

# Ready to Succeed

An Early Literacy and School Readiness Newsletter for Professionals

## Partnering With Each Other: the Map to Collaboration

July / August  
2007

Volume 6, Issue 4

Partnering is a term that often enters our work with children. Each day we partner in many ways: with parents, children, co-workers, communities, and even ourselves. Consider the words associated with *partnership* and *collaboration*: teamwork, group effort, alliance, relationships, cooperation. These are powerful and inspiring words in early

education, and for that matter, in life. What does it take to

map out positive collaborations? Is partnering really that important?

As early educators, many of us are mid-year in our work; a good time for self reflection in our program, our experiences, and our goals. When we take time out of our busy

days to look at our actions, our relationships, our achievements, and our challenges, we begin to gather important information to support our work; we begin to make intentional efforts and plans. It is these intentional efforts and plans that help us map out successful collaborations and partnerships.

Using the list below as a

guide, write down your ideas about the

collaborations occurring (or not occurring) in your work as an early educator.

### CHILDREN:

- **Plan environments that naturally promote partnering -** Provide space to be

comfortable together, materials encouraging more than one person to use (such as blocks), experiences uniting the group (story time, group projects), display children's work, and model to children positive interactions with adults, such as parents and co-workers communicating with and helping each other.

- **Ask open-ended questions -** Quick thinking and well-thought-out questions bring to the forefront cooperation and partnering: "How will you and Patty make your fort?" "What did you want to tell Peter?"
- **Make deliberate attempts at partnering**



### Inside this issue:

Fruity Counting Skewers	2
Erupting Summer Fun	2
Singing About Summer and School	3
Through the Forest Game	3
Partnering with Each Other	4
<i>continued</i>	
Books to Read with Children	5
Changes Ahead for Ready to Succeed	6



*Ready to Succeed* aims to assist everyone involved with the development of young children to value and embrace their role in fostering early literacy and school readiness.

# Fruity Counting Skewers

Children benefit from experiences with numbers and counting in a variety of ways. This yummy snack recipe allows the children to practice their counting and cooking skills! It also helps them to begin making the connection that numbers represent a group of objects.

## WHAT YOU NEED:

Decide which fruits you want to use for this recipe. The following will work well ~ grapes, bananas (cut in 1 inch slices), strawberries

## YOU WILL ALSO NEED:

- cantaloupe or honeydew melon
- melon ball scoop
- knife
- wooden skewers

- number cookie cutters
- small bowls
- paper plates

## WHAT YOU DO:

1. Wash your hands and prepare your work area.
2. Cut the melon into slices that work well with the thickness of your number cookie cutters.
3. Lay the slices on their sides and cut out the numbers 1-10. Set aside.
4. Use the melon ball scoop to make balls out of the rest of the melon. Set aside in a bowl.
5. Place the rest of the fruits you chose to use in bowls.
6. Place a melon number on the end of each skewer.

7. Give each child one skewer and have them place the number of fruit pieces corresponding to the number on the skewer. Allow them to choose whichever fruits they would like, or talk about patterns by using a variety.
8. Smaller children may need more assistance with this task.
9. Encourage the children to count out loud as they put the fruit on the skewer.
10. Enjoy your fruity counting skewers with some low-fat plain or vanilla yogurt ~ dip or eat it in a bowl.



# Erupting Summer Fun

Do you have any budding chemists or scientists in your program? Read one of the following books about volcanoes with your group and then try out this simple recipe for making your own erupting volcano: *Volcanoes* by Seymour Simon or *The Best Book of Volcanoes* by Simon Adams

## WHAT YOU NEED:

- large mixing bowl
- large spoon
- 6 cups flour
- 2 cups salt
- 4 tablespoons cooking oil
- 2 cups of warm water
- plastic soda bottle
- large baking pan
- dishwashing detergent
- red and yellow food coloring
- vinegar
- 2 tablespoons of baking soda

