



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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Kindergarten Here We Come...Keeping English Language Arts Sharp This Summer

This summer, try to be sure you are giving your rising Kindergartener the opportunity to keep his or her English Language Arts skills sharp for a successful start to the new school year. Please give your child the opportunity to:

- Respond to complex statements or questions such as “Do you think we will be able to go to the park if the weather changes today?” “If it rains, what will we do instead?”
- Talk about people, objects, or actions they imagine or predict such as “What would you do if?” “Suppose we could fly, where would we go?” “What will happen if we forget to water the flowers?”
- Use a variety of parts of speech correctly, including pronouns
- Identify all the letters in the alphabet (upper/lowercase) and the sounds. You can do this through reading books, writing notes, playing letter bingo and the like.
- Put spaces between the “words” they “write” and point to distinct words in a line of text
- “Write” or ask an adult to write for a variety of purposes
- Above all, please READ, READ, READ to your child!

Have a fun-filled, learning rich and safe summer!



EVENTS IN PRESCHOOL.....

FAME (Families and Math Education) by Julia Jasper

The Early Childhood Department hosted its third annual FAME (Families and Math Education) event at Scholars Academy on May 4, 2017. Preschool students, their siblings and parents were able to experience 9 different hands on math games and learning activities. 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.



A record 161 participants and 30 volunteers attended FAME this year! We happily gave away 136 children's books with a math focus and four raffle prizes consisting of math games. In addition we had the unexpected opportunity to share at least 15 bags of books and



More than 15 boxes of toys and books distributed to participating families courtesy of the Ben Samuels Children's Center's Green Community Day event.

toys to the families in attendance! This was the result of the Ben Samuels Children's Center's Green Community Day Project. We were able to share these items with our families because of the collaboration between Beth Pulaski, Consultant with Laurus Grant Writing and Evaluation Services and our District Community Schools and the 21st Century Program. Thanks to Barry Devone, Community Engagement Officer, for connecting the dots for us!



Forest Goes To Imagine That by Maria Adame

Forest Street School Pre-K students went to the Imagine That Museum on March 20th. The children were able to experience and explore hands on activities that are

related to real life job roles. The children explored the museum by going to different areas around the museum and experienced hands-on meaningful play and interaction. To conclude the trip, a puppet show that taught about health and nutrition was presented to the children.



OECC GOES TO THE ARBORETUM

by Carol Gough DaSilva

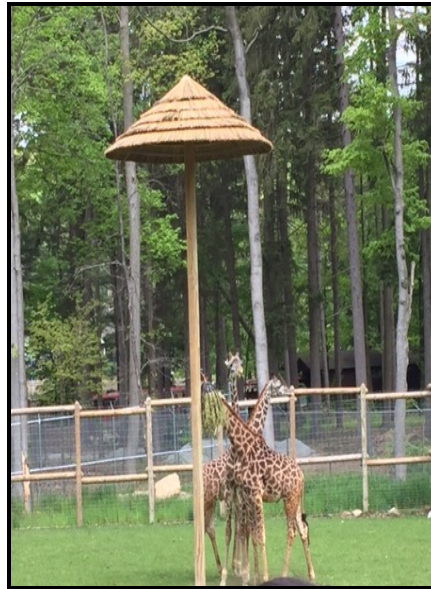
In April the preschool classrooms at OECC visited the Cora Harts-horn Arboretum where we learned about birds and their habitats. We walked through the forest where we looked for and listened to different birds. We also explored a bird house and watched birds eat from bird feeders. We experienced touching and looking at the different animals like snakes, bunnies and turtles. We explored around the arboretum and we learned about the different characteristics of trees and their benefits to our world.



EVENTS IN PRESCHOOL.....

OECC GOES TO THE ZOO by Melissa Strelec

In May the children at OECC visited Turtle Back Zoo in West Orange NJ. On their trip the children enjoyed seeing many different species of animals. They were able to explore different animal habitats as well as listen for all of the sounds many of the animals were making. They experienced the petting zoo where they were able to pet the goats and sheep. They also enjoyed a performance put on by the sea lions and their trainers where they learned about the sea lions' life in the water and how to keep the water safe and clean for sea animals to live in. Finally, the children enjoyed a nice breezy train ride around the zoo.



Oakwood's Planting Seeds Activity by Maria Adame

In Mrs. Mitchell and Ms. Ulysse's class at Oakwood, they have been studying plants. They learned what plants need to grow and explored the parts of a plant. They even planted their own pumpkin and string bean seeds. The students learned how to take care of their seeds and how to be patient while waiting for the plants to sprout which took about 7 days. The students used their vocabulary to describe how tall or short the plants grew and the changes they observed daily.



