

Ready to Succeed

An Early Literacy and School Readiness Newsletter for Professionals

Promoting Literacy in Your Program

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Research indicates it is vitally important that everyone who works with young children do all they can to build a strong foundation for literacy development. Children's future successes depend upon having good reading and writing skills. We know this process begins long before children enter school.



The US Department of Education suggests the following simple things child care providers can do to help:

◆ **Read to infants even before they are able to talk.** Make books a part of your one-on-one time with babies. Although they don't always understand exactly what you are saying, babies love to listen to voices. Over

time, babies will associate pleasant feelings with books and reading.

◆ **Set up a reading area.** Create a colorful or cozy space where children can read or you can read to them.

Make sure the area is well lit and that interesting books are placed where children can easily see and reach them. Include books for all developmental abilities and cultural backgrounds. Plan time when children can look at books on their own.

◆ **Read to children every day.** Read with small groups, share illustrations, and change your voice to make stories come to life. Also, read one-on-one with children when they ask you. Use these times to encourage children to talk about

the story and characters and to share their ideas.

◆ **Encourage volunteers to read with children.**

Contact volunteer groups at nearby colleges, high schools, community organizations, religious groups, businesses, or senior centers. In addition to reading with volunteers, children can draw pictures about characters in the book or make up stories of their own. After listening to the child's story, volunteers might print or type the story for the child to keep.

◆ **Read with children about their native culture.**

Children often respond well to stories about their own cultures. This practice also exposes other children to cultures different from their own. In addition, offer books without



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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.

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Promoting Literacy *continued*

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words so children can make up their own stories to go with the pictures.

◆ **Encourage families to read with children.** Support family reading times by allowing children to borrow books overnight or for a few days. Sign up for programs that provide free or inexpensive reading materials. Also, encourage families who speak languages other than English to read with their children in their native language. This will help children learn to write and read English as well.

◆ **Teach children rhymes and poems.** Make up stories about children in the group and include their names in familiar songs. Ask family members to help you learn

songs, poems, and stories in the children's home languages.

◆ **Talk with young children about their own lives.** Make a special effort to talk with infants and babies. Responding to their cooing and babbling as if you understand them helps them to learn about language. As children grow older, encourage them to join you in conversation and be interested in what they have to say. Giving details, descriptions, and telling stories not only helps children learn how stories are written and what they mean, it also builds vocabulary and communication skills.

◆ **Plan a trip to the library.** Contact your local library to arrange a guided tour that explains how children can use the library.

Learn about the library's services for young children. Ask about bilingual

story times, special story hours for

child care programs, and workshops for caregivers. Discuss how children and families can obtain and use their own library cards.



◆ **Help start a community family reading program.**

Consider inviting families to attend reading and parenting discussions. Make sure these gatherings are held at a time when family members can attend. When necessary, send information home about these programs in the family's home language.

Homemade Gift for the Holidays

*This holiday season consider a project that is sure to be lots of fun **and** will help foster children's literacy development. Create a program cookbook with your children to give as gifts to your families. Everyone loves homemade gifts from children ~ and this is sure to be a favorite!*

WHAT YOU NEED:

a variety of writing and drawing tools ~ pencils, markers, crayons, etc
white 8½ by 11 paper
stickers, ribbon, and any other decorations of your choice

WHAT YOU DO:

1. Have each child bring in the

recipe for their favorite dish. Ask parents to assist you in this task, but don't tell them why you need it.

2. Next help each child write their recipe on a sheet of paper. If they choose, allow them to write the recipe themselves. This is a good way for children to see the meaning in the written word and that what they have to say is important. Be sure their name is on their page.
3. Copy the recipes so that there is a set for each family. Bind the recipes together however you would like.
4. After all the recipes are

recorded, copied, and bound. it is time to get creative! Give each child a set of the recipes and allow them to use whatever materials you have provided to decorate their recipe book.

5. When they are finished, wrap them up to give to the families in your program.

It is important that children see reading and writing with real life situations. The homemade cookbook is a fun way to combine the joy of giving while providing a means for children to see the value in reading for information.



Sing, Sing a Song!

It is important to keep in mind the contribution singing with children makes to their literacy development.



Taking time each day to sing songs is not only fun, it fosters children's

language development and enhances their listening skills. Enjoy teaching them these simple songs...

