Marine Dr(1)

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Hi. Hi. How are you? Thank you.

Thank you. Hi. Hi.

Yeah, we'll start with the foreign progress with the three curriculum. Okay. The other areas.

Okay, good. Okay, thank you. So, I'm actually doing the four different areas, and he just has three.

So, he's practical life. We're basically doing a lot of spooning, pouring, and opening and closing exercise. For example, opening and closing boxes, or using a scissor to cut the line, or using the markers, tracing the line on the book, practice books, or coloring, and then also using different tools to transfer different objects, like a tweezer, like chopsticks.

And also, he's been introduced how to take care of himself. Doing the routine-wise, we are taking care of ourselves, doing like how to dress yourself, put your shoes on, and how to do hygiene things. So, this is all concrete in the practical life.

And the sensorial part, he's been exploring about different cylinder blocks, which is to have blocks with different sockets. And he can do four of different ones. So, each one will have different size, length, and depth, and also from the shortest to the tallest.

And he really enjoys for the color tablets, which is matching the color and knows the color's name, and go find an object to match with the color tablets. And he communicates very verbally. So, when we do the exercise, sometimes we will give a comment, and then he will follow and then make the meaning of what I need to do it.

So, I think the language part, his communication is no problem. And beside that, we do a lot of sound games. So, during the sound game, we can introduce a letter sound and connect with different objects, different animals.

And also, we're showing different books in the circle time, and we'll talk about things in the circle time. And they can express what their question is, and then we can answer. So, his expression himself needs no problem.

So, and the other things, we do a lot of cultural and science. So, he's really enjoying discovering different kinds of weather change, color change, also different animals, life cycle, and also including different hibernation of different animals during the winter. So, those are the kinds of things he learns.

A lot of new activities for him he's very interested in. And also, he repeats the exercise when

teachers show him. So, he can repeat and get his focus.

So, he increases his concentration level. So, yeah, so far, we're happy for his progress. And in the future, we'd like to have him to trace in sandpaper letters, which is a kind of recognition of the letters.

And so, he can help him to later on recognize how to use the matching with the sound and get the construction of the letters. For example, like a cat will say, oh, cat. So, he can use that for the writing.

Gotcha. Okay, yeah. So, that's it for now.

And Ms. Mihishi and Ms. Xinyi will update the social, okay? Thank you. Bye. So, Dasik, he's adapting slowly to our Montessori environment.

He's becoming more comfortable at school now. He understands more and speaks more English. He can tell us if he needs something, like in short sentences.

And he's learning here to follow the school's ground rules, which is like we walk inside, we use inside voice, and we sit and eat nicely, then clean up the table and the floor if we make a big mess. So, clean up and put his stuff away. So, he's learning everything right now.

And he's having a little bit hard time following directions. And the teacher says, it's time to clean up. He doesn't want to clean up.

So, we are working on that. And if we make a big mess, then he needs to clean up. So, we're teaching him how to do it.

We are showing him how to do it. And he tries, but he denies when we ask. He doesn't want to do it.

So, he's learning how to line up. He always wants to go to the middle of the line or be the first one. And we're like, no, no, every time.

All the time, if there's a line up, you go to the end of the line and you wait. So, he's learning to wait and take turns when they're playing. He's actually improving.

Sometimes he comes, he wants some toys. Before, he started grabbing things. Right now, he starts.

If the friends are not sharing, he always comes to us. And I warned that he didn't give it to me or something. So, he can tell us.

And there are times because he cannot explain. Something happens when incidents happen. So, he thinks he really needs something.

So, conflicts happen. So, he goes physical. So, we are talking about that.

So, he needs to use words. We don't use hands on friends. So, we give him the words.

Okay, I want this one. I want to do that and this. And if someone is bothering you, you ask him to stop.

So, the lunch is he's learning to sit and eat well, not spilling on the table. Sometimes he doesn't like the seeds. He just likes to throw the seeds on the floor or the peel on the floor.

So, he's learning how to put them nicely on the table. And later, we can put in the garbage. So, he's learning a lot here.

Yes. Yeah. And we always talk about his, you know, we understand he's a picky eater.