WOW! Women of Worth Celebration by Ms. Karen Machuca, Principal of Scholars' Academy

A Women of Worth Celebration was held at Scholars' Academy on Thursday, May 11, 2017 to celebrate the women in the lives of the Preschool students. Mothers, grandmothers, and aunts were treated to breakfast with freshly made waffles and assorted breakfast treats while networking with other women. They had the opportunity to sit for a moment and enjoy some quiet time. The Preschool students made bead necklaces and bracelets as a special gift for the women to take home and wear all day!



Preschool activities throughout the district....



Blessed Hope School

Ms. Fashe and Ms. Ondari's class celebrates an Expo highlighting their unit study on Water!



Montclair Childhood Development Center

The Drifters came and read to the children at MCDC ! They also donated books to the school!



Kindergarten Visit

**To Cleveland Street School
with Ms. Oshuntolu's class**



Must-read articles.....

Separating Fact From Fiction on Speech/Language Development in Bilingual Children

by Wayne Scott Ryerson, M.A., CCC-SLP

With U.S. Census Bureau data indicating that at least 350 languages are being spoken across American homes—and nearly 10% of school-age children nationwide who are classified as English language learners (ELLs)—bilingual children are far from rare in the United States. Yet misconceptions about speaking two languages are common—to the potential detriment of these dual language learners.

In all, roughly 5 million ELLs attend U.S. public schools. Spanish was the home language of 3.7 million ELL students in 2014–15, representing 77.1% of all ELL students and 7.6% of all public K–12 students.

“While bilingual children starting school may face initial challenges if they don’t speak English, it is important for parents to understand that being bilingual does not cause delays in a child’s speech/language development,” said (insert name, affiliation). “Some special treatment considerations are involved when bilingual children have speech/language disorders. However, parents should know that the disorders are not caused by being exposed to two languages. In fact, being bilingual provides children with many long-

term advantages—educational and otherwise.”

Bilingual Speech/Language Development

Young children who are exposed to two languages have the same speech/language development trajectory as those who are exposed to one language. As with other children, most bilingual children will speak their first word by age 1 (such as “mama” or “dada”) and will use two-word phrases by age 2 (such as “my ball” or “more juice”). Some bilingual children may mix grammar rules from time to time, or they might use words from both languages in the same sentence. This is a normal part of bilingual language development and does not mean that a child is confused.

Speech/Language Disorders in Bilingual Children

If a child has a speech/language problem, it will show up in both languages. (Insert name) offers some tips for parents who are concerned:

Become familiar with communication milestones. Children who are exposed to two or more languages should meet the same developmental milestones that other children meet. Parents should pay close attention to these milestones and learn the initial signs of a communication disorder.

Seek out a bilingual professional.

If a child has not met communication milestones, seek out an evaluation by a bilingual speech-language pathologist who is knowledgeable in the area of

second language acquisition. A searchable database of professionals nationwide is available at www.asha.org/profind. Pediatricians, friends, and neighbors may also have recommendations. If a bilingual speech-language pathologist is not available in an area, look for a speech-language pathologist who can work with an interpreter.

Contact the local school system.

School-age children who require assistance can receive services within their schools. Younger children may qualify for the local Early Intervention program. For a communication disorder, the earlier that treatment begins, the better—so don’t delay if there is any concern.

For more information, visit <http://www.asha.org/public/speech/development/learn/>. Parents/guardians who have questions regarding their child may contact their child’s teacher.



Must-read articles.....

Preschoolers and the Use of "Mindfulness" Techniques to Control Outbursts by Carol Daly, School Counselor and Carol Gough-DaSilva

Preschoolers are known for being a little volatile at times. A program like 'mindfulness' techniques can help children regulate their emotions beginning at about 15 months of age. This information comes from a study from Harvard Resources School International. It suggests that parents can create and help maintain an emotional awareness for their child using the following mindfulness techniques:

- Parents can guide their child to know their emotions (sadness, frustration, anger) when emotions flare up.
- When your child exhibits a tantrum or outburst, invite him or her to go to a safe and quiet area in the house.
- Help your child to calm down by using breathing techniques (for example the balloon game - Children fill their belly with a lot of air like a big balloon and let all the air go out with a big gush.)
- Talk with your child about their emotions.

Some benefits from the mindfulness techniques are:

1. Children become more positive.

2. Children learn how to calm down.

3. Children feel centered and learn how to handle their emotions.

4. Children are more successful at school and beyond.

Here is a link to a video on using Mindfulness in Preschool.

[http://www.wcvb.com/article/preschoolers-use-mindfulness-techniques-to-control-](http://www.wcvb.com/article/preschoolers-use-mindfulness-techniques-to-control-outbursts/8081317)

[outbursts/8081317](http://www.wcvb.com/article/preschoolers-use-mindfulness-techniques-to-control-outbursts/8081317). This technique allows children to control outbursts and can be used by teachers and parents alike.