FAMILY FUN

Sung to: *Twinkle, Twinkle Little Star*
By: Paula R. Westernen

Families come from far and near.
Oh what fun the holidays are here!
Talking, laughing, eating food,
Running, jumping, playing too.
Getting together is great fun
We're all tired when the day is done!

MY FAMILY

Sung to: *Frere Jacques*
By: Paula R. Westernen

I like my family, I love my family!
Yes I do, yes I do!
They are very kind.
They are very helpful.
Just like me, just like me!

TURKEY TURKEY

Sung to: *Frere Jacques*
By: Paula R. Westernen

Turkey, turkey, Mr. Turkey
Run away, quick run away
If you are not careful
You may be a mouthful
Thanksgiving day, Thanksgiving day.

HAVE YOU SEEN A...?

Sung to: *Have You Ever Seen a Lassie?*
By: Paula R. Westernen



Have you ever seen a reindeer
A reindeer, a reindeer
Have you ever seen a reindeer
That flies through the sky?
Flies this way and that way
Flies this way and that way
Have you ever seen a reindeer
That flies through the sky?

Continue adding your own verses of things associated with the holidays!

REINDEER

Sung to: *Camptown Races*
By: Paula R. Westernen

Reindeer pulling Santa's sleigh
Ho-ho, ho-ho
Rudolph always leads the way
Ho-ho-ho-ho-ho
Riding all the day
Riding all the night
He'll be riding through the sky
Using Rudolph's light!

Encouraging Oral Storytelling

Oral storytelling has a long history of building and maintaining cultural literacy. Generation after generation has kept family stories alive through the telling and retelling of stories. Here are some additional reasons why it is important for you to encourage families to pass on their stories:

Family Values ~ Most societies and cultures use oral storytelling as a way to pass on their values to young children.

Recording History ~ By telling personal, family, and community stories, a child's view of the world is expanded and a sense of

belonging is fostered.

Emotional Development ~

Storytelling can provide a safe environment for children to experience new or difficult situations. They can also provide a chance for children to share in exciting adventures. These kinds of stories help children gain confidence in their own ability to handle similar situations.

Language and Listening Skills ~ The telling of stories builds children's language and listening skills. A child needs a wide variety of experiences with spoken language to learn to speak the language and

become proficient in reading.

Imagination ~ Using just the spoken word when telling stories helps children to build strong mental images of their own creation.

Closeness ~ The most important reason to tell children stories is the closeness that is developed.

A person needs no special skills to become a storyteller, just a little time and the desire to share this gift with their child.



Stories and More Stories!

As with all books that are going to be read with children, be sure to read the book yourself first to ensure the content and illustrations are appropriate for your audience.

