



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)

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Words Do Matter!

Children's vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. A recent study conducted by researchers at Stanford University shows that the vocabulary gap is evident in toddlers. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly (Fernald, Marchman, & Weisleder 2013). This is important because this new information connects to what researchers discovered earlier. The landmark Hart and Risley study in 1995 identified "remarkable differences"

in the early vocabulary experiences of young children.

What does this mean for you?

Eliminating this inequality will require early interventions that directly address the problem. Preschool teachers can build on what children already know and respond to their interests to introduce and reinforce new words. Here are some things you can do to help preschoolers build their vocabularies – we may be familiar with the list already but it never hurts to review:

- Use new and interesting words in natural conversations. Try this at mealtimes or when presenting a new toy or material. Introducing a new word in context helps children learn what it

means. For example, it's easier for children to learn what a ukulele is when they can see and hear it as well as listening to you say the word.

- Use gestures and facial expressions to help children make sense of new words. For example, when introducing the word joyful, you might smile and wave your arms to convey what it means.
- Sing with children and recite poetry and rhymes to playfully introduce vocabulary.
- Talk with children and encourage children to talk with one another. Keep the conversations going by asking questions, making comments, and inviting children to think and share their ideas.

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- Read to children daily, taking time to go over new words. Look for books with illustrations that provide clues to word meanings.
- Think about new vocabulary words that might come up on a field trip as part of the experience. A trip to an art exhibit could introduce the word landscape, while a trip to a pizza shop might introduce kneading dough.
- Give children ample time to learn the meaning and uses of new words before moving onto other words.
- Help families understand how important it is to talk with their children and share new vocabulary words. Send home suggested conversation starters based on children's interests and classroom projects. Include discussion questions in family literacy packs. Post videos of conversations between teachers and children.
- Advocate for equity. Make sure that all children have opportunities to learn and understand the meaning and uses of new words.

Children will not use words if they do not hear them or see them. This is important because it is a strong predictor of 3rd grade reading scores which is a predictor of high school graduation and this is a strong predictor of the school-prison pipeline.

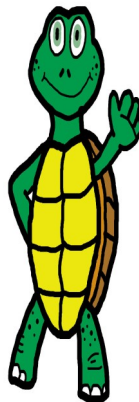
Yes, Words Matter!

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.csefel.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 2, 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 cul-

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tures 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 and culture from around the world. Families from the district's Early Childhood facilities were invited to the event. This year, 183 adults and children attended El Día. At the 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 785 books were given to the attendees!



National Fire Prevention Month *By Leslie Letnom*

The month of October is National Fire Prevention Month. On October 3rd the City of Orange Township Fire Department visited the Orange Early Childhood Center. The firefighters met our scholars to educate them about the dangers associated not only with fires, but with natural disasters and household hazards as well. The children got to see the firefighters put on their gear. Seeing firefighters put on their gear helps children overcome any fears they might have in case of an emergency. Our scholars learned how to “STOP, DROP, and COVER YOUR FACE and ROLL”.

Ask your child to show you what YOU need to do if there is a fire!



A Field Trip at Sun High Orchard *By Maria Adame*

Last October 23rd, children from Rosa Parks Community School went on their first trip for the year at the Sun High Orchard at Randolph, New Jersey. They engaged in many activities such as picking pumpkins from the pumpkin patch, going on a walk tour, and visiting different kinds of animals. By learning how the 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!



Preschool activities throughout the district.....

**Field Trip to Wightman’s Farm
Forest Street School**



Forest Street School Visits the Farm by Ms. Mirna Larue

On October 27th Forest St .School enjoyed a fun-filled day at Wightman's Farm. The children picked pumpkins and we held on tight as we went up and down the hills on our hayride. The children found their way through a corn maze and we ended the day with fresh Apple cider and homemade powdered donuts.

Montclair Child Development Center (MCDC) Activities by Kimberly Barnes



Welcome to Preschool!
On the First Day of School every student received a Special Greeting from Site Supervisor, Ms. Barnes. She presented each student with a book when they arrived. The students were so happy!



MCDC Celebrates Spanish Heritage Month!
In appreciation of Spanish Heritage Month, MCDC students were engaged in cultural activities every Friday. On October 13, an amazing Spanish Heritage celebration that took place in the gym. Families brought in foods to represent their heritage and culture. It was an exciting, fun-filled afternoon for everyone.

Must-read articles.....

Preschoolers Show Stronger Inhibitory Control

***Submitted by Kusum Jethwa,
Heywood Avenue School***

For students in preschool, speaking two languages may be better than one, especially for developing inhibitory control -- the ability to stop a hasty reflexive response and instead select a more adaptive response.

