

# Ready to Succeed

An Early Literacy and School Readiness Newsletter for Professionals

## Will They Ever Be "Social"?

By Eleanor Reynolds

At the beginning of every school year I encounter parents concerned about their three-year-olds' social development. This apprehension can easily escalate to anxiety or even panic if their child does not readily adjust to the preschool setting.



In spite of all the reassurance I offer, parents still ask, "If my child doesn't adjust to preschool, how will she ever be social?" In past years, parents were primarily concerned that their child learned the alphabet, numbers, and even how to read, but newer parents tend to be more concerned about their child becoming "social." Many intelligent parents seem to believe that social skills must be

obtained by age three or they will be lost forever!

But what exactly do we mean when we say "social?" Educators describe social skills as the ability to get along with other children, solve problems, and get one's needs met without being aggressive.

However, our culture places a great deal of importance on children making a lot of friends and being popular with their peer group. The reality is that children usually take after their parents. If one parent is shy and introverted, as are about 40% of all people, it is likely that the child will share similar traits.

Some parents even wish their children would make friends and be

popular because of their own painful childhoods. They might see preschool as the place to transform their children into someone more social than they are. Yet the projection of one's own desires on a child is a heavy and potentially damaging burden.

So how do children acquire social skills? We must always begin with the child himself. Every child is born with his own temperament; some children are born outgoing, friendly, trusting, and curious. If a child inherits these characteristics from one or both parents, chances are good that he is an extravert. Extraverts are people who seem to say, "Here I am world, let me tell you about myself!" and proceed to do just that.

The child who is a bit shy, introspective,

(Continued on page 2)

March / April  
2006

Volume 5, Issue 2



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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.

## Spring Into a Spectacular Story

### **ST. PATRICK'S DAY** (March 17th)

*Jack and the Leprechaun*

Ivan Robertson

*The St. Patrick's Day Shillelagh*

Janet Nolan

*St. Patrick's Day*

Gail Gibbons

*Lucky O'Leprechaun*

Jana Dillon

*St. Patrick's Day Alphabet*

Beverly Barras Vidrine

*Jeremy Bean's St. Patrick's Day*

Alice Schertle

*Little Bear Marches in the St. Patrick's Day Parade*

Janice

*St. Patrick's Day*

Dorothy Rhodes Freeman



*The Boy Who Didn't Believe in Spring*

Lucille Clifton

*When Will It Be Spring?*

Catherine Walters

*The Search for Spring*

Else Holmelund Minarik

*Spring is Here*

Taro Gomi

*That's What Happens When It's Spring*

Elaine W. Good

*The Secret of the First One Up*

Iris Hiskey

### **EASTER** (April 16th)

*The Berenstain Bears and the Real Easter Eggs*

Stan and Jan Berenstain

*Easter Bunnies*

Stephen Cosgrove

*The Great Easter Egg Hunt*

Suzy-Jane Tanner

*Just An Easter Egg*

Erica Farber & Mercer Mayer

*The Easter Bunny*

Louise Betts

*Easter Mice*

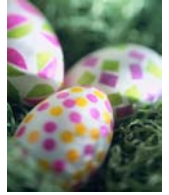
Bethany Roberts

*Happy Easter*

Michelle Knudsen

*Happy Easter, Biscuit!*

Alyssa Satin Capucilli



### **RHYMING BOOKS**

*Jamberry*

Bruce Degen

*Beep Beep*

Anne Miranda

*Is Your Mama a Llama?*

Deborah Guarino

*Barnyard Banter*

Denise Fleming

*Vroom, Chugga, Vroom-Vroom*

Anne Miranda

*Chicka Chicka Boom Boom*

Bill Martin Jr.

*Down by the Cool of the Pool*

Tony Mitton



### **SPRING** (March 20th)

*Spring*

Ron Hirschi

*Countdown to Spring*

Janet Schulman



## Will They Ever Be "Social"? *continued*

hesitant, and suspicious might be one of those 40%

who are introverts.

Introverts are people who seem to say, "If you want to know me, you'll have to take your time and prove that I can trust you." They rarely

reveal much of themselves voluntarily, even to their immediate family.

**As** children are exposed to a variety of social situations, they usually react according to their inborn temperament. It is



important that you allow children to react in the way that is natural for them.

Introverts who are pushed too quickly into social situations will stubbornly withdraw further into themselves. On the other hand, extraverts crave the company of other children and become bored and restless on their own.

**There** is nothing inherently good or bad in being either an extravert or introvert. The key ingredient to becoming a social being is the unconditional acceptance shown

by parents and caregivers. When they feel accepted for who they are, both kinds of children learn to operate in the world and succeed in life.

Article Author: Eleanor Reynolds is the editor of *The Best Problem-Solver*:

*Articles for Parents and Teachers* and the author of *Guiding*

*Young Children: A Problem-Solving Approach*. She can be reached by email at [problem@blarg.com](mailto:problem@blarg.com).



# March is National Nutrition Month®

National Nutrition Month® is a nutrition education and information campaign sponsored annually by the American Dietetic Association (ADA). The March campaign is designed to focus attention on the importance of making informed food choices and developing sound eating and physical activity habits. National Nutrition Month® also promotes ADA and its members to the public and the media as one of the credible sources of timely, scientifically based food and nutrition information.

