



PRESCHOOL PRESS

(Orange Early Childhood Newsletter)

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Orange Board of
Education

From the Desk of the Principal of the Office of Early Childhood Education

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Tips for Using

Language at Home and in the Community

Here are eight things you can do every day to help your child learn your family's language and become successful in school!

Use your native language at home

The easiest, most important step is to use your home language every day. Many families worry that using their home language will confuse their children. In fact, children can easily learn several languages at the same time. They have an easier time learning English when they have a strong foundation in their first language.

Tell stories and sing songs

Your family has a rich heritage to pass on to your children. Stories, chants, rhymes, poems, sayings, and songs from your childhood are an important part of their heritage. Share these with your children and have fun!

Tell stories and share books together

Read a book to your child every day—in whatever language you feel most comfortable—beginning at birth. And if you don't feel comfortable reading words, you can point out the pictures in the book and talk with your child about them.

Check out materials in your language from the library

Look for books, DVDs, and music in your language. If they don't have what you want, ask the library staff to help you find what you need.

Talk about your traditions and culture

Visit your child's classroom or child care provider. Share your language and traditions, including family songs and games. Encourage your child to retell family stories and share your heritage with their teacher, friends, and others.

Look for activities in your community

Attend cultural festivals and concerts and meet other families who speak your home language. Join with other families and organize your own events!

Continue using your home language as your children grow older

Sometimes children start to prefer English as they get older. Talk with your children about the benefits of speaking two languages. Continue using your language, even if your children respond in English so you keep your lines of communication open.

Don't forget that YOU are key to maintaining your home language

Parents and other family members are the most important people in your children's lives. What you value, your children will learn to value. Help them learn that your family's language and culture are something to be proud of and to treasure. Remember the benefits of your home language and remain committed to continuing to use it, no matter your child's age.

Source:
www.talkingisteaching.org

EVENTS IN PRESCHOOL.....

A Field Trip at Green Meadows

By Maria Adame, OECC

Last October 18th and 19th, children from the Orange Early Childhood Center went on their first trip for the year at the Green meadows in Hazlet, New Jersey. They engaged in many activities such as milking a cow, picking pumpkins from the pumpkin patch, petting many different farm animals, and enjoying their hayride. By learning how farm worked, children experienced the natural world in a new way and made a vital connection between the social and ecological importance of agriculture in their lives. After the trip, the fun continued at school as teachers extended their learning through planned units of study. Indeed, they had a great time! It was both educational and fun for our preschoolers!



Tucker Turtle and Fisherman Ted Make the Rounds!

By Julia Jasper

The Orange Preschools had a special visitor as they focused on “School Violence Awareness” throughout the month of October. School Violence Awareness is typically celebrated the third week in October. “Tucker Turtle” visited classrooms to share his steps for solving problems that make him MAD in a positive manner. Tucker takes the time to STOP, TUCK, BREATHE AND THINK. “Tucker Turtle Takes Time to Think” is a scripted story created by Rochelle Lentini of the University of South Florida. The story can be found on the Center of the Social and Emotional Foundations for Early Learning website www.cesfl.vanderbilt.edu. Tucker and his team of helpful Early Childhood Staff helped the children solve problems without the use of violence.

Tucker Turtle was escorted by his best buddy “Fisherman Ted”. Ted and Tucker engaged the children in some role play as they reviewed the best ways to solve conflict. With the children’s help, Ted and Tucker were able to settle their differences peacefully. At last report, Tucker Turtle and Fisherman Ted are happily playing and learning at the Wet Lake Preschool!

EL DIA DE LOS NINOS Y LOS LIBROS

By Julia Jasper

El día de los niños/El día de los libros (Children's Day/Book Day), often called Día, is a daily celebration of children, and of linking them to books. Created by author, Pat Mora, Día emphasizes the importance of advocating literacy for children of all linguistic and cultural backgrounds. Its goals are to honor children, languages and cultures and to encourage reading and literacy (Mora, 2011). While Día is often identified by an annual event held in communities throughout the country, it represents a daily commitment to children, culture and literacy. The Department of Early Childhood brought the event to our community of learners in the spirit of Día on November 17, 2017.

