

About the Developmental Studies Center

Our Mission

Developmental Studies Center (DSC) is a nonprofit organization dedicated to children's academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

DSC's Programs Develop Skills and Community

Programs for use in classrooms

Caring School Community™ • Grades K–6

The Caring School Community (CSC) program is a nationally recognized, research-based program that builds community—in the classroom, across grades, schoolwide, and with families.

Making Meaning® • Grades K–8

The Making Meaning program is a reading comprehension curriculum that teaches comprehension strategies through read-alouds, collaborative structures, and reflective partner work.

SIPPS® (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) • Grades K–12

The SIPPS program teaches decoding systematically. It is designed specifically for intervention and covers single-syllable decoding, short vowels, simple consonants, complex vowels, consonant digraphs, polysyllabic strategies, and high-frequency sight words.

Being a Writer™ • Grades K–5

The Being a Writer program is a yearlong writing curriculum—the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. (Available August 2007)

Programs for out-of-school time

AfterSchool KidzLit® • Grades K–8

The AfterSchool KidzLit program is a literacy enrichment program consisting of terrific read-aloud books, and discussions and activities that help kids make connections between the stories, their own lives, and the world.

AfterSchool KidzMath™ • Grades K–6

The AfterSchool KidzMath program provides academic enrichment using cooperative math games and literature-based activities. Kids deepen their understanding and practice important math skills—and have fun.

Science Explorer • Grades K–6

Science Explorer is an inquiry-based, interactive program of experiments using ordinary materials that inspire students to explore scientific principles.

Math Explorer • Grades 6–8

Math Explorer invites children to fly planes, launch rockets, learn card tricks, and make cool stuff to take home—all while practicing the important math skills middle-school students need extra help with.

For more information, please visit www.devstu.org or contact us by phone at 800.666.7270.



**DEVELOPMENTAL
STUDIES CENTER™**

Nonprofit. Research Based. Mission Driven. Since 1980.

Old Enough

Before Sending Home the Activity

Lead a class discussion about what school and classroom responsibilities and privileges are new this year. Invite students to talk about why these responsibilities and privileges increase as students go into higher grades. Invite students to recall their earlier years in school and some of the privileges they were looking forward to. Which are they now old enough or responsible enough to have? Are there any they still look forward to?

Explain the Homeside Activity and tell students an “old enough” story from your childhood.

Follow-Up

Invite volunteers to tell the class about the “old enough” story they illustrated. Help students identify the responsibility that accompanies the privilege in their story.



Old Enough

Dear Family Member or Family Friend,

In school each year, as students get older, they assume more responsibility for their behavior and are given more choices and privileges. In class we have talked about some of the new choices and responsibilities that students have this year.

For this activity, please use the Conversation Starters to talk about being “old enough” for new responsibilities. Have your child describe our classroom conversation. Then discuss how you both decide at home when your child is old enough for new responsibilities or to make certain choices for himself or herself. Ask your child to describe something he or she is glad to be “old enough” to do, and then tell your child about a time you had to convince a parent or other adult that you were “old enough” to do something that was important to you. After your conversation, have your child draw a picture about one of the “old enough” stories either of you told.

Thanks for your time, and have fun!

Conversation Starters

Here are some questions you might ask your child to get your conversation started. You can also make up different questions. You don't need to write down answers—I want children to practice their *talking* skills!

- 1 What are some new responsibilities you have this year in school? Which ones do you like? Are there any you don't like?
- 2 What does it mean to you if someone says, “You're not old enough to do that”? What does it mean if someone says, “I guess you are old enough to do that”?
- 3 How would you say we decide what “old enough” means in this family?
- 4 What is something you are pleased to be “old enough” to do?
- 5 Now tell your child the story of a time in your childhood when you convinced someone that you were “old enough” to do something that was important to you. On the back of this page, have your child draw a picture of one of the “old enough” stories either of you talked about.

HOMESIDE ACTIVITY



In the space below, have your child draw a picture about one of the “old enough” stories either of you told. Encourage your child to write a caption for the picture.

Comments

After you have completed this activity, each of you please sign your name and the date below. If you have any comments, please write them in the space provided.

Signatures

Date

Please have your child return this activity to school. Thank you.

OLD ENOUGH



Lo suficientemente grande

Estimados padres, familiares o amigos:

Cada año, al paso que los alumnos crecen y maduran, asumen más responsabilidad por su comportamiento en la escuela. Por consecuencia, se les da más oportunidades de tomar decisiones y más privilegios. En la clase, hemos conversado sobre algunas de las nuevas oportunidades y responsabilidades que tienen los alumnos este año.

Para esta actividad, haga el favor de utilizar las preguntas a continuación para conversar sobre el tema de ser “lo suficientemente grande” para asumir nuevas responsabilidades. Pídale a su hija o a su hijo que le cuente de la conversación que tuvimos en la clase. Luego conversen de cómo es que deciden en casa si su hijo o su hija ya puede asumir nuevas responsabilidades o para tomar ciertas decisiones por cuenta propia. Pídale a su hija o a su hijo que le hable de algo que se alegra de poder hacer, ya que es “lo suficientemente grande” para ello. Luego cuénteles de alguna vez en que Ud. tuvo que convencer a uno de sus padres o a otra persona mayor de que Ud. era “lo suficientemente grande” como para hacer algo que tenía mucha importancia para Ud. Después que hayan conversado, pídale a su hija o a su hijo que haga un dibujo de alguno de los relatos que han compartido.

Gracias por su atención y ¡que se diviertan!

Para iniciar el diálogo

Puede utilizar estas preguntas para iniciar el diálogo con su hijo o con su hija. También puede inventar otras. No es necesario escribir las respuestas; aquí lo que buscamos es que los niños desarrollen su capacidad de dialogar.

- 1** ¿Cuáles son algunas de las responsabilidades nuevas que tienes este año en la escuela? ¿Cuáles te gustan? ¿Hay algunas que no te gustan?
- 2** ¿Qué significado tiene para ti cuando alguien te dice que “no eres lo suficientemente grande como para hacer eso”? ¿Qué te significa el que alguien diga “Me parece que eres lo suficientemente grande como para hacer eso”?
- 3** ¿Cómo dirías que decidimos lo que significa en esta familia el ser “lo suficientemente grande”?
- 4** Cuéntame de algo que te alegras de poder hacer, ya que eres “lo suficientemente grande” para aquello.
- 5** Ahora cuénteles Ud. a su hija o a su hijo un relato de alguna instancia en su niñez en la que Ud. le convenció a alguien más que Ud. era “lo suficientemente grande” como para hacer algo que le significaba mucho a Ud.

Pídale a su hija o a su hijo que haga un dibujo en el revés de esta hoja sobre uno de los relatos que han compartido en su conversación.

ACTIVIDAD FAMILIAR



Pídale a su hija o a su hijo que haga un dibujo en este espacio sobre uno de los relatos que han compartido en la conversación. Si gusta, puede ayudarle a escribir algo sobre su dibujo.

Comentarios

Después que hayan completado esta actividad, haga el favor cada uno de firmar y de escribir la fecha en el lugar indicado. Si Ud. quisiera hacer cualquier comentario, por favor escríbalo aquí.

Firmas

Fecha

Favor de enviar esta actividad de vuelta a la escuela con su hijo o con su hija. Muchísimas gracias.

LO SUFICIENTEMENTE GRANDE