## WHAT YOU DO:

1. First make the 'cone' of the baking soda volcano. Mix flour, salt, cooking oil, and warm water together in the bowl. The mixture should be smooth and firm.
2. Stand the soda bottle in the baking pan and mold the dough around it into a volcano shape. Don't cover the hole or drop dough into it!
3. Fill the bottle most of the way full with warm water and a bit of red food coloring (can be done before sculpting if you don't take so long that the water gets cold).
4. Add 6 drops of dishwashing detergent to the bottle contents.
5. Add baking soda to the liquid.
6. Slowly pour vinegar into the

bottle. Watch out ~ eruption time!

## HOW IT WORKS:

- The cool red lava is the result of a chemical reaction between the baking soda and vinegar.
- In this reaction, carbon dioxide gas is produced, which is also present in real volcanoes.
- As the carbon dioxide gas is produced, pressure builds up inside the plastic bottle, until the gas bubbles (thanks to the detergent) out of the 'volcano.'
- Adding a bit of yellow food coloring will make red-orange lava!



# Singing About Summer and School

*Singing with children fosters key connections in the brain that will later be used for math and problem-solving.*



## The Twelve Days of Summer

Sung to: *Twelve Days of Christmas*  
By: Paula R. Westernen

On the first day of summer, my true love gave to me  
A robin in an oak tree.  
On the second day of summer...  
2 gardens growing  
On the third day of summer...  
3 flowers blooming  
On the fourth day of summer...  
4 beach balls bouncing  
On the fifth day of summer...  
5 swimming pools  
On the sixth day of summer...  
6 swimmers swimming  
On the seventh day of summer...  
7 picnic baskets  
On the eighth day of summer...  
8 ants a-marching

On the ninth day of summer...  
9 hikers hiking  
On the tenth day of summer...  
10 marshmallows roasting  
On the eleventh day of summer...  
11 families camping  
On the twelfth day of summer...  
12 children laughing

## Splash Into Summer

Sung to: *The Ants Go Marching*  
By: Paula R. Westernen

Summer's coming,  
we'll have some fun  
Hurrah, hurrah  
Summer's coming,  
we'll have some fun  
Hurrah, hurrah  
Summer's coming,  
we'll have some fun  
We'll splash in the pool  
before we're done  
And we'll all be happy  
that summer has  
come again!



## Kindergarten

Sung to: *The Oscar Meyer Song*  
By: Paula R. Westernen

I can't wait to go to kindergarten  
That is where I truly  
want to be  
'Cause when I go off  
to  
kindergarten  
I will learn to be all I  
can be!



## Kindergarten Here I Come

Sung to: *Oh My Darlin' Clementine*  
By: Valerie Bielsker

Oh, I'm ready,  
Oh I'm ready,  
To leave preschool  
I've learned so many things  
And had lots of fun, too.

So I'm ready,  
So I'm ready,  
Kindergarten, here I come,  
I am looking so happy,

# Through the Forest Game

It is important in the early years to establish an interest in physically activities and active games. At this age children are more naturally inclined to enjoy participating in games that get them up and moving!

Keep in mind that preschoolers should have at least 60 minutes of structured physical activity every day. Read a good story about animals in the forest and then play this fun game. All you need is a few chairs!

## WHAT YOU DO:

1. Set up the chairs in a simple obstacle course fashion so that the children can go around them.
2. Have the children stand in a line and say this poem.
3. "Walking through the forest and what do I see? I see an eagle looking at me."
4. Start flying like an eagle around the chairs and say, "Flying through the forest and what do I see? I see a tree frog looking at me."

5. Now hop like a frog and say, "Hopping through the forest and what do I see? I see a ... looking at me."
6. Continue with animals the children remember from the story you read to them.

