



# PRESCHOOL PRESS (Orange Early Childhood Newsletter)

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**Orange Board of  
Education**

## From the Desk of the Principal of Orange Early Childhood Center (Jacquelyn Blanton)

**Inside this issue:**

Early Childhood Celebrates Week of the Young Child	2
Preschool Expo at MCDC	2
FAME (Families And Math Education)	3
OECC goes to the Arboretum	3
Read Across America	3
Handwriting without Tears	4
Famous Amos!	4
OECC goes International	4
20 Tips for Parents from Preschool Teachers	5
How to Read Nonfiction Text	8
10 Tips for Teaching English Language Learners	9
Teacher Corner	10

As we close a successful school year, I want to thank everyone for a wonderful and productive school year. We had some challenges, but we rose above them and provided a dynamic learning environment for our young learners. I can't thank you enough for your endless hours of volunteering, chaperoning, reading, organizing, donating and doing whatever was necessary to support our students, both at home and at school. We could not have been successful without the endless energy, skills and devotion of all the staff. Thank you and *well done* to an incredible group of professionals in the Orange Early Childhood Program.

I am grateful for your joy, passion, dedication, astute insights and amazing talents.

Please take time to reflect and consider the successful initiatives, programs, and policies implemented throughout the past year. Then think about ways to improve them to provide the best possible experiences for our children and families in Orange. Next year I will challenge each of you and will stretch you beyond your comfort zone.

As you look forward to this summer, think of the great learning experiences that you provided for children and families and begin to think about how you can make it even better next year. Take the time this summer to slow down and spend time with your family and friends and enjoy various fun events together, you deserve it.

**Great Job Team!!!!**

I wish everyone a healthy, safe and enjoyable summer break. See you all in September.



## EVENTS IN PRESCHOOL.....

### Early Childhood Celebrates Week of the Young Child

by Brenda Andress

This year the Week of The Young Child took place between April 16<sup>th</sup> and April 20<sup>th</sup>. At the OECC, we had a fun week to celebrate the learning of our younger students and their families.



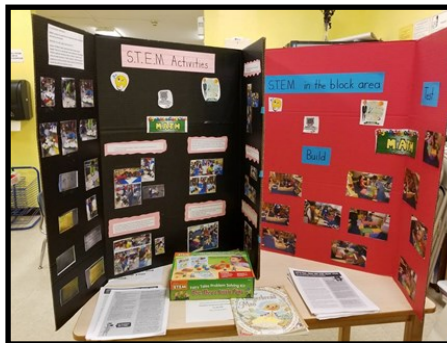
On Music Monday the student took several music breaks throughout the day and danced to their favorite songs. On Artsy Tuesday the students brought out their artistic skills and decorated their own picture frames! On Work Together Wednesday each class designed their own piece of a puzzle that was later put together as a completed puzzle. On Tasty Thursday the students made their own par-faits for snack. Finally, on Family Friday, we invited our families to share a small breakfast with their children and snap a picture on the photo booth.



As per the NAEYC's website "the Week of the Young Child is a time to recognize that children's opportunities are our responsibilities, and to recommit ourselves to ensuring that each and every child experiences the type of early environment—at home, at school, and in the community—that will promote their early learning."

### Preschool Expo at MCDC

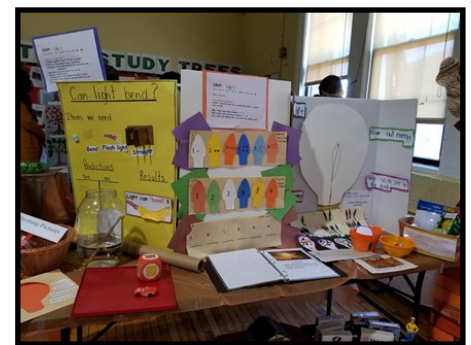
by Brenda Andress



This year we had the Preschool Expo at MCDC on January 24<sup>th</sup> and 25<sup>th</sup>. Preschool Teachers from all of our schools prepared exposition tables with ideas, lessons, and materials that they had implemented during a unit of study. Some of the units presented were: Lights, Water, Trees, Apples, and



Clothes. Teachers also presented sample lessons that covered specific domains such as Math and ELA. The expo was open on both days and teachers were able to share ideas and bring back new ones to their classrooms. On January 25<sup>th</sup>, teachers also had the chance to be involved in different teacher and coach-led workshops. Some of the topics presented were Connecting Math and Literature, Building Fine Motor Skills, Homework Bags, Implementing STEM, Small Group Math Instruction, and Communicating with Parents.