That idea is not new, but a University of Oregon study took a longitudinal approach to examine the bilingual advantage hypothesis, which suggests that the demands associated with managing two languages confer cognitive advantages that extend beyond the language domain.

The study appeared in the journal *Developmental Science*.

Researchers looked at a national sample of 1,146 Head Start children who were assessed for their inhibitory control at age 4, and then followed over an 18-month period. The children were divided into three groups based on their language proficiency: Those who spoke only English; those who spoke both Spanish and English; and those who spoke only Spanish at the start of the study but were fluent in both English and Spanish at the follow up assessment.

"At the beginning of the study, the group that entered as already bilingual scored higher on a test of inhibitory control compared to the

other two groups," said the study's lead author Jimena Santillán, a UO doctoral student in psychology at the time of the study.

Follow-up assessments came at six and 18 months. Inhibitory control was assessed using a common pencil-tapping task, in which the participant is instructed to tap a pencil on a desk twice when the experimenter taps once, and vice-versa, requiring the student to inhibit the impulse to imitate what the experimenter does and but do the opposite instead.

Over the follow-up period, both the bilingual group and the monolingual-to-bilingual transition group showed more rapid inhibitory control development than the group of English-only speakers.

"Inhibitory control and executive function are important skills for academic success and positive health outcomes and well-being later in life," said study co-author, Atika Khurana, a professor in the Department of Counseling Psychology and Human Services and scientist at the UO's Prevention Science Institute.

"The development of inhibitory control occurs rapidly during the preschool years," she said. "Children with strong inhibitory control are better able to pay attention, follow instructions and take turns. This study shows one way in which environmental influences can impact the development of inhibitory control during

younger years."

Students in this study came from low socioeconomic status families, as is typical of Head start samples. Such children are in a group known to be at-risk for poorer outcomes related to executive function skills. This population allowed the researchers to compare students from similar socioeconomic backgrounds but who had different language experiences.

Researchers also were able to control for other variables that could be associated with inhibitory control development, such as a child's age and parenting practices. The study's design allowed researchers to focus on the effects of bilingual experience on inhibitory-control development during preschool years.

Previous studies have examined the effects of bilingualism on inhibitory control, but have done so with a focus on one point in time or development and have focused on smaller samples from mostly middle class backgrounds, said Santillán, who now is a senior research manager at Harvard University's Center on the Developing Child.

"Many studies have addressed the bilingual advantage hypothesis," she said. "However, the findings have been inconsistent. Part of the reason is the difficulty of randomly assigning participants to be bilingual or monolingual, which

Must-read articles.....

would be the ideal research design."

The longitudinal approach allowed researchers to see how inhibitory control changed over time for children who were developing bilingualism during the same time period, as well as for those who were already bilingual with those who remained monolingual.

"This allowed us to get closer to capturing the dynamic nature of the development of bilingualism and inhibitory control, both of which change over time, and rule out other potential explanations for the differences observed between groups," she said.

It was important, she said, to focus on a sample of children who tend to be at risk for not developing inhibitory abilities at the same rate as their peers from higher socioeconomic backgrounds because of the motivation to find factors that could help buffer such children from these negative outcomes.

"We were able to obtain evidence that bilingualism can be a protective factor that helps children develop these cognitive abilities," Santillán said. "Provided that more research studies support our results, the findings we have obtained could have implications for policies related to bilingual education and could help encourage families to raise their children as bilingual."

Source: University of Oregon, October 31, 2017



Why Early Math? Can't We Just Wait?

(Julie Samara and Douglas H. Clements, University of Denver)
Submitted by Virginia Flanigan

"It's not fair. You have more blocks. 1, 2,3, 4. I only got 3. Give me one." " No! Then *you'll* have 4 and *I'll* only have 3!"

Given the opportunity, and sometimes intense motivation, young children can surprise us with their mathematical reasoning. Although that can be adorable, is it important in the preschool ages to worry about children's mathematics? The answer is surprising, because the evidence firmly indicates, "Yes!" There are at least eight reasons.

Why Early Mathematics?

Two reasons have been widely discussed:

First, in a global economy with the vast majority of jobs requiring more sophisticated skills than in the past, people need to know more and better mathematics.

Second, the mathematics achievement of American children compares unfavorably with the achievement of students from several other nations. "Wait," you might think, "That doesn't mean

we need early mathematics in the early years does it?" Good question, but the answer is, again, "Yes".

The **third** reason is that these differences between the U.S. and other countries appear as early as kindergarten (Stigler, Lee, & Stevenson, 1990) and even preschool (Yuzawa, Bart, Kinne, Sukemune, & Kataoka, 1999).

The **fourth** reason is related and involves equity concerns within the U.S. That is, an even larger and more damaging gap separates children growing up in higher- and lower-resource communities (Griffin, Case, & Siegler, 1994; Saxe, Guberman, & Gearhart, 1987; Siegler, 1993).