*This activity is not only a great physical activity ~ it's*



*beneficial for children's language and literacy development, too!*

# Partnering with Each Other *continued*

**groups of children –**  
Encourage working together by guiding children in small group projects and dramatic play.

- **Plan opportunities to promote self-help, self-reflection, and independence** - Encourage self management, such as children having their own cubby or basket to keep personal items; responsibilities, such as cleaning up their snack, guided reflection of their work and play ("What do you like about your painting?" "Where should we display it?"), and problem solving ("How can we work out this problem?").

- **Partner with children** - Adjust ideas and plans in collaboration with the children's ideas and plans, ask for their ideas and help, learn all you can about the children through observation and time spent together.



## FAMILIES

- **Welcome families** - Greet and get to know family members' names, post family photos, offer an open door policy.
- **Communicate** - Offer parent handbooks, newsletters, notes, family bulletin board; establish parent mailboxes, plan parent meetings or conferences, and schedule celebrations, such as an open house or art gallery.
- **Listen** - Create opportunities for families to be heard, such as meetings, questionnaires, and everyday communications.
- **Involve** - Invite and create times for parents to volunteer, ask for help.

## CO-WORKERS

- **Meet and plan together** - Create opportunities to meet weekly as well as time daily to share ideas and adjust plans.
- **Share duties** - Discuss and divide work duties, create written lists.
- **Get to know each other** - Build relationships by getting to know about each other (family, culture, beliefs, values, and background); take a "team" picture and display.
- **Review the philosophy of the program** – This can help in creating a united focus.
- **Value each other's work** - Find ways to tell co-workers something positive, share concerns in respectful ways,

keep communication open.

## COMMUNITY

- **Visit your community** - Meet neighbors, businesses, and groups of interests by sending a business card, brochure, post card, or artwork from the children, with a note sharing about your program.
- **Invitations** - Invite community members to volunteer, offer services, or donate to your program, as well as attend celebrations such as an open house.
- **Volunteer in community** - Try organizing a volunteer opportunity in the community at least once a year, such as a clean-up in a park.

## The Importance of Partnering

We supply a lot of hard work and conscious effort in creating partnerships. We plan for partnering until partnering becomes the way to be; a natural quality of our group. Partnering helps all of us understand and know each other better; to build stronger, productive relationships and programs. The path to collaboration and partnering has many roads, but through partnering, we never seem to get lost.

*Article Written by Christine Belinda  
Reprinted with permission from  
**Better Kid Care Program**, Penn  
State Cooperative Extension, February  
2007.*

# Books to Read with Children

## SUMMER

### Featured Title:

***Little Red's Summer Adventure***  
By Sarah Ferguson, The Duchess  
of York

*Little Red and her friends are preparing for the River Noodle Boating Bonanza, when some pesky magpies fly off with the key to the race winner's prize. Little Red and her friends must save the day!*

---

*Good Night, Summer Lights*  
Joanne Barkan

*One Summer Day*  
Kim Lewis

*A Summery Saturday Morning*  
Selina Young

*The Night Before Summer Vacation*  
Natasha Wing

*Mouse's First Summer*  
Lauren Thompson

*Here We Go, Harry*  
Kim Lewis

*My Friend Grandpa*  
Harriet Ziefert

*Hot City*  
Barbara Joose

*Grandma Summer*  
Harley Jessup

*One Hot Summer Day*  
Nina Crews

*Summer is Summer*  
Phillis Gershator

*Summer*  
Gerda Muller

## KINDERGARTEN

### Featured Title:

***Miss Bindergarten Gets Ready for Kindergarten***

By Joseph Slate  
*Miss Bindergarten excitedly prepares for the first day of school as her 26 prospective students (one for each letter of the alphabet) do the same. This book is great for any child who is anxious about the first day of kindergarten.*