So, it's best to send him different lunches. Sometimes two or three different food for lunch. He can try.

So, thank you so much for avoiding sweets. And he had a big cake and we tried not to give it to him yesterday. So, we try to give him all the food that's not sweet.

I do have a few questions. Because, you know, we've been participating in some sports activities. And, you know, like after class, he had for the swimming lessons.

And for, you know, and then he had also like soccer during the weekend. So, basically what I recognize is that currently, you know, like when he participates like the swimming lessons. Basically, it's like one instructor, one coach.

And then, you know, he kind of like teach like two kids. So, he was like quite okay. He was like quite focused on doing that thing, you know, for the whole time.

You know, like half an hour or like 15 minutes. He's completely fine with it. But then when he was going with the, you know, like the group lessons.

Like with more kids. And usually he was just running away. He was staying in front of the group.

So, that's a problem. Because when I watch him for the soccer, you know, like the soccer lessons. And then he was always staying on the other side away from the coach.

So, that's, you know, he was doing the same thing. Same like in school when you guys doing the like activities. Yeah, it's very normal for his age.

One-on-one, of course, is the best, right? Because they are needed. There's a kind of one-on-one attention. But coming to a bigger group, we also like him to join a community, right? So, he had to learn in both ways.

Of course, much easier to one-on-one. But on the other hand, maybe he's still young for the huge, big group. Especially in soccer.

If you do like a small area, he's probably more controllable. But it's a bigger area. He kind of like feel he's so small, he can't lose.

That was very normal. When you guys do like a circle time, he was like the same, you know, like… No, actually circle time, he likes to participate. Okay, okay.

Yeah, because here, it's still like in the group, in the classroom. So, it's not like, you know, like a field. It's still contained.

I think he's learning a lot now. We can see that he's able to choose where and work at the table area. He won't run around.

No, no, no. Not like beginning. Beginning, you think maybe more play-based.

But now he knows, after all these months, he already learned what he needs to do in the classroom. But yeah, we like to share. So, I think soccer game is different.

Yeah, it's a little bit too early for him. It's fun for him though. He needs that energy.

He's very independent and curious. And I think he's learning fast. When he plays outside, he enjoys playing in the sandbox.

And he started to play with other boys recently. And we have a tire, and he likes going inside and play with other friends. Yeah, we see a lot.

And sometimes he's also working on developing independence daily routine at school. So, he's using the toilet himself. He can do it himself now.

Changing his shoes and putting on his jacket before outdoor play. We just give him more space, and we let him do it himself. And then he's learning and practicing that.

Okay. And so he can learn how to take care of himself. Yeah, because basically for Dasik, I actually brought him to the ski field when he was like one year and nine months.

So, he was really active in sports. And for swimming, he was really good as well. I mean, comparing with his age, he's only three.

And then he can actually go into the water and pick up something out of the water, which is really like a diving person. Yeah, that's what he can do with the sports. And I do have one more question.

Because we've been staying like half a year. Not like half a year, but like half of his lifetime, you

know, like in China and half of his lifetime in New York. And I'm just wondering, does he initiate conversation in English with teachers and other children? Yeah, he does.

Because I was just wondering, because he was speaking like Mandarin, he was speaking Chinese. He talks Mandarin at the beginning, but now he's also using English. So he speaks a lot of English now.

Yes. What else? Does he have like any close friends at school right now? Like specific friends? Yeah, Remy. They sometimes have a conflict because they have a similar personality.

He also wants to play together. Yeah, boys mostly. Sometimes Fiona wants to play together.

Yeah, Fiona follows him. Oh, Tyson, he really likes Darcy. I'm pretty sure.

Because he was, every day, like not like every day, but just like before he went to sleep every day, he was just like, you know, something like, my friends built a sandcastle and then Tyson was like step on it. I was like, really? Yeah. Does he speak Mandarin with you at home? No, most of the time he speaks English.

So yeah, yeah, most of the time he speaks English. But then, yeah, there are some specific things. Like if he wants to use a cell phone, so we're like, can I use your cell phone? And then for the rest of the communication, you know, most of the time he speaks English.