The event’s focus on family language and literacy learning is aligned the district’s commitments to student achievement and family involvement. Día’s emphasis on honoring languages and cultures supports our students as they learn about our diverse global community and affirms their unique cultural and linguistic experiences. As they participate in Día, families enjoyed a variety of language and literacy activities all centered around children’s literature from around the world. Families from the district’s Early Childhood facilities were invited to the event. This year, 99 families attended El Día. At the

EVENTS IN PRESCHOOL.....

event, families registered and were given a passport that was stamped after visiting various classrooms where they enjoyed storytelling, songs, crafts, games and face painting. After receiving a stamp on their passport, children were given a book. At the event approximately 750 were given to the attendees!

Visit from Nurse Linda

by Rosalie Branco, OECC II

Nurse Linda came to visit our classroom this month to teach us about why we have to wash our hands and what the right way to wash our hands is. Children also learned about how we need to keep our germs to ourselves. Now that the weather is getting a little colder, more and more children are getting sick, so please also remind and help your child at home to wash hands and cover their coughs and sneezes so that their germs are not spread to their friends at school. We would like to see our children in school as much as possible so let us help one another to not get sick!!



News From Montclair Child

Development Center

by Kimberly Barnes

William Street celebrated Spanish Heritage Month by parents reading to the classrooms, sending in artifacts from their families and dressing their children in Hispanic dressings. We ended the month with a Chat and chew. We had well over one hundred people.



Writing Letters with Household Items

by Valencia Hutchinson, OECC

As parents we often feel that we have to buy all of the fancy books, flashcards and games to help our young children learn their letters and number. Surprise!!!! You do not have to buy anything because everything you need is right there in your house or your grandma's house. In the pictures below the children are using yarn and liquid glue on black paper. On the black paper a white crayon was used to

trace the letters. The yarn was then dipped in the liquid glue and the children used the glue dipped yarn to trace over the letter on the paper. After placing the yarn on the letter lines allow it to dry and your own home-made letters are all ready to be used. When you do the hands-on activities with your children they grasp the concept of the letters and numbers better than using a flash card.



Preschool activities throughout the district....

**Field Trip to Green Meadows Farm
Room 107- OECCII Scholars' Academy**



Big Red Barn

Room 107- OECCII Scholars' Academy

After reading the book, *The Big Red Barn*, children worked together to make their own red barn. This was placed in the block area where children engaged in building their own farm with the barn.



Montclair Child Development Center—Students' work



Must-read articles.....

Building Social and Emotional Skills at Home

by Carol Daly, School Counselor

School classrooms are busy places where young children learn all sorts of things, including social and emotional skills such as how to express feelings and how to work together with friends on a project. Here are some suggestions for helping your child develop social and emotional skills at home.

Puppets. Teachers sometimes talk with children about conflicts and help them think about solutions while using puppets and families can try this technique at home. Puppets are a great way to introduce children to feeling words like happy, sad, angry, and children will sometimes talk to puppets about their feelings. Puppets can also help in discussions about challenging topics, like getting to bed on time.

Think out loud. When your child hears your thinking process, it helps her understand how to cope with frustration and solve problems: “Whoops. My favorite shopping bag has a hole in it. I’d better take another one with me to the grocery store.”

Read bedtime stories. There is something magical about this end-of-the-day routine that makes it the ideal time for talking about feelings. Discuss the characters and events in the story. Invite your child to share her thoughts and feelings by asking questions:

“What do you think he should do? How do you think she feels? What would you do if you were this character?”

Do a job together. Instead of asking your child to do a chore alone, do it with her. The two of you might fold laundry, set the table, rake leaves, or paint a wall. Help your child join in by shortening the handle of a broom to make it child-size or providing a small paintbrush or roller.

Play games. Card and board games and outdoor games such as tag or hop-scotch offer built-in opportunities for helping children learn to take turns, cooperate, handle frustration, and more. While playing games together, focus on fun instead of winning or losing.

Prevent potential problems. Before a friend comes to play, help your child put away toys he does not want to share. Before taking a bus to the zoo, provide a step-by-step explanation of what you will do: “We will wait at the bus stop for 5 minutes, then get on the bus and sit together and watch the sights go by for about 30 minutes [explain this as the length of one episode of a favorite TV show]. Then we will walk three blocks to the zoo and tour the lion house before anything else!” During the trip, remind your preschooler of what will happen next.