"Children need the freedom to appreciate the INFINITE RESOURCES of their hands, their eyes, and their ears, the resources of MATERIALS, FORMS, sounds and COLOURS."

Loris Malaguzzi

## EVENTS IN PRESCHOOL.....

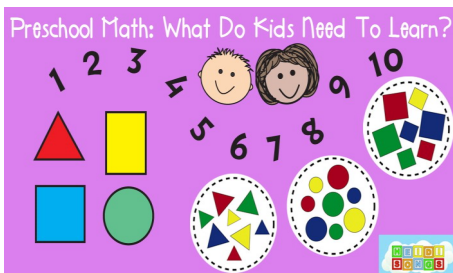
### FAME (Families and Math Education)

by Julia Jasper

The Early Childhood Department hosted its fourth annual FAME (Families and Math Education) event at Scholars Academy on April 17, 2018. Preschool students, their siblings and parents were able to experience 10 different hands on math games and learning activities. Preschoolers and their families enjoyed activities that reinforced measurement, counting, sorting, matching and data collection. They even enjoyed a light snack and some tattoo art!

The goal of the program is to create an environment in which parents and children can enjoy math learning together. In addition, parents are provided with tips about how to continue math education at home using everyday objects and experiences.

68 participants and 22 volunteers attended FAME this year! We happily raffled off 4 back packs filled with materials for fun and learning.



### OECC Goes to the Arboretum

by Maria Adame



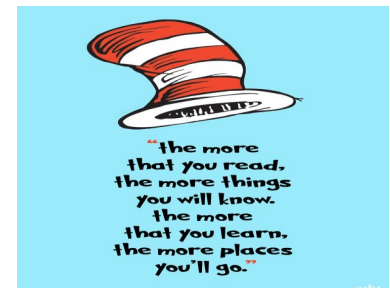
Last May 1<sup>st</sup>, Orange Early Childhood Center went on their last trip for the year at the Reeves-Reed Arboretum. Students engaged in many activities such as looking at the pets inside the Wisner House, doing a quick tree activity where children were role-playing the different parts of the tree, enjoying a guided walk through the Arboretum grounds, learning about trees and how to take care of them. They certainly had a great time! It was both educational and fun for our preschoolers!



### Read Across America....

by Rosalie Lopez

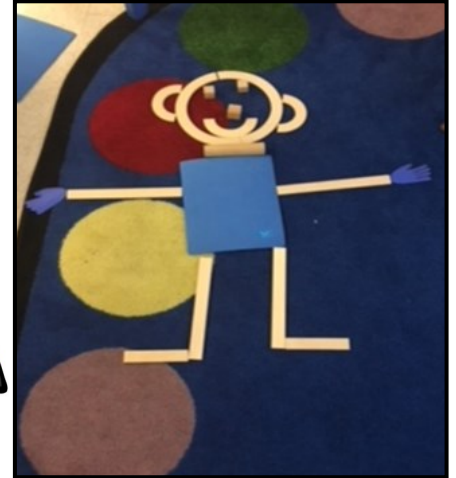
Our school celebrated Read Across America from February 26, 2018 through March 3, 2018. Read Across America is an event that is celebrated nationally to emphasize the importance of reading. At The Orange Early Childhood Center, we took that week to encourage our families, students, and staff to celebrate the event by promoting reading books and doing classroom activities connected to the theme. One of the authors we used to display in the hallways of Orange Early Childhood Center was Dr. Seuss. The Read Across America committee did an amazing job decorating the hallways with the characters from Dr. Seuss books. The hallway was transformed into our very own Seussville. The children were extremely excited and enthusiastic to read and learn about the importance of reading. The amazing teachers and staff worked very hard to have special activities planned for the students every day.





## ***Preschool activities throughout the district....***

### **Handwriting Without Tears (Forest Street School)**



Two students work together to create “Mat Man” using the *Handwriting Without Tears* resources: wooden pieces, blue mat and the audio CD. This is one strategy used by Mrs. Valencia Hutchinson at Forest Street School to significantly impact the drawing and writing skills of her students. The tool introduces basic straight line and curve formations that eventually lead to skills needed in handwriting.