The National Nutrition Month campaign reinforces the importance of nutrition as a key component of good health, along with physical activity. This year's key messages are broad and are empowering in their presentation.



Whether these messages are passed on to families or used personally, they represent a core of ideas that promote good health through nutrition and physical activity.

- ☺ *The food and physical activity choices made today and every day affect your health. Eating right and being physically active are keys to a healthy lifestyle.*
- ☺ *Give your body the balanced nutrition it needs by eating a*

*variety of nutrient-packed foods every day. Just be sure to stay within your daily calorie needs.*

- ☺ *Get the most nutrition out of your calories. Choose the most nutritionally rich foods you can from each food group each day - those packed with vitamins, minerals, fiber and other nutrients but lower in calories.*
- ☺ *Find your balance between food and physical activity. Regular physical activity is important for your overall health and fitness plus it helps control body weight, promotes a feeling of well-being and reduces the risk of chronic diseases.*



- ☺ *Play it safe with foods. Prepare, handle and store food properly to keep everyone safe.*

For more detailed information on healthy eating and physical activity for children, check out the Nutrition BEST web pages at <http://ceplacer.ucdavis.edu>.

Or for more information about the Dietary Guidelines and the MyPyramid food guidance system visit <http://www.healthierus.gov/dietaryguidelines> and <http://mypyramid.gov>.

Here are some books to read with

children focusing on nutrition and physical activity:

## **Bearobics**

by Vic Parker

In this funny counting book, a shaggy bear turns on his boom box and all the animals begin to boogie, jump, jive, and shake. The playful illustrations and book design support the movement theme.

## **Clap Your Hands**

By Lorinda Bryan Cauley

A crew of kids and animals, dressed in appealing combinations of comfortable odds and ends of clothing, responds to suggestions from Cauley's verse. They wiggle, purr, fly, tickle, somersault, kiss, and spin their way through the story.

## **Growing Vegetable Soup**

by Lois Ehlert

Brightly colored collage illustrations reveal a story of a father and child who plant a vegetable garden. Children will learn the steps to gardening, how plants grow, and how to make a yummy soup.

## **Lunch**

by Denise Fleming

A very hungry mouse peeks out of his hole and sniffs...LUNCH! As he nibbles and crunches his way through lunch, children can guess which fruit or vegetable he'll eat next.



# Jamberry Jam

Connecting a variety of activities to a book that has been read to the children, not only reinforces



learning, it makes the story read more fun! Read the book *Jamberry* by Bruce Degen to

the children and then try making this no-fail, simple strawberry jam recipe with them. Yield: 4-5 cups

## WHAT YOU NEED:

2 cups fresh mashed strawberries  
1 pkg powdered pectin  
1 cup water  
4 cups sugar  
potato masher  
saucepan  
slotted spoon  
large bowl  
measuring cups  
measuring spoons  
wooden spoons  
4 quart kettle



candy thermometer  
freezer safe containers/jars

## WHAT YOU DO:

1. Stem and wash the berries.
2. Mash with potato masher in large bowl.
3. Combine mashed berries with sugar in the kettle.
4. Warm the berries to 100° F (NO HOTTER) to dissolve the sugar. Stir constantly. Let sit for 20-30 minutes.
5. Combine pectin and water in saucepan. Bring to a boil and boil for 1 minute, stirring constantly. Cool.
6. Add pectin to berry-sugar mixture. Stir for about 2 minutes.
7. Pour into clean jars or other rigid containers, leaving 1 inch of space in the jar. Cover the



jars with clean lids.

8. Let the jam stand at room temperature for 1 hour, then refrigerate until set.
9. Enjoy the strawberry jam on whole wheat bread or nonfat crackers.
10. Store the jam in a refrigerator or freezer.

## VARIATIONS:

Follow the same directions for the strawberry jam, but substitute another fresh fruit for the berries.

**Cherry Jam:** Grind cherries. If desired, 1-2 teaspoons of lemon juice may be added.

**Peach Jam:** Add 1 teaspoon citric acid or 3 tablespoons lemon juice to mashed peaches.

**Apricot Jam:** Add 1 teaspoon citric acid or 3 tablespoons lemon juice to mashed apricots.

# Early Efforts To Write

Writing and reading go hand in hand. As a child is learning one, he is learning the other. You can do certain things to make sure that he gets every opportunity to practice both.

When he is about 2 years old, for example, give a child crayons and paper and encourage him to draw and scribble. He will have fun choosing which colors to use and which shapes to make. As he



holds and moves the crayons, he will also develop muscle control. When he is a late toddler or early preschooler, he will become as eager to write as he is to read.

A preschool child's scribbles or drawings are his first writing. He will soon begin to write the alphabet letters. Writing the letters helps a child learn about their different sounds. His very early learning about letters and sounds gives him ideas about how to begin spelling words. When he begins

writing words, don't worry that he doesn't spell them correctly. Instead, praise him for his efforts!