Family

Ninety-three in My Family
Erica S. Perl

One Hundred is a Family
Pam Muñoz Ryan

Who's in a Family?
Robert Skutch

Families Are Different
Nina Pellegrini

Families
Odette Ross

Clifford's Family
Norman Bridwell

The Snow Globe Family
Jane O'Connor

Family Lullaby
Jody Fickes Shapiro

Bunny Cakes
Rosemary Wells

Bear's Busy Family
Stella Blackstone

Snow Family
Daniel Kirk

The Little Brute Family
Russell Hoban

I Love My Family
Mark S. Bernthal

The Worm Family
Tony Johnston



Veterans Day

Veterans Day
Mir Tamim Ansary

Veterans Day
Jacqueline S. Cotton

Veteran's Day Remembering Our War Heroes
Elaine Landau

What is Veterans Day?
Margot Parker

Veteran's Day
Lynda Sorensen

Veterans Day
Robin Nelson

Thanksgiving

"Twas the Night Before Thanksgiving
Dav Pilkey

Thanksgiving Day
Anne Rockwell

A Turkey for Thanksgiving
Eve Bunting

The Perfect Thanksgiving
Eileen Spinelli

Thanksgiving is Here!
Diane Goode

Don't Eat Too Much Turkey
Miriam Cohen

Thank You, Thanksgiving
David Milgrim

Hanukkah

Hanukkah, Oh Hanukkah
Susan L. Roth

On Hanukkah
Cathy Fishman

Latkes and Applesauce: A Hanukkah Story
Fran Manushkin

Lots of Latkes
Sandy Lanton

Happy Hanukkah, Biscuit!
Alyssa Satin Capucilli

Snow in Jerusalem
Deborah Da Costa



Christmas

Wake Up Bear...It's Christmas
Stephen Gammell

Max and Ruby's Christmas Tree
Rosemary Wells

A Houseful of Christmas
Barbara M. Joose

A Christmas for Chabelita
Argentina Palacios

The Jolly Christmas Postman
Janet and Allan Ahlberg

Merry Christmas Big Hungry Bear!
Don and Audrey Wood

Mrs. Santa Claus
Penny Ives

Kwanzaa

Imani's Gift at Kwanzaa
Denise Burden-Patmon

Kwanzaa
A.P. Porter

The Gifts of Kwanzaa
Synthia Saint James

Seven Candles for Kwanzaa
Andrea Davis Pinkney, et al

A Very Special Kwanzaa
Debi Chocolate

Kwanza
Dana Meachen Rau

For a more extensive list of holiday books and other books, be sure to visit the

Ready to Succeed web pages:
<http://ceplac.er.ucdavis.edu>

Children and Their Thinking

Listen closely to the words children use. As young as three years old they are using words like “think” and “know.” After age three children have an awareness of their ability to think of things, and an awareness of the different kinds of knowledge such as - knowing, pretending, and remembering.



their own decisions. Activities like putting away toys, sorting blocks, or organizing crayons into groups are opportunities to engage a child. All children will not organize the same way. Some may sort by color, others by size, others by use - there is no right or wrong answer. If you ask the child to explain, you might be fascinated to see how complex the child’s processing can be.

One way to help young children become better at representing thoughts is to provide them with tasks that draw attention to the process used to analyze things. When a child is performing tasks where things must be ordered or categorized, ask why they are making each decision on where to put things. This is a way to enhance the child’s problem solving abilities.

To expand their skills, children need activities where there are several possibilities on how to arrange things. The child needs opportunities to reason and make

Although surprisingly advanced, preschoolers’ grasp of the way thinking works is far from complete. For example, preschoolers do not realize that the meaning of words like “know” or “remember” depend on people’s certainty about knowledge. Children below age five often believe that if you get an answer right you must have “known” or “remembered” it, but if you get it wrong then you must have “guessed” or “forgot.”

Young children often believe that others know what they do. To illustrate this, show a child a

crayon box and ask a child what is in the box. Inevitably they’ll say, “Crayons”. Open the box and show them that there are ribbons inside. Close the box again and ask the child, “What will your friend say is in the box?” The child will say, “Ribbons.” Notice, the preschooler does not realize that their friend has no way of knowing that there are ribbons in the box and not crayons. The child thinks that if they know there are ribbons in the box, others will know it too.

So the next time one of your preschoolers insists they know something incorrect is true, rather than arguing with them and becoming red in the face when you get a series of “yes huhs,” just reinforce what is correct. For example, to the statement, “Bats are big birds,” you could say, “You’re right, a bat is *sort of* like a bird because they both have wings.” This “know-it-all” phase is usually over by the time they’re five years old. Instead of saying, “I know,” children start saying, “I think.” This represents another shift in the child’s ability to represent their own thoughts.

Tasty Tree Tortillas

Try this easy recipe with your children for a yummy **and** nutritious snack! Children love to use cookie cutters, so this will be fun, too!

WHAT YOU NEED:

large flour tortillas
peanut butter or filling of your choice

knife
holiday cookie cutters such as, Christmas trees, wreaths, candy canes or stars
small paper plates or napkins

WHAT YOU DO:

1. Wash hands.
2. Spread the peanut butter on one flour tortilla.



3. Place another tortilla on top.
4. Use the cookie cutters to make the shapes in the tortillas.
5. Save the scrap pieces to feed to the birds or eat later.
6. Enjoy your holiday “sandwiches” with a glass of milk, water, or 100% fruit juice.

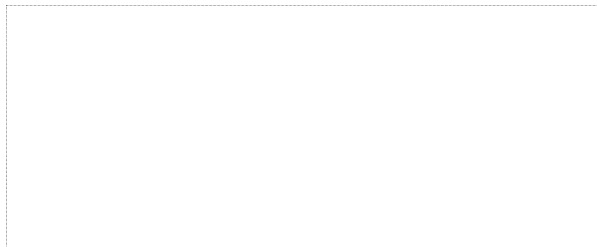


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**Ready to Succeed
 Newsletter for
 Professionals**

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Submit the Newsletter Evaluation and Get a “Prize”



As promised, a short evaluation has been included with this newsletter edition. In order to complete the reports required of us from

First 5 Placer County, it is necessary to conduct this evaluation.