Source: Adapted from the Message in a Backpack, Teaching Young Children 4 (4): 12

Taming and Tolerating Temper Tantrums

Submitted by Jaclyn Klarmann, PIRS Member

Written by Becky L. Spivey, M.Ed.

A tantrum is an uncontrolled outburst or expression of anger and frustration by a young child caught up in the challenges of the moment. You’re in the checkout line with your child in a busy grocery store. He sees some candy that you don’t intend to buy. Soon you’re in the eye of a hurricane-force temper tantrum. Everyone’s looking at you, waiting for you to “do something with your child,” and your face is burning with embarrassment. Could you have prevented the tantrum? What’s your best response? Why do these meltdowns happen in the first place?

Why do tantrums happen?

Perhaps your child is having trouble understanding why he can’t have something you gave him once before, can’t figure something out, or is unable to complete a specific task. Maybe your child can’t find the words to express his thoughts or feelings. Whatever the challenge, frustration with a particular situation might trigger explosive anger — resulting in a temper tantrum.



Must-read articles.....

As adults, our threshold for frustration is much lower when we are thirsty, hungry, or tired. The same is true even more so for a child. When a child is thirsty, hungry, or tired, tantrums are more likely to occur. Too often we see parents dealing with their child's tantrum in the middle of a shopping trip by loudly scolding him. The child is out late and past his bedtime or meal time; yet, the parents expect the child to "behave" by yelling at him to be quiet and sit still. It will not work. It's not fair to a child for his parents to have behavioral expectations the child can't fulfill, and then punish him for not complying.



Do young children have tantrums on purpose?

Many parents would say yes! Sometimes it seems as if your child plans to misbehave (especially in public) simply to get his way. Young children don't always plan to frustrate or embarrass their parents. For most, tantrums are simply a way of expressing frustration. Planning tantrums is a little too cognitively advanced for very young children. For older children, tantrums are usually a learned behavior. (Learned from whom? Let's guess!) When par-

ents reward tantrums by giving in to what the child is demanding or allow the child to get out of a situation or expectation by throwing a tantrum — the tantrums will likely continue. Typically, the best way to respond to a tantrum is to ignore it. When your child quiets down after a tantrum (or surrenders), you might say, "Tantrums won't get my attention. If you need or want to tell me something, you have to use your words."

Do I put my child in time-out for having a tantrum?

Dr. Burt Banks, who teaches at the James H. Quillen College of Medicine at East Tennessee State University and has a practice in Bristol, TN, had not set out to be a cranky, loudmouth dad. He felt discouraged, but instead of throwing in the towel, he delved into the research on childhood discipline to see if science could show him a better way. He found an eye-opener! First, Dr. Banks learned that he was doing time-outs all wrong. "The key is to completely ignore your child," he says. "A lot of misbehavior in children is done to get attention. Scolding gives them the attention they are seeking. It was actually the worst thing I could do."

The clinical evidence also showed that time-outs don't work unless parents practice "time-ins" — positive, sometimes physical, rein-

forcements of good behavior. "Periodically, you touch your child's head, or smile, or say a word of praise," he explains. This essential in to the time-out was not something stressed during his days in medical school.

Dr. Banks's review concluded that time-outs are often an effective and appropriate discipline for children up to age 5 or 6, but the technique is poorly managed by parents like him in the real world of tantrums, tears, and sibling smack downs. "Other people are doing exactly what I had done," says Dr. Banks.

Is there a way to prevent tantrums?

Of course not! There is no fool-proof way to prevent tantrums, but there are many things parents can do to divert them, even with the youngest children — and giving in isn't one of them!

Consider the following:

- Be consistent.

Establish and stick to daily routines (including nap time and bedtime) so your child knows exactly what to expect and when. Before a child is born, parents should be on the same page about how they will discipline and rear their child and support each other in their enforcements. Set reasonable limits and follow them consistently. Plan

Must-read articles.....

errands ahead of time and go when your child isn't likely to be hungry or tired. If you're expecting to have to wait in line, pack a small toy or snack to occupy your child's hands and attention. Encourage your child to use words. Young children understand many more words than they're able to express. If your child isn't speaking yet or speaking clearly, teach him simple sign language for words such as "I want," "more," "drink," "hurt," and "tired." The easier it is for your child to communicate with you, the less likely you are to witness a tantrum. As your child gets older, help him or her put feelings into words. Give your child a sense of control by letting him make choices. "Would you like to wear your red shirt or your blue shirt... eat strawberries or bananas...read a book together, or build a tower with your blocks?" Then compliment your child on making a "good" choice.