Fifth, mathematics is a core component of cognition. One large study showed that the better preschoolers were at reading, the better they were at reading in elementary school. And the better preschoolers were at mathematics, the better they were at mathematics later. This is important, but not surprising. However, this only half of the story. Reading predicted *only* later reading.

Sixth Mathematics in preschool predicted not only mathematics, but *also* later literacy and reading (Duncan, Claessens, & Engle, 2004). *Mathematics* is a general cognitive skill. This is supported by reviews of six national databases, all of which indicate the

Must-read articles.....

importance of early mathematics skills, even for high school graduation and college entry (Duncan & Magnuson, 2011). Our own work also provides casual evidence, as we found that our building blocks preschool mathematics curriculum not only improved mathematics competencies (Clements & Sarama, 2008; Clements, Sarama, Spitler, Lange & Wolfe, 2011), but also transferred to language abilities in kindergarten (Sarama, Lange, Clements, & Wolfe, 2012).



This leads to the *seventh* reason: Curricula and programs using research-based developmental progressions of mathematical concepts close the previously described gaps; in some cases, lower-income children outperform their middle-class counterparts (Clements & Sarama, 2007; Griffin, 2004). In summary, *gaps in mathematics are large and good mathematics curricula and teaching can close these gaps.*

In a similar vein is the *eighth* and final reason. Traditional approaches to early childhood, such as “developmentally appropriate” (DAP) have *not* shown to increase children’s learning (Van Horn, Karlin, Ramey, Aldridge, & Snyder, 2005). Good mathematics curricula maintain the benefits of DAP, such as socio-emotional growth (Van Horn et al., 2005),

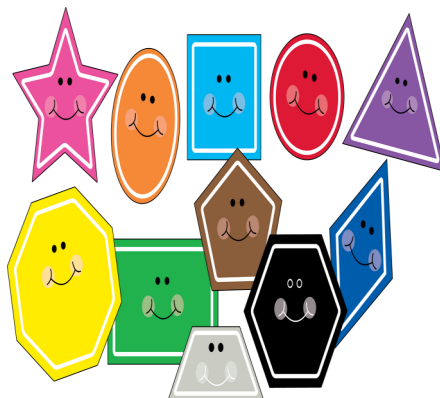
and also infuse the young child’s day with interesting equal appropriate opportunities to engage in mathematical thinking.

What Mathematics and How Should We Teach It?

What mathematics is most important to teach? The Common Core State Standards do not include preschool, but we have seen that ignoring mathematics development in preschool is a mistake. Fortunately, there are good resources to guide the path towards high-quality mathematics for the earliest years.

Can’t We Just Wait

Early mathematics is important to young children, especially those who have not had the advantages of others. The most powerful preschool avenue for boosting fifth grade achievement appears to be improving the basic academic skills of low-achieving children prior to kindergarten entry (Claessens, Duncan, & Engel, 2007). There is much to gain and little to lose, by engaging all children in high quality mathematics.



Tips for Parents : Environmental Print (from: Reading Rockets) Submitted by Virginia Flanigan

Letters are all around us! Here are some ideas on how to use print found in your everyday environment to help develop your child's reading skills.

Environmental print is the print of everyday life. It's the name given to the print that appears in signs, labels, and logos. Street signs, candy wrappers, labels on peanut butter and the K in Kmart are other examples of environmental print. For many emergent readers, environmental print helps bridge the connection between letters and first efforts to read.

Adults can take advantage of all this print by using it in ways to talk about letters, words, and print. Like playing the license plate game during a long car ride, (everyone find an A, now a B) playing with environmental print can be quick and easy. Here are a few ideas:

1. Cereal boxes are colorful and interesting to look at. Ask your child to find the first letter of his name somewhere on the box. See if he can find other letters from his name too.
2. Choose a simple sign to focus on during one car trip (example:

stop sign, pedestrian crossing, one way). Have your child count the number of signs seen along the way. Have your child read the sign, noticing that the same sign says the same message each time. Talk about the sounds of the letters you can hear ("The S makes the /sssssss/ sound.")

3. Use a digital camera to take pictures of different signs: speed limit, stop, do not enter, exit. Use these pictures to make a small book for your child to "read."

4. Cut out familiar words from cereal boxes, labels from soup cans and from yogurt containers. Use these individual words ("Cheerios," "tomato," "Dannon") to talk about capital and lower case letters. Talk about the sounds of letters ("The letter T says 'tuh'"). Encourage your child to read the words you've cut out.