In fact, if you look closely, you'll see that he's made a pretty good try at spelling a word for the first time. Later on, with help from teachers and parents, he will learn the right way to spell words. For the moment, however, he has taken a great step toward being a writer.

Source: U.S. Department of Education, 2002

# Let's All Rhyme - It's a Great Time!

Rhyming storybooks and activities are a great choice for young children. They benefit from hearing rhyming language and repetitive sounds. Rhyming stories are fun to read and provide opportunities to read with emotion and character. Hearing stories and doing activities with rhyme prepare children for reading by helping them focus on the sounds in words.

The following are some tips for simple rhyming activities to do with children:

- ◆ Play rhyming games and sing rhyming songs. Many songs and

games include clapping, bouncing and tossing balls, and playing in groups.

- ◆ Read rhyming books. As you read, stop before a rhyming word and encourage children to fill in the blank.

- ◆ Listen for rhymes in songs that you know. Sing the songs with the children. Learn new songs that rhyme from the list below.

- ◆ Around your program, point to objects and say their names, for example, clock. Then ask the children to say as many words as

they can that rhyme with the name. Other easily rhymed words are ball, bed, rug, sink, and toy.

Let the children use some silly, or nonsense, words as well: toy—joy, boy, woy, loy, doy, hoy, noy.

- ◆ Say three words such as go, dog, and frog, and ask the children which words sound the same.

- ◆ If a child has an easy-to-rhyme name, ask her to say words that rhyme with it: Jill—bill, mill, fill, hill.

A list of fun rhyming books to read with children can be found in the book list on page 2.

## Snappy Songs That Rhyme

### UNDER THE RAINBOW

Sung to: *Up On the Husetop*  
By: Paula R. Anderson

First comes a rain cloud passing by  
Dropping little raindrops in my eye  
Next comes the sunshine all over  
the sky

Now look at the rainbow way up  
high

Ho, Ho, Ho, who  
wouldn't go.  
Ho, Ho, Ho,  
who wouldn't go.

Under the rainbow, a place for me  
Under the rainbow yes sir-ee!



### RAIN, RAIN FALLING DOWN

Sung to: *Row, Row, Row Your Boat*  
By: Susan A. Miller

Rain, rain falling down,  
Falling on the ground.  
Pitter, patter, pitter, patter,

What a lovely (squishy, noisy, silly,  
etc.) sound.

### IT IS RAINING

Sung to: *Frere Jacques*  
By: Susan Widdifield

It is raining, it is raining,  
On my head, on my head.  
Pitter, patter raindrops  
Pitter, patter raindrops,  
I'm all wet! I'm all wet!



### MY KITE

Sung to: *The Farmer in the Dell*  
By: Jean Warren

My kite is up so high,  
My kite is up so high,  
Oh my just watch it fly  
My kite is up so high.

My kite is falling down,  
My kite is falling down,



Oh no it's down so low  
My kite is falling down,

The wind has caught my kite,  
The wind has caught my kite,  
What fun I'm on the run  
The wind has caught my kite.

My kite is up so high,  
My kite is up so high,  
Oh my just watch it fly  
My kite is up so high.

### CLOUDS

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

When I look  
into the sky  
I can see the clouds go by.  
They don't ever make a sound  
Letting wind push them around.  
Some go fast and some go slow  
I wonder where the clouds all go.



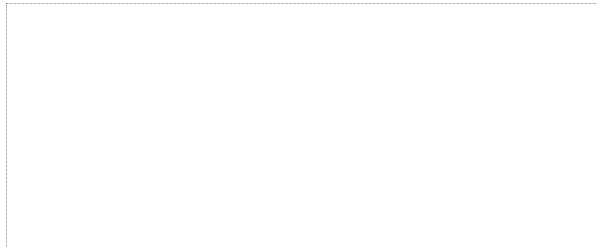


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Ready to Succeed is supported locally by:



**Upcoming Workshops for Providers**

Register now for the upcoming "Let's Read Together" workshops presented by **Ready to Succeed**. Each workshop will be hands on and interactive. Plus, each participant will receive a new copy of the featured book and great activities to do with children. The following workshops are scheduled for early childhood educators:

**Toddler Teachers (18-36 months):**  
*That's Not My Dinosaur* by Fiona Watt  
 Literacy Topic: Toddler Brain Development  
 Saturday, March 11th  
*Pre-registration is required by 5:00 pm on March 16th!*  
 9:00 ~ 10:30 am  
 UCCE Office  
 11477 E Avenue ~ Auburn

**Preschool Teachers (3-5 years):**  
*The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood  
 Literacy Topic: Brain Development in Preschoolers  
 Saturday, April 8th  
*Pre-registration is required by 5:00 pm on April 6th!*  
 9:00 ~ 10:30 am  
 UCCE Office  
 11477 E Avenue ~ Auburn

**Earn Professional Growth or CARES Hours!**  
 Call 530 889-7350 to register by phone or register yourself online at <http://ceplacer.ucdavis.edu>. Click on Ready to Succeed from the main page and follow the links on the left.

**Please Note: Space for both workshops is limited to the first 16 providers to register.**

**Sharon K. Junge**  
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**Paula R. Anderson**  
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