- Beware of the sadness trap.

When you comfort your child in the middle of a tantrum, you are reinforcing the bad behavior. As Dr. Banks advised, ignore the behavior. Afterward, offer support and sympathy and talk with your child about how to regulate his or her emotions. Instead, say 'I'm sorry you got upset. Now that you are calm, we can talk about what just happened. I'm not going to talk to you when you're behaving

like that."

- Praise good behavior.

Give a hug, extra attention, and always tell your child how proud you are when he or she shares toys, follows directions, etc. If you sense frustration brewing, suggest a new activity, change location, or use other distractions to change your child's focus. Avoid situations that are likely to trigger tantrums. If your child begs for toys or treats when you shop, try avoiding the aisles with eye-level goodies. If your toddler acts out in restaurants, choose restaurants that offer quick service, cater to children, or have a loud, busy atmosphere where no one is really paying any attention to your child anyway. You may need to delay fine-dining experiences until your child is "over" this phase or learns how to manage his behavior. Stay calm and in control. When you're in control, your child feels secure. If you lose your cool or give in to your child's demands, you're teaching your child that tantrums are very effective in getting his way – every time.

When do children "get over" having tantrums?

As your child's self-control improves, tantrums should become less frequent. Most children outgrow tantrums by age five, but if your young child's tantrums seem especially severe, your older child

is having frequent tantrums, or the tantrums have pushed you beyond your ability to cope, share your concerns with your child's doctor. The doctor will then consider any physical or psychological issues that could be contributing factors to the tantrums. Depending on individual circumstances, the doctor might refer your child to a school or community program or, in very severe cases, a mental health provider. Early intervention can curb future behavioral problems and help your child succeed both at home and at school.



"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives." — Clay P. Bedford





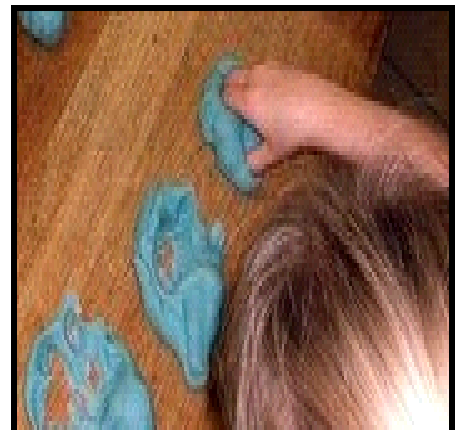
TEACHER CORNER by Janice Torres

Fine motor movements involve the coordination of small muscles in the hands and fingers. Strong fine motor skills are essential to complete tasks such as writing, cutting, using a fork or spoon, threading beads, moving puzzle pieces, zipping, buttoning, and tying shoe laces. Some children have weak hands due to lower-than-normal muscle tone, birth injuries or neuro-muscular disorders, among other reasons. Other children have the potential for normal hand strength, but have spent too much time playing with electronic gadgets and keyboards. Children need exposure to a variety of gross and fine motor activities to develop good hand strength. So, try these hand strengthening exercises to help your child!

- 1) **Paper Crumpling:** Have your child crumple up sheets of newspaper or scrap paper into the smallest, tightest ball they can manage. As their hand strength increases, and so will the ball get tighter. Upgrade the activity to have your child crumple the paper with just one hand at a time. Please make sure your child cleans the hands thoroughly afterwards as newspaper ink can be harmful.
- 2) **Squeezing Sponges:** Use sponges for painting or squeeze bath sponges, wash sponges, or sponge balls in the water area.
- 3) **Water Spray Bottles:** These give hours of endless fun while strengthening hand muscles. Have your child water the plants, spray an outside wall, or add a spray bottle in the art area!
- 4) **Scissor Cutting:** If your child is able to handle a pair of scissors, give your child lots of opportunities to practice scissor cutting. Although scissor cutting primarily works the tripod fingers, the whole hand benefits and strengthens from cutting too. Start with snipping cardstock paper then cutting on straight lines before progressing to shapes and pictures.
- 5) **Play dough Hand Exercises:** Play dough is a great medium for strengthening little hands! Try making these **dinosaur footprints** to strengthen the muscles on the back of the hand as well as the inner muscles of the palm.