#### **Famous Amos! by Kim Barnes**

East Orange Native John Amos read his book, *A World Without Color* to the students at (MCDC) Montclair Child Development Center in Orange, New Jersey. Mr. Amos took the time out of his busy book tour schedule to read to the entire school.



#### **Orange Early Childhood Goes International!** by Amy Burns

On May 23, principals of large schools in China visited the Orange Early Childhood Center (OECC) and Scholars Academy to see the High Scope Curriculum in action and came away with many great ideas. The visitors were impressed with the small class size and the amount of materials in each of the classrooms. The group leader shared that most of their classrooms have 20-30+ preschoolers in a class with 2-3 adults. She commented several times about the wonderful adult-child interactions that she observed. The delegation from China would like to keep in touch with the Orange Early Childhood Department, as they begin their journey with the High Scope Curriculum.



## Must-read articles.....



### 20 Tips for Parents from Preschool Teachers

Source: Marguerite Lamb

Five teachers with a combined 90 years of experience share tips for parents of 2- to 5- year olds.

#### Promoting Independence

While 3- and 4-year-olds still need plenty of parental help, our preschool experts agree that kids are typically able to do more than many of us think. Here is how you can encourage them:

**1. Expect more.** Most people have a way of living up (or down) to expectations -- preschoolers included. "At school we expect the kids to pour their own water at snack, to throw away their plates, to hang up their jackets -- and they do," says Jennifer Zebooker, a teacher at the 92nd Street Y Nursery School, in New York City. "But then they will walk out of the classroom and the thumb goes in the mouth and they climb into strollers." Raise the bar and your child will probably stretch to

meet it.

**2. Resist doing for her what she can do herself.** While it may be quicker and easier to do it yourself, it will not help to make your child more self-sufficient. Quick hint: Appeal to her sense of pride, suggests Donna Jones, a preschool teacher at Southern Oregon University's Schneider Children's Center in Ashland, Oregon. "Whenever I'm trying to get kids to dress, put jackets on, sit on chairs during meals and so on, I'll ask them: 'Do you want me to help you or can you do it yourself?' Those words are like magic," promises Jones. "The kids always want to do it for themselves."

**3. Do not redo what they have done.** If your child makes her bed, resist the urge to smooth the blankets. If she dresses herself in stripes and polka dots, compliment her "eclectic" style. Unless absolutely necessary, don't fix what your child accomplishes, says Kathy Buss, director of the Weekday Nursery School, in Morrisville, Pennsylvania. She will notice and it may discourage her.

**4. Let them solve simple problems.** If you see your child trying to assemble a toy or get a book from a shelf that she can reach if she stands on her stepstool, pause before racing over to help. "Provided that they are safe, those moments when you don't rush in, when you give children a moment to solve things for themselves, those are the character-building moments," says Zebooker. "It is natural to want to make everything perfect, but if we do, we cheat kids of the chance to experience success."

**5. Assign a chore.** Putting your preschooler in charge of a regular, simple task will build her confidence and sense of competency, says Buss. A child who is entrusted to water the plants or empty the clothes dryer is likely to believe she can also get dressed herself or pour her own cereal. Just be sure the chore you assign is manageable and that it's real work, not busywork, since even preschoolers know the difference. The goal is to make your child feel like a capable, contributing member of the family.

## Must-read articles.....

### Winning Cooperation

Walk into almost any preschool class in the country, and you will see children sitting quietly in circles, forming orderly lines, raising their hands to speak, passing out napkins and snacks. The question is: How do teachers do it? How do they get a dozen or more children under 4 to cooperate, willingly and happily? While there is no secret formula, most say:

**6. Praise is key**, especially if your child is not in a cooperative phase. Try to catch her being good. Kids repeat behaviors that get attention.

**7. Develop predictable routines.** Kids cooperate in school because they know what is expected of them, says Beth Cohen-Dorfman, educational coordinator at Chicago's Concordia Avondale Campus preschool. "The children follow essentially the same routine day after day, so they quickly learn what they are supposed to be doing, and after a while barely need reminding." While it would be impractical to have the same level of structure at home, the more consistent you are, the more coopera-

tive your child is likely to be, suggests Cohen-Dorfman. Decide on a few routines and stick to them: Everyone gets dressed before breakfast. When we come in from outside, we wash our hands. No bedtime stories until all kids are in jammies. Eventually, following these "house rules" will become second nature to your child.

