

## Memory

August 2021

Some children have challenges with memory skills. Since they may have difficulty holding on to information, they may not recall all the steps to perform a task. Your child relies on both incoming and stored information in their working memory to do an activity. If their memory is still developing, it may be challenging to follow multi-step directions. Here are a few ways to improve your child's working memory:



- **Use multiple senses:** Seeing, hearing, and touching while completing a task help mark the steps in a child's memory.
- **Breaking down:** Giving short directions/smaller steps makes it easier for a child to remember how to complete tasks.
- **Establish routines:** When there is a schedule/pattern to a child's day, it enhances their memory because they know what will happen next. It's the same process when you reading a book over and over again.

Look at the picture and say its name.  
Listen for the beginning letter sound and  
write it on the line.



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### What Are Our Parents Saying About Us?

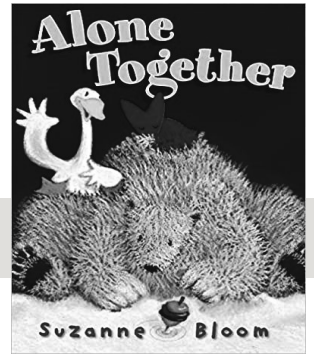
Ferst Readers of Muscogee County thanks the nearly 200 parents who completed our recent survey. An overwhelming percentage of them told us they were reading more with their children since they started receiving Ferst books, and their children wanted to read more or were focusing more on reading since receiving the books. Over 99 percent told us that receiving Ferst books has had a positive impact on their children.

Please see the back page of this newsletter for a few quotes from our parents.



## Alone Together

Author/Illustrator: Suzanne Bloom  
Boyds Mills Press/Our Rainbow Press



**R Repeat the Book:** Multiple readings boost vocabulary learning.

**First Read (events):** Look at the cover, read the title and say, “*Look at these three friends. I wonder if they will play together or by themselves. Let’s read and find out!*” Name the three animals on the front cover as you point to them. Bear is playing with a toy called a top. Has your child ever seen one? If not, talk with your child about what a toy top does. (There are several videos online to show how a top spins.) Ask the first read question in the “Ask Questions” section.

**Second Read (emotions):** Look at the cover, read the title and say, “*Do you remember this story about three friends? I wonder which of these three friends wants to be alone. Let’s read and find out.*” Discuss why Bear likes to be alone. How do you think Goosey feels when he is left alone? Ask the second read question.

**Third Read (retell):** Hand the book to your child and say, “*It is your turn to tell me the story of Bear, Fox, and Goosey.*” Discuss what Bear does when Fox keeps talking. Ask the third read question.

### Vocabulary

*As you describe the scenes in the book consider using more complex vocabulary such as:*

**alone** - being by oneself

**feelings** - having different emotions (happy, lonely)

**occasionally** - from time to time

**quiet** - no sound, peaceful

**friends** - people/animals we can trust, play and enjoy their company

**E Engage and Enjoy:** Using these activities keeps your child’s interest in the story.

Fox tells Bear that quiet leaves room for other activities. Have your child imitate all the things Fox does in the story: humming, twirling, whooshing, and sleeping. What other activities can you do when it is quiet? You and your child act out the activities you think of to do when it is quiet.

**A Ask Questions:** After talking about the book, ask questions to promote deeper thinking.

After first read, ask, “*What does Bear do when he is alone?*”

After second read, ask, “*Why did Bear want to be alone?*”

After third read, ask, “*How did Bear react to Goosey being lonely?*”

**D Do More:** Use other activities to help your child connect vocabulary to their world outside of the story.

On the next page, there are some additional activities which you can do with your child.

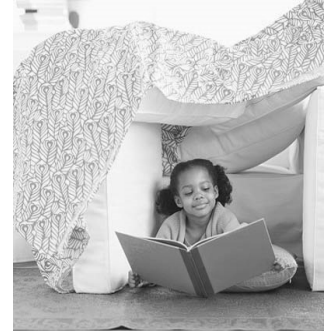
# Things to Do

## Learn to play alone



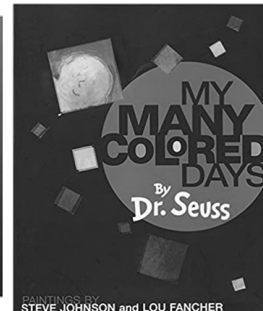
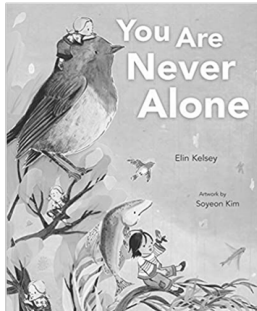
It is important for children to learn how to entertain themselves.

Below are some activities to help to your child to enjoy time alone.



- Three Marker Challenge — Give your child three different colored markers and have him create a picture using just three colors (on plain paper or a coloring book page will do).
- Pillow/Blanket Fort — With pillows and blankets, have your child make a fort. Using a dining room table, bathtub, or chairs will help.
- Puzzle Time — Gather up some puzzles, find a flat area, and see if your child can put together the puzzles without any assistance.
- Tiny Town — With painter's tape, allow your child to make roads on the floor. He can create a city with Legos or blocks. Then he can play with his cars and trucks around the town.

## Check out these other books about being alone:



Ferst Readers has adopted and adapted the READ guide format courtesy of:



Scan here for  
ferstreaders.org

Rollins Center  
for Language & Literacy  
A Program of the Atlanta Speech School

Read Right  
From the Start

*Read with your child every day.*

## From Our Parents ...

“... it has been so fun to see our son get excited about books and reading. He also has become a great storyteller, and I am sure it is because of all the books he has been exposed to. We’ve also really appreciated the diversity of the books and loved being able to introduce different ideas/cultures through the books!

“Reading to my daughter has always been part of our nightly routine. The Ferst books give her something new and exciting to look forward to each month. I appreciate the coaching sheet that comes with the book to help me know how to engage her best while reading the story.”

“He gets excited when the books arrive and wants to read them (at least once) right away. His favorite book is kept in our car, so he always has it.”



United Way's Emerging Leaders group hosted Ferst Readers at Uptown's Market Days on May 22. Ferst volunteers registered more than 60 children at the event!

Above: Warren Steele (center) and Alice McClellan (far right) of Ferst Readers, with Emerging Leaders volunteers.



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