**Parent In-Kind Log 2021**

 Learning happens across all environments! This year, your children are spending more time at home and the things you are doing there help strengthen the skills and knowledge that we are exploring in school. When you do this, you are not only helping your child grow, but you’re helping our program stay funded because your time building connections between home and school counts as In-kind!

Use the chart attached to this sheet to keep track of the time you spend practicing important skills and exploring new concepts. Just put a short description of what you did, and how long you did it in each box. Then, sign the bottom and return it to school each week so we can add it all up and count your in-kind! We will keep a full supply of new checklists at each door so you can always grab a new one!

On the back of this sheet is a cheat-sheet of some of the things you could write down, and what concepts you’re practicing. *Note: This list does not include EVERYTHING you could be doing, so if your activity isn’t on here, record it anyway!*

Here is an example of how to fill out the table:

Week of: \_\_\_\_\_3/1/21 -3/7/21\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mon | Tues  | Wed | Thurs | Fri | Sat | Sun |
| Brush teethTime: 5 min | Brush teethTime: 5 min | Brush teethTime: 5 min | Brush teethTime: 5 min | Brush teethTime: 5 min | Brush teethTime: 5 min | Brush teethTime: 5 min |
| Made Breakfast Time: 10 min | Drew a picture of our dogTime: 15 min | Made breakfastTime: 15 min | Made breakfastTime: 5 min  | Had family dinnerTime: 45 min  | Made breakfastTime: 10 min | Made breakfastTime: 30 min |
| Sorted clothesTime: 10 min | Built a lego castleTime: 15 min | Time: | Brushed own hairTime: 5 min | Time:  | Made lunchTime: 30 min | Called Grandma to tell her about a chipmunk we sawTime: 5 min |
| Time:  | Time: | Time:  | Cleaned up all of the legosTime: 5 min  | Time:  | Went for a hike, explored nature Time: 2 hours | Did the groceries, with a listTime: 1 hour |

Parent/guardian Name: \_\_\_Hugo Boss\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_Hugo Boss\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_3/1/21\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Activity** | **What are you learning?** |
| Brushing teeth, washing hands and face, brushing hair, getting dressed, potty training | Developing personal hygiene and self-care skills allows kids to develop independence and coordination in tasks they will use all their lives.  |
| Eating a meal together | Understanding and practicing making healthy food choices, self-care skills, coordination with eating utensils, manners and social skills, conversational skills, and new vocabulary |
| Cooking something | Math skills (measuring, counting, timing), observing scientific reactions (changing liquids to solids, mixing ingredients, temperature changes, etc.), Literacy (reading labels and recipes) |
| Cleaning up after an activity/ cleaning your room | Sorting by various characteristics, self-help skills, contributing to a group (the family), “cognitive self-regulation” (impulse control, remembering information, problem solving, etc.) |
| Having a conversation with an adult/telling or hearing a story | Having conversations and telling stories lets kids hear new words, practice talking with others, hear speech, and develop a foundation for reading skills. Telling stories helps kids understand the structure of a story, even before they can read and write.  |
| Drawing, writing, painting | Writing begins with the understanding that marks on paper (words) mean something. Anytime a child can create on paper, they are practicing skills that will develop into writing and reading!  |
| Doing a puzzle | Problem solving/critical thinking, categorizing, and noticing similarities and differences (mathematical reasoning), exploring how different shapes fit together (geometry) |
| Playing with slime, playdoh, gak, etc. | Using senses to make observations (science), predicting, and experimenting with a new material (scientific reasoning, problem solving), using abstract materials to represent real things, fine motor strength and coordination |
| Building with anything | Using abstract materials to represent real things, problem solving/critical thinking, geometry concepts of shape and space, comparing items (more math), predicting, and experimenting (scientific reasoning) |
| Going outside to do anything while in nature | Developing an understanding of nature and the natural world is the foundation for understanding biology, and many other scientific concepts. Nature provides opportunity to explore, experiment, and talk about lots of new things!  |
| Going for a walk, playing at the park, hiking, bike riding | Building gross motor (big muscle) strength, coordination, and control. |
| Playing pretend anything/anywhere | Pretend play can encompass all areas of learning! It is how young children work through many idea, concepts and situations in a way that is safe and manageable to them. You can also easily build in academic concepts by writing, drawing, counting, sorting, etc. |
| Dancing and/or singing | Music is artistic, mathematical, and often includes language skills! Kids can explore their body’s capabilities through dance, express emotions, and thoughts, recognize patterns through temp and rhyme (with will create a foundation for math and reading skills). They also get to be creative, increasing their ability to think outside the box!  |

**Weekly Parent In-Kind Log**

Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mon | Tues  | Wed | Thurs | Fri | Sat | Sun |
| Time:  | Time:  | Time:  | Time:  | Time: | Time:  | Time:  |
| Time:  | Time:  | Time:  | Time:  | Time:  | Time:  | Time:  |
| Time:  | Time:  | Time: | Time:  | Time:  | Time:  | Time:  |
| Time:  | Time: | Time:  | Time:  | Time:  | Time:  | Time: |

Parent/guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*For Office Use Only*

|  |  |  |
| --- | --- | --- |
| **Total Time** | **In-Kind Total** | **Staff Initial** |
|  |  |  |