocabulary.
- ❖ Choose books that evoke emotions and incorporate dramatic storytelling.
- ❖ Read child's favourite books over and over again if child requests and encourage him/her to join in with words that he/she knows.
- ❖ Talk to child about daily life activities and encourage him/her to talk about his/her day.

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Week 2: Linguistic Development

Language, literacy and communication are crucial and important factors in child development. Language is a form of communication to express thoughts, ideas, feelings, emotions and information.

Parent-Child Communication:

- ❖ Avoid interrupting your child when he/she is speaking. Allow your child to complete his/her sentence.
- ❖ Always speak in full sentences and encourage your child to do the same.

Recitation:

- ❖ Accustom your child to be involved when you read stories to him/her. Allow your child to recite the passages that they are familiar with.
- ❖ Have your child recite nursery rhymes or poems. Most children enjoy hearing and participating in rhyming activities.

Speech Opportunities:

- ❖ Get the conversation started by asking your child questions, eg. "What did you do today?"
- ❖ Engage in role playing activities. This extends a child's language skills and supports speech development.

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Week 3: Learning a Second Language

Benefits:

- ❖ May learn to read sooner than monolingual children of the same age.
- ❖ Better concentration and analytical skills that are attained through the understanding of the different linguistic systems.
- ❖ The option to live abroad and learn other foreign languages easily later in life.
- ❖ Exposure to different cultures makes it easier to accept and understand other people.

The first few years of life are believed to be the vital period for a child to learn languages. This is where the foundations for attitudes, thinking, and learning are laid down.

Things to do at home:

- ❖ Input the language through play and songs.
- ❖ Learn language through fun activities, music and stories.
- ❖ Play songs in the background so that children are listening to them with their subconscious mind.
- ❖ Input words using flashcards.

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Week 4: Communication/Conversation

- ❖ Communication is about children **sharing their thoughts, feelings, ideas and experiences** with others with confidence and competence.
- ❖ Communication involves giving, receiving and making sense of information; and it is a **two-way activity**.
- ❖ Children can communicate in many different ways, including **facial expressions, gestures, body movement, sounds and language**. Their language is more than words, phrases and sentences. It includes dance, music, poetry, art, singing and stories.

Being a good communicator is vital to children's development. Therefore, it is important that parents encourage communication by listening to them, interpreting what they are saying, responding to them, and modelling good communication.

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Week 5: Mirroring Child's Language

Dr Carl Rogers' Person-Centered Technique

As important as it is to talk to our children, it is equally important to listen to what they have to say. Children who feel that they are heard feel loved. If you are constantly scolding your child, it is difficult to listen to his point of view. Additionally, when a child is constantly being scolded, he will close up his heart.

Main Aim:

Putting yourself in the shoes of your child to understand how he feels when communicating with him.

- Be reflective, acting as a mirror of your child's feelings and thoughts.
- Allow your child to gain a clearer understanding of his own inner thought, perceptions and emotions by "echoing".

Negative Example

Child: *Mummy, I did something bad today.*

Mother: *What! What did you do? Why are you such a bad girl?*

In this example, the mother **shuts the door to communication**, leaving the child in a worse situation and making him feel like running away and **not continue with the communication**.

Positive Example

Child: *Mummy, I did something bad today.*

Mother: *Lisa, you mentioned you did something bad today. Can you share with mummy what you did?*

Child: *I hit my friend.*

Mother: *Lisa, you said you hit your friend. Can you tell Mummy why you hit your friend?*

Child: *Because I don't like him.*

Mummy: *Lisa, you said you don't like your friend. Can you tell Mummy why?*

With this "echoing" approach, it **facilitates questioning and communication through empathetic understanding**, helping them to grow psychologically, become more self-aware and change their behaviour willingly.

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Week 6: Social Development

Infants and toddlers learn through experience.

- ❖ Provide young children with opportunities to work on their problem solving skills and offer gentle guidance and encouragement when they are struggling.
- ❖ Avoid jumping in too soon to solve the problem as this does not allow children to discover the various skills needed as they grow.

At the age of 3,

Ask your child to imagine how their behaviour might affect others.

- ❖ "Ashley, look at Jane's face now. How do you think she is feeling?"

Don't force a child to share, instead consider asking questions such as:

- ❖ "When do you want to share?"
- ❖ "When can Jane have a turn?"
- ❖ "How will Jane know when you are done?"

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Week 7: Emotional Development

- ❖ At birth, infants look to their caregivers to soothe strong emotions and attend to their needs.
- ❖ As babies grow, they begin to learn the complex process of regulating their own emotions.
- ❖ Involves recognising one's own feelings and those of others, and developing **effective ways of managing them**.
- ❖ The first emotions that can be recognised in babies include **joy, anger, sadness and fear**. Later more complex emotions like **shyness, surprise, elation, embarrassment, shame, guilt, pride and empathy** emerge.

Use a storytelling method.	Lead by example.	Identify and name their feelings.
<p>Create a story that explains the link between their emotions and any thoughts and behaviour. Ask them what happened, what they thought, what they felt (including feelings in their body) and what they did or thought next.</p>	<p>Children learn a lot from others and are very quick to pick up and mimic behaviours, either good or bad, that they have seen exhibited by others. Be a good role model.</p>	<p>Teach your children to name their feelings and their causes. When they can do that, you can help them understand that they have a choice on how they cope with difficult emotions.</p>