---

*Annabelle Swift, Kindergartner*  
Amy Schwartz

*Welcome to Kindergarten*  
Anne F. Rockwell

*Froggy Goes to School*  
Jonathan London

*When Dinosaurs Go to School*  
Linda Martin

*Kindergarten Kids*  
Ellen B. Senisi

*Countdown to Kindergarten*  
Alison McGhee

*First Day Jitters*  
Julie Danneberg

*The Night Before Kindergarten*  
Natasha Wing

*When You Go to Kindergarten*  
James Howe

*Look Out Kindergarten, Here I Come!*  
Nancy L. Carlson



## COUNTING BOOKS

### Featured Title:

***The Icky Bug Counting Book***  
By Jerry Pallotta

*This creepy-crawly book counts from 1-25 using a variety of insects. The illustrations are rich and realistic and bring the bugs to life for children!*

---

*Fish Eyes*  
Lois Ehlert

*Counting in the Garden*  
Kim Parker

*The Twelve Days of Kindergarten*  
Deborah Lee Rose

*Mouse by Mouse: A Counting Adventure*  
Julia Noonan

*Animals to Count*  
Brian Wildsmith

*One Big Building: A Counting Book About Construction*  
Michael Dahl

*G is for One Gzork: An Alpha-Number-bet Book*  
Tony DiTerlizzi

*My Very First Look at Numbers*  
Christiane Gunzi

*Click, Clack, Splish, Splash*  
Doreen Cronin

*Ten Little Fish*  
Audrey Wood

*Circus 1-2-3*  
Megan Halsey

*One Tiger Growls: A Counting Book of Animal Sounds*  
Ginger Wadsworth

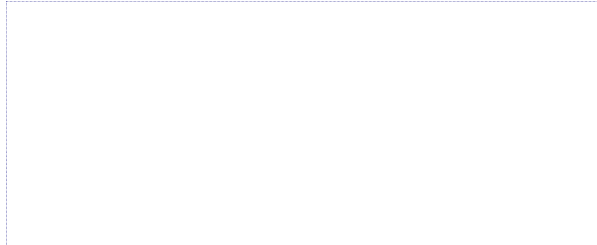


PLACER-NEVADA COOP. EXT. OFFICE  
 UNIVERSITY OF CALIFORNIA  
 11477 E Avenue (Building 306, DeWitt Center)  
 Auburn, CA 95603

**NONPROFIT ORG.  
 U.S. POSTAGE PAID  
 AUBURN, CA  
 PERMIT NO. 148**



**Serving Placer  
 County  
 Since 1917**



**Ready to Succeed  
 Newsletter for  
 Professionals**

Phone: 530 889-7350  
 Fax: 530 889-7397  
 Web: <http://ceplacer.ucdavis.edu>  
 Email: [ceplacer@ucdavis.edu](mailto:ceplacer@ucdavis.edu)

*Ready to Succeed is supported locally by:*



**Changes Ahead for Ready to Succeed...**



**Ready to Succeed**



The **Ready to Succeed** Program will have a different focus for the coming year. First 5 Placer County did not fully fund the program to allow us to conduct no cost workshops for parents and child care providers. So, as of July 1st, the program will continue in a limited fashion through this newsletter, informational brochures, and our website.

**We** hope to be able to secure alternative funding so that we can continue our very successful outreach and training. In the meantime, we will provide workshops at a cost to participants and agencies who want us to conduct workshops for their clients.

**We** really appreciate your on-going support for the **Ready to Succeed** Program and your patience, understanding, and participation in our successful program for the last six years! We will keep you posted...

**Sharon K. Junge**  
 Nutrition, Family, & Consumer Sciences Advisor

**Paula R. Westernen**  
 Program Representative

The University of California prohibits discrimination against or harassment of any person on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran (special disabled veteran, Vietnam-era veteran or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized). University Policy is intended to be consistent with the provisions of applicable State and Federal laws. Inquiries regarding the University's nondiscrimination policies may be directed to the Affirmative Action/Staff Personnel Services Director, University of California, Agriculture and Natural Resources, 300 Lakeside Dr., 6<sup>th</sup> Floor, Oakland, CA 94612-3550; 510 987-0096. 4/99