**8. Lighten up.** If your child refuses to do something, try turning it into a game. "Humor and games are two great tools that parents sometimes forget about in the heat of the moment," says Zebooker. When her own son, now 13, was in preschool, she used to persuade him to put his shoes on in the morning by playing shoe store. "I would say, 'Welcome to Miss Mommy's Shoe Store, I have got the perfect pair for you to try on today,' and I would speak in a silly accent and he loved it." (I have had luck using this strategy with Sophie, who used to clamp her mouth shut whenever I tried to brush her teeth. Now we play the "Let's Guess What You Ate Today" game -- and she willingly opens up so I can search her mo-

lars for cereal, strawberries, or mac and cheese.)

**9. Warn of transitions.** If your child pitches a fit whenever you announce it is time to switch gears --whether that means shutting off the TV, stopping play to come eat, or leaving a friend's house -- it could be that you're not giving enough advance notice. "At school we let kids know when transitions are coming so they have time to finish whatever they're doing," observes Cohen-Dorfman. "If you need to leave the house at 8:30 a.m., warn your child at 8:15 that she's five more minutes to play, then will have to stop to put her toys away. Set a timer so she knows when the time is up."

**10. Use sticker charts and rewards judiciously.** "If your child is always working for the reward, he won't learn the real reasons for doing things -- that he should pick up his toys because family members pitch in," says Buss. Best bet: Reserve rewards for finite endeavors, such as potty training, but avoid offering them for everyday

## Must-read articles.....

things, such as dressing himself or brushing his teeth.

**11. Give structured choices.** If, for example, your 3-year-old refuses to sit at the dinner table, you might offer the choice of sitting and getting dessert -- or not sitting and missing out on a treat. "At first, your child may not make the right choice, but eventually he will, because he'll see that the wrong choice isn't getting him what he wants," says Buss. Just be sure, if you want your child to choose option A, that option B is less attractive.

**12. No ifs.** Make requests in language that assumes cooperation. "If you finish putting away your crayons, we can go to the park," suggests that perhaps your child will not clean up his crayons. Try instead: "When you put your crayons away, we'll go to the park."

**13. Prioritize play.** Preschool teachers said over and over that kids today are less able to play imaginatively than kids of a decade or two ago. "Too much of their day is structured in supervised ac-

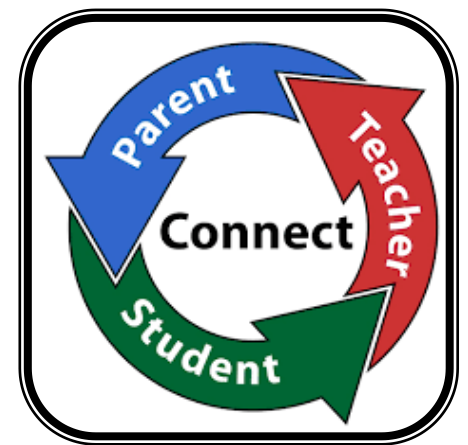
tivities," says Haines. The antidote: Get comfortable saying "Go play." It is not your job to see that your child is entertained 24/7. Let her get a little bored. But make sure she has items like dress-up clothes, paint and paper, a big cardboard box, and play dough.

**14. Do it to music.** There is a reason the "cleanup" song works. "Set a task to music, and suddenly it's fun," says Sandy Haines, a teacher at the Buckingham Cooperative Nursery School, in Glastonbury, Connecticut. If you are not feeling creative, suggest "racing" a song: "Can you get dressed before Raffi finishes singing 'Yellow Submarine'?"

**15. Encourage teamwork.** If your child is fighting over a toy with another child, set a timer for five minutes, suggests Buss. Tell one child he can have the toy until he hears the buzzer, and then it will be the other child's turn.

**16. Let your child work out minor squabbles.** Instead of swooping in to settle disputes, stand back and let them work it out

(unless they're hitting each other). You will not always be there to rescue your child.



### Disciplining Effectively

It struck me recently that I have never met a parent who does not use time-outs, and never met a preschool teacher who does. So what discipline strategies do teachers recommend?

**17. Redirect.** If your preschooler is jumping on the couch or grabbing for her big sister's dolls, distract her by asking if she would like to draw a picture or read a short story together.