Here's how:

1. Put the fingers and thumb together in the center of a blob of play dough.
2. Slowly stretch the fingers and thumb apart. The end result looks like a footprint!
3. After stretching out all the blobs, have your child squish each footprint back into a blob.
4. Using one hand makes the muscles work harder.





10 Reasons Why You Should Encourage and Maintain Your Child's Native Language
By Florita Blake

1-Maintaining your child's native language helps the child value his or her culture and heritage, which contributes to a positive self-concept.

2-Does bilingualism make children smarter?

Bilingual preschoolers seem to have somewhat better skills than monolinguals in understanding others' perspectives, thoughts, desires, and intentions (Bialystok & Senman, 2004; Goetz, 2003; Kovacs, 2009).

3- Bilinguals are better able to analyze their knowledge of language. They learn that there are at least two ways of saying the same thing and understand the relationship between words and their meaning.

4- Mental Flexibility-Children who speak a second language are better able to analyze their knowledge of language. They learn that there are at least two ways of saying the same thing and understand the relationship between words and their meaning.

5- They are able to focus more on meaning and take into account only relevant features when there is distractive information. (Heightened metalinguistic awareness).

6- Bilinguals demonstrate more mental flexibility and perform better on tasks requiring mental manipulation.

7- New studies are showing that a multilingual brain is nimbler, quicker, better able to deal with ambiguities, and resolve conflicts.

8-Children raised bilingual are likely to show tolerance for other cultures at a much younger age.

9-Skills developed in the second language are available for learning and using in the first language (transferring skills).

10-Research shows that students gain additional cognitive, academic, and employment benefits when they speak a second language.

SOURCE:

<http://science.time.com/2013/07/18/how-the-brain-benefits-from-being-bilingual/>



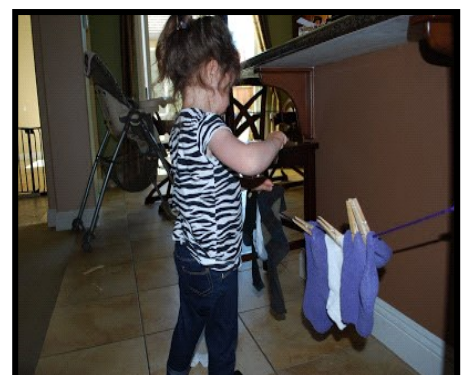
Activities for Parents to do at Home
By Janice Torres

Hanging Socks

Not only does this help improve fine motor skills, it encourages children to help out around the house.

Materials: clothes pins, rope, different socks for matching or making patterns

Procedure: Instruct child to match socks according to color or design, or create a simple or complex pattern. An example of a simple AB pattern is purple sock-white sock-purple sock-white sock-purple sock-white sock. A complex pattern could be blue sock-blue sock-white sock-blue sock- blue sock-white sock, etc. Remember that a pattern repeats itself over and over. Model/demonstrate for your child as you give directions.

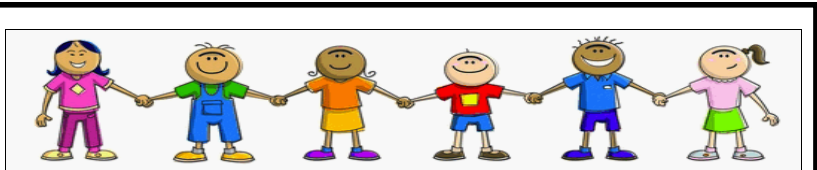


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RESOURCES

<http://www.spanadvocacy.org/>

<http://www.prekinders.com/fine-motor-skills/>

<http://preschoolers.about.com/od/activitiesfun/a/Types-Of-Play.htm>

<http://kidsactivitiesblog.com/category/activities-for-kids/preschool-activities-2>

<http://csefel.vanderbilt.edu/resources/strategies.html>

<http://www.school-ot.com/FIne%20motor%20101.html>

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 of 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.