After you've gathered lots of pictures of signs and words from items within the house, you can sort these items by beginning letter. Identify the sounds made by the letters in logos. Sort logos and words by category (foods, drinks, snacks, signs). A simple alphabet book can be created using all your cutouts by organizing all the A words, B words, C words, etc.

Your child can have fun learning to read even when books are not available. Environmental print provides lots of opportunities for kids to interact with letters, sounds, and words.



Activities for
Parents to do at
Home
By Janice
Torres

Counting with Beads and Pipe Cleaners

Practice counting and math skills while working those little hand muscles (fine motor).

Materials: Paper, Tape, Pipe cleaners cut in half, Beads, marker (pipe cleaner and beads can be bought at the dollar store)

Procedure: 1) write numbers on the paper 2) tape each pipe cleaner under a number 3) instruct the child to string the correct amount of beads on each pipe cleaner and count them (model/demonstrate as you give instructions to the child) 4) DON'T FORGET TO HAVE FUN!



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.

Planned Ignoring

You may decide to ignore a behavior because calling attention to it makes it worse. You must be sure that the behavior can be safely ignored.

Physical Presence

Your presence can help a child control his behavior. Example: You can have your child who has difficulty paying attention sit next to you during the activity.

Gentle Touch

A gentle touch on the shoulder or arm will help a child relax and settle down.

Sounds of Silence – (SOS)

If you suddenly stop talking and look intently at your child, he/she will often stop and look at you.

Redirecting

When you see your child headed for trouble, you can often stop the behavior before it happens and redirect the child's attention.

For example: James is picking up a block and getting ready to throw it. You tell him, "Let's build a big tower, bring your block over here."

A Helping Hand

In this situation, the child is involved in an activity and becomes frustrated or discouraged. If left alone, he may express his frustration with a negative behavior. You can help by noticing the problem and lending a helping hand to assist the child in completing the task.

* MORE TO COME IN THE NEXT ISSUE..



GET THE FACTS! NOT THE FLU

Submitted by Maria DeFalco, School Nurse



General Information

WHAT IS THE FLU?

The flu, the common name for influenza, is a highly contagious respiratory disease caused by influenza viruses.

WHAT ARE THE SYMPTOMS OF THE FLU?

- Fever
- Cough
- Sore Throat
- Body Aches
- Head Ache

WHO GETS THE FLU?

Anyone can get the flu. On average, in the United States, 5% to 20% of the population gets the flu each year.

WHEN DOES THE FLU OCCUR?

Flu season in the United States is usually in the fall and winter months. The peak of flu season is between October and April.

How do you catch the flu?

HOW DOES THE FLU SPREAD?

The flu virus spreads through droplets that enter the air after people cough and sneeze.

Others can breathe them in or get them on their hands and become infected when they touch their eyes nose or mouth.

WHEN ARE PEOPLE CONTAGIOUS?

People can spread the flu up to 24 hours before they feel sick and for about a week after symptoms begin. That time may be longer for children.

HOW SOON DO FLU SYMPTOMS START?

Symptoms usually start 1 to 3 days after the flu virus enters the body.

HOW LONG DO FLU SYMPTOMS LAST?

People are usually sick for about one week.

Prevention

HOW CAN THE FLU BE PREVENTED?

- Get the flu vaccine
- Cover coughs and sneezes
- Wash hands frequently
- Avoid sick people
- Clean commonly shared or frequently touch items



WHEN SHOULD I GET THE FLU VACCINE?

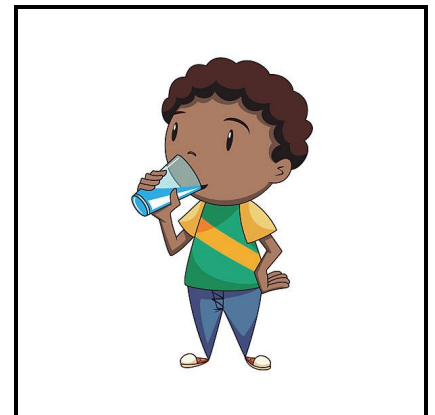
You should get vaccinated as soon as vaccine is available (ideally by October-November) and as long as flu is present in the community.

DO I HAVE TO GET VACCINATED EVERY YEAR?

Yes. The seasonal flu virus is always changing so you need to get a new vaccine each year.

AFTER I GET VACCINATED AM I PROTECTED RIGHT AWAY?

No. It takes about two weeks for your body to be protected.



WHAT SHOULD I DO IF I GET THE FLU?

- Drink plenty of liquids
- Get plenty of rest
- Stay home from work or school
- Call your health care provider

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ANNOUNCEMENT

For those who are interested in writing or sharing articles, kindly email them to Ms. Flanigan at Flanigvi@orange.k12.nj.us, (cc: 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, WE WISH ALL OF YOU....



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.