**18. Prevent good-bye meltdowns.** If your child is nervous about spending time apart, give him something tangible to remind



## Must-read articles.....

him of you. Let him carry your picture; kiss a tissue or cut out a paper heart and put it in his pocket. Having something physical to touch may help him feel less anxious -- and short-circuit a tantrum.

**19. Involve her in righting her wrongs.** If you find her coloring on the walls, have her help wash it off. If she knocks over a playmate's block tower, ask her to help rebuild it.

**20. Do not delay discipline.** If you must reprimand your child, do so when you see her misbehaving, advises Buss. "Sometimes I will hear parents say, 'Wait until we get home ... ,' but by the time you're home, your child has forgotten the incident." Similarly, canceling Saturday's zoo trip because of Thursday's tantrum will not prevent future outbursts; it will just feel like random, undeserved punishment to

"Teaching kids to count is fine, but teaching them what counts is best."

-- Bob Talber



### How to Read Nonfiction Text

Source: *Reading Rockets*

Many kids love to read about science and nature as well as real people, places, and events. Nonfiction books present information in engaging and interesting ways. However, most kids read a lot more fiction than nonfiction, so spend some extra time helping your reader learn how to navigate a nonfiction book. Find out how you can help your child learn to navigate all the parts of a nonfiction book — from the table of contents to the diagrams, captions, glossary, and index.

### Talk about nonfiction

Begin by explaining that the book you're about to share is nonfiction. That means that the book will give us information that is true. The book will be organized around a specific topic or idea, and we may learn new facts through reading. Some kids even enjoy sorting their home libraries into fiction and nonfiction books. This simple categorization task helps your child understand the difference between fiction and nonfiction. Nonfiction books do not have to be read from cover to cover.

Readers can use the table of contents and index to jump right to the information they are most interested in. In that way, they are the "reading boss" of that book! However, if your reader wants to read from cover to cover, encourage him to use the table of contents to understand how the book is organized. "First we will learn about the different types of frogs. Then we'll learn where they can live, what they eat, and how they survive." Passages from the book can be reread as often as necessary until your child understands what is written. You can refer to pictures, charts and tables over and over again as well.

As natural learners, young readers are drawn to books that give information about something or explain something they've always wondered about. With a little help and guidance about reading nonfiction, you can feel good about introducing your child to a new world of information.





## Must-read articles.....

### 10 Tips for Teaching English-Language Learners

By Ayanna Cooper

*Submitted by Rosalie Lopez*

Classrooms across the United States are becoming increasingly diverse with increasing numbers of students whose primary home languages are not English. State-reported data in 2008-09 estimated 10 percent of the US school-aged population (PreK-twelfth grade) as students identified as limited English proficient. Terms more widely accepted and used are English-Language Learners or simply English Learners (ELs).

To adequately assist ELs in learning both content concepts and English simultaneously, all educators need to view themselves as language teachers. Here are 10 tips for supporting ELs in general education classrooms.

#### 1. Know your students

Increase your understanding of who your students are, their backgrounds and educational experiences. If your students have been in US schools for several years

and/or were educated in their country of origin, are literate or not in their native language, may provide you with a better understanding of their educational needs and ways to support them.

#### 2. Be aware of their social and emotional needs

Understanding more about the students' families and their needs is key. When ELs have siblings to care for afterschool, possibly live with extended family members or have jobs to help support their families, completing homework assignments will not take priority.

#### 3. Increase your understanding of first and second language acquisition

Although courses about second language acquisition are not required as part of teacher education programs, understanding the theories about language acquisition and the variables that contribute to language learning may help you reach your ELs more effectively.

#### 4. Student need to SWRL every day in every class

The domains of language acquisition, **Speaking, Writing, Reading and Listening** need to be equally exercised across content areas daily. Assuring that students are using all domains of language acquisition to support their English language development is essential.

#### 5. Increase your understanding of English language proficiency

Social English language proficiency and academic English language proficiency are very different. A student may be more proficient in one vs. the other. A student's level of academic English may be masked by a higher level of Basic Interpersonal Communication Skills (BICS) compared to their Cognitive Academic Language Proficiency (CALP). For example, a student may be able to orally recall the main events from their favorite movie but struggle to recall the main events that led up to the Civil War.