Summer Fun and Learning By Florita Blake

SPLASH! Before you know it, summer will be here! Whether your child would rather play outdoors all season, or sit in front of the TV, there are diverse ways you can maintain and promote learning over the break.

First, it is encouraged not to let your child sit and default to screen-time. Research shows that kids lose an average of two to three months of learning over the summer.

Here are some great ways you can continue to encourage your child's academic progress.

-Take your child to the local li-

brary, for excellent summer reading selections and exposure to new books.

-Ask the librarian about any upcoming reading activities, such as story or craft times, and participate in them.

-Read to your child daily, as they are already accustomed to being read to at school.

-Always take a book with you everywhere you go, and seek out opportunities for reading.

-Check with your local parks and recreation department about camps and other activities.

Lastly, continue to encourage your child to speak using their native language. The development of a student's first language is critical to their development of and high proficiency in the host language (English).





TEACHER CORNER by Janice Torres

IMPORTANCE OF CUTTING

Cutting with scissors is considered a pre-writing skill.

Cutting with a proper scissor grasp will give the tripod fingers (thumb, index and middle fingers) lots of practice in working together and will strengthen hand muscles. Improve fine motor skills and develop correct pencil grasp and control for good handwriting.

PREREQUISITE SKILLS (Skills needed before cutting)

Cutting, however, requires the coordination of many skills including fine motor coordination, bilateral coordination, and eye-hand coordination. Like many other skills, scissor skills develop sequentially and require appropriate instruction and practice to develop fully.

Before a child learns to use scissors, he/she should be proficient with the following five skills.

- Use a fork or spoon.
- Open and close his/her hand.
- Use his/her hands together in a leader/assist fashion (e.g., one hand holding a jar while the other takes off the lid).
- Isolate the thumb, index, and middle fingers.
- Stabilize his/her shoulder, forearm, and wrist.

How to use scissors

Learning to cut involves 2 different skills

- Mastering the grasp-release motion of the scissors
- Mastering the art of cutting on a line

Activities to master the Grasp-Release Motion

- Using spray bottles
- Clothes pin activities

Learning to Snip

- Use age appropriate and blunt-nosed scissors
- Left handed child should use left-handed scissors
- Use appropriate scissor grasp (thumb in one hole, middle finger through the other, index finger can rest on the outside of the scissors or be in the same hole as the middle finger)
- Snipping play dough or putty
- Snipping paper (thick paper eg. Cardstock/ old postcards or folders)
- Snip across the width (prepare narrow strips and make a collage)
- Snip around a circle picture or create fringes
- Cut longer snips



Master Scissor Cutting

Children master scissor cutting by starting on straight lines before progressing to simple shapes.

- Cut straight lines
- Cut circles and spirals
- Progress to simple shapes such as squares
- Remind child to use the assistant hand to turn the paper

General Teaching Strategies for Scissor Use

- ✦ Adapt paper thickness. Thick paper is easier to hold and cut. These work best for beginners learning to snip. Construction paper is good for practicing cutting on lines.
 - ✦ Grade paper width. When a child is starting to learn, use narrow strips of paper and have them cut on short lines across the width of the paper. Slowly increase the width, as they learn.
 - ✦ Start teaching children by asking them to cut on thick, bold lines. As they master this skill, you can make the lines thinner.
 - ✦ Help children to practice wavy and curved lines before they learn to cut shapes.
 - ✦ Make it easier for children to handle paper by cutting off the excess paper on the sheet.
- When children in preschool learn to use scissors, do not worry if they are messy and cannot cut neatly. Cutting is a skill that comes with a lot of practice, and will develop over time.

Teaching Scissor Safety

- Teaching scissor safety is an important part of teaching scissor use. When you first introduce scissors to the children, discuss these rules and make sure children follow them at all times.
- Teach children to wrap their fingers around closed blades with the blades pointing down.
- Make sure the children walk slowly while carrying scissors.
- Teach children to pass scissors by wrapping fingers loosely around the blades.
- Store scissors in a safe place and teach children to return scissors to a specific place after their work is done.

Other Important Reminders/Tips:

- Sit properly when cutting
- Thumbs up when cutting
- Turn paper using the assistant/helping hand

DO's



DONT's

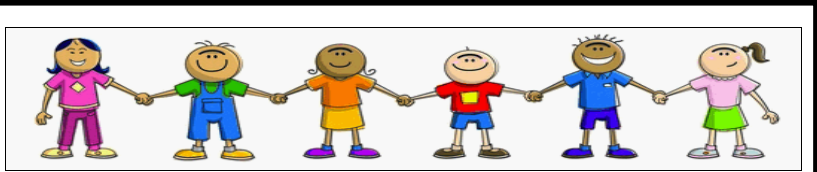


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RESOURCES

<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.ot-mom-learning-activities.com>

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.