Yeah. It's fluent, very fluent in English. And you can communicate his needs, right? Yeah, yeah, he can.

For Chinese, he can understand completely pretty well. But then it really depends on the environment right now. Because when we were in China, like the place, you know, like the, you know, the day cares, you know, he always like speaking Chinese in Mandarin.

Oh, yes. But then when he was here, like in New York, he was like speak English as well. I'm just wondering, because, you know, changing the environment, whether he can adapt to it.

So I just, I'm just kind of like curious if he's okay, you know. Yeah, he's good. Yeah.

I think, yeah, he's quite verbal. Yeah, he's verbal. And he adapted to the environment very quick.

Yes, very quick. Yeah. First week, he just walked right in.

He doesn't really have any hesitation. So I don't think the communication would be the problem. The thing is, right now, he learned more different, like environment have different rules.

So it's just like how to self-regulation himself with the group situation. How to work well in a small, like a group. What is the rule they're going to play? And then how to respect others and respect our environment.

Those are the things. It's a lot of things he has to learn and he has to adapt, right? So I think that school is great for him. And then he will be also every time going to school with no problem.

But I would say that school and home should be coordinated. If he's doing something at school, he should be doing something at home too. Okay.

So that's what I'm just wondering. Like for the, you know, what would be the main areas? Do you think like Daxi could be well gone for the next few months? And what can I support him from home? Okay. There's a couple of things.

First of all, we need to ask him if he's curious. Because in a classroom, if we interrupt others, we need to hands on the shoulder. And say, wait until teacher answer him.

This is what we call the grace and courtesy. And also grace and courtesy to help out, you know, how to tuck the chair, clean up yourself. And also no litter.

You take out something on the floor, you have to pick it up and cleaning. So this time on a daily basis. So he can working on it.

And second thing is how to coordinate himself to focus on the work teacher showing him. And then more focus. So in a sense, I know sometimes he have his own idea.

But when we represent, we give a suggestion. Maybe slowly he can have a change in mind or try it. Okay.

Yeah. So that way he can get more explore in different ways, right? Getting knowledge. Yeah.

I think also before he moves on to his next chapter, we hope that he can build more solid about his self-help skill. Like toileting. Yeah.

And sometimes he's still hiding, right? He still have that kind of milestone to overcome. Yeah. Because being able to use the washroom independently is a very significant milestone for children.

So sometimes it worries us that because our children who have attachment issue might take longer to reach that milestone. Yeah. So for him, because he's been changing from places to places, right? In such young, you see, during his lifetime.

He's only three years old, okay? He's already like, oh. Yeah. So we feel there's a kind of attachment issue that's linked to his shyness or his not being able to do the toilet by himself.

Okay. There's a strong connection between that. So we hope that he can build the inner, the deep sense of security.

Okay. So that he can overcome the milestone. Okay.

Yeah. Otherwise very hard to, because we try, he's so capable. Like he can do swimming, he can do skiing, he can do so much sports.

But yet the basic, the basic self-help skill is not there yet. Or it's not consistent. Okay.

So then, because we know that pee no problem, but poo sometimes he still hide. Yeah, yeah. And it's not that, it's not that he cannot do it.

Yeah. It's there's something, something inside, we know, the attachment issue. Yeah.

So maybe just keep assuring him. Okay. We always, when we show him something and then give him extra attention, he is so happy.

Okay. Yeah. To receive adult attention and care.

Yeah. He really, really needs that. Gotcha.

We have a strong feeling about that. Okay, gotcha. Yeah.

Okay. So he need to build that foundation, emotional, emotional security. Okay.

Yeah. Before he can keep moving on, right? Otherwise, there's always something will hold him back. Okay.

Like I cannot request back and forth, back and forth. Okay. Yeah.

Gotcha. Yeah. He can do it.

Yeah, he can do it. Okay. Yeah.

Okay. We really care about that. Okay.

He's very cute and very sweet. Yeah. He's very smart too.

Yeah. Very smart too. Anything, let us know if you have any question, any concern, we're always here to help.

Yeah. Okay. Please let us know.

Thank you. Bye. Bye.

Bye. That's it.

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