#### 6. Know the language of your content

English has a number of polyse-

mous words. Once a student learns and understands one meaning of a word, other meaning may not be apparent. Review the vocabulary of your content area often and check in with ELs to assure they know the words and possibly the multiple meanings associated with the words. For example, a "plot" of land in geography class *versus* the "plot" in a literature class. A "table" we sit at *versus* a multiplication "table."

### 7. Understand language assessments

Language proficiency assessments in your district may vary. Find out when and how a student's English language proficiency is assessed and the results of those assessments. Using the results of formal and informal assessments can provide a wealth of information to aid in planning lessons that support language acquisition and content knowledge simultaneously.

### 8. Use authentic visuals and manipulatives

These can be over- or under-utilized. Implement the use of

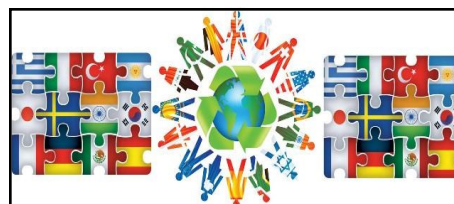
authentic resources for example; menus, bus schedules, post-cards, photographs and video clips can enhance student comprehension of complex content concepts.

### 9. Strategies that match language proficiency

Knowing the level of English language proficiency at which your students are functioning academically is vital in order to be able to scaffold appropriately. Not all strategies are appropriate for all levels of language learners. Knowing which scaffolds are most appropriate takes time but will support language learning more effectively.

### 10. Collaborate to celebrate

Seek support from other teachers who may teach ELs. Other educators, novice and veteran, may have suggestions and resources that support English language development and content concepts. Creating and sustaining professional learning communities that support ELs are vital for student success.



## TEACHER CORNER

by Janice Torres

*Each behavior has a function: to get attention; escape demands; avoid tasks; an emotional expression. Here are some strategies that you can use at home and/or in the classroom.*

#### Looks and Gestures

Looks speak louder than words. You can often stop a behavior before it starts by making eye contact with the child and:

- Frowning dramatically
- Raising a finger in warning
- Gesturing to where you want the child to be
- Shaking your head

#### Restructuring

This can mean many things. You can rearrange the room to improve traffic flow and reduce potential problems. You can also restructure the activity to regain a child's interest or to adapt the activity to meet that child's skill level.

#### Using reinforcements

Be proactive. Catch your child being good and give him/her praises for doing the right thing. You may also give your child something he/she wants as a reward (a particular toy, activity).

*Kinds of reinforcements:* verbal and tangible (pat on the shoulder, giving a thumbs up sign)

*Note:* You have to know what your child likes and make sure you give the reinforcement after the desired behavior has occurred. You may also change reinforcements to avoid satiation.

#### Giving contingencies

Example: "If you finish cleaning up the block area, then you can go to the house area to work with Maria."

**Important note:** Any strategy will work if providing consistency and following through are done.

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## ANNOUNCEMENT

For those who are interested in writing or sharing articles, kindly email them to Mrs. Jasper at [JasperJu@orange.k12.nj.us](mailto:JasperJu@orange.k12.nj.us), (cc: [Torresja@orange.k12.nj.us](mailto:Torresja@orange.k12.nj.us)). You may attach photos with your article and if you are getting an article from a different source, please do not forget to cite your source. Thank You!!!  
FROM THE NEWSLETTER COMMITTEE, ....



Have a great  
**summer**  
Vacation!

## Early Childhood Education Mission Statement

It is the intent of the Early Childhood Department to provide a quality educational opportunity for all children ages three and four living in the City Orange Township. Our goal is to maximize their individual cognitive, physical, and social/emotional potential by utilizing a developmentally appropriate approach to learning that is supported by a comprehensive research-based curriculum and the NJ Preschool Teaching and Learning Standards.

### Shared Beliefs

- All children will have an equal opportunity to develop personally (i.e. culturally and linguistically) through a quality preschool educational experience.
- All children will be provided with a quality educational environment that promotes his/her cognitive, social, and emotional growth.
- All children come to school with a special gift and something to offer; it is the responsibility of caring adults to accept, acknowledge, and support them while nurturing their gifts in a warm and respectful quality learning environment.
- A developmental approach to preschool education supported by a comprehensive research-based curriculum provides educational opportunities that allow for success in life.
- Effective preschool programs have an effect not only on the preschooler but on the community as well. It has the potential to positively alter the lives of families and the community at large.