We value your time, so we appreciate that you are willing to participate in this process. You will find a self addressed envelope to return your survey. If you would prefer, you can complete your survey very simply online by visiting the

Ready to Succeed web pages at <http://ceplacer.ucdavis.edu>.

As a thank you for completing the evaluation, we will send you a fun activity pack that you can use with the children in your program.

Complete it quick! If yours is the first evaluation returned, you will receive an additional bonus!

In order to allow us time to compile our reports, we must receive your evaluation no later than Saturday, January 5th, 2008! Thank you for your time and assistance!

Sharon K. Junge
 Nutrition, Family, and Consumer Sciences Advisor

Paula R. Westeren
 Program Representative

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Dear "Ready to Succeed Newsletter for Professionals" Subscriber:

In an effort to evaluate the usefulness of our newsletter and prepare reports for First 5 Placer County, we have developed this two page survey we would like you to complete. Our goal is to make our newsletter educational, informative, and useful. Your opinions are important to us, so we appreciate you taking the time to answer honestly. Please return your completed survey to the UCCE office or submit your answers online by visiting the **Ready to Succeed** web pages (<http://ceplacer.ucdavis.edu>) by **January 5, 2008**. We appreciate your support! *Submit your evaluation and get details on receiving a prize! Be the first and get a bonus prize!*

1. To what extent do you read the newsletter? (Check One)

- Usually read all of it
- Usually read most of it
- Read about half
- Scan or read some
- Usually don't read it

2. To what extent do you do the suggested activities with the children in your program? (Check One)

- Try to do all of them
- Usually do most of them
- Do about one half of activities
- Have done some, occasionally
- Don't usually do the activities
- Not applicable

3. Do you share the newsletter with other adults?

- Yes No If yes, how many? _____

4. Who? (Check all that apply)

- Spouse
- Neighbor
- Friend
- Teacher
- Program parents
- Other (specify): _____

5. Do you keep newsletters to refer to at a later time? Yes No

6. How are you using these newsletters? (Check all that apply)

- As reference
- To confirm conclusions
- To guide practice
- As conversation starters
- To inform decisions
- As activity resources
- To instruct parents/others
- Other (specify): _____
- To evaluate child

7. Please rate the newsletter on the following:	Excellent		Neutral		Poor
Easy to Understand	5	4	3	2	1
Relevance of articles to you	5	4	3	2	1
Usefulness of information on child development	5	4	3	2	1
Usefulness of activities	5	4	3	2	1
Usefulness of teaching techniques	5	4	3	2	1
Thoroughness of instructions for activities	5	4	3	2	1

8. Briefly describe any way the information in the newsletter has caused you to enhance or modify your teaching or early literacy practices?

9. How do you receive your newsletter? Mail Email Alert

10. What changes or additions would you suggest for the newsletter:

11. Which best describes the type of work you do with children?

- Family Child Care Center-Based Program Elementary Teacher
 Church-Based Program Other Professional Other (specify) _____

12. Number of years of experience:

- 0-2 years 3-5 years 6-10 years 11 or more years

13. Number of children in each age/gender range in your care: (Write the # on the line in front.)

- Not applicable
 Boys: _____ 0-2 years old _____ 3-5 years old _____ 6-12 years old
 Girls: _____ 0-2 years old _____ 3-5 years old _____ 6-12 years old

14. Your Age: _____

17. Race/Ethnicity:

15. Gender: _____

- African American Hispanic/Latino
 Caucasian/White Multiracial
 Asian/Pacific Islander
 Native American/Alaskan Native

16. Your Zip Code: _____

18. Highest Level of Education:

- Junior High School High School or GED
 Some College College or University
 Teaching Credential or Certification Graduate Degree

19. Additional Comments:

Thank you for taking the time to complete our survey! Your responses help us evaluate the information we provide and prepare reports for First 5 Placer County. Please return this in the addressed envelope provided or go online to the Ready to Succeed web pages to submit your answers. **Deadline: January 5, 2008.**

Sincerely,

Sharon K. Junge

Paula R. Westeren