



Play, Learn and Grow...Together

A CUSD Early Childhood Newsletter for Parents of Preschoolers



November

Issue 4

Dedicated to Excellence

Early Learning Standard

Focus:

Language and Literacy

Daily exposure to verbal and written language provides young children with the opportunities to begin acquiring a basic understanding of the concepts of **literacy** and its functions. Through play and intentional activities, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, symbols and print.

Environments rich with print, language, storytelling, books, technology, and writing materials allow children to experience the joy and power associated with reading and writing, while mastering basic concepts about print. The preschool environment should be respectful and supportive of children's cultural heritages and home languages while encouraging English language acquisition. The abilities to listen, speak, read, and write emerge interdependently in environments designed to meet each child's unique skills, abilities, interests, and needs.

Book Corner

Sharing books with your child is a wonderful way to help prepare them for the transition to kindergarten. Check out these books at your local library:

- Beginning School by Irene Smalls
- The Kissing Hand by Audrey Penn
- First Day, Hooray! by Nancy Poydar
- When I go to Kindergarten by James Howe

Encourage your little author

Creating a book about school is a great way for your youngster to practice writing skills- and it can help her feel confident about school.

Start by asking your child what she likes about school. Let her draw a picture of each one on a separate piece of paper. Then she can write a sentence about each drawing. You could make suggestions to help her decide what to write- maybe she mentioned a book her teacher read or the name of a friend. If she isn't writing yet, she can dictate her sentences to you.



Learning at Home

Important literacy skills are developed during the preschool years through children's experiences with familiar adults in familiar settings.

- **Talk, talk and talk** some more with your children describing surroundings, behaviors and objects.
- Say nursery **rhymes** together. Children who have been exposed to rhymes have greater success learning to read and understanding sounds.
- Look at books or read with your child at least **20 minutes** every day.
- Before reading the words in a book, look at and talk about the **pictures** or illustrations. "This is a very colorful picture. There are bright green trees. What else do you see?" Ask your child to **predict** what the story might be about, based on the cover pictures.
- While reading a book together, **connect** the book to your child's personal experiences. "This book is about trains. We see trains when we walk to town. What do you remember about the trains we see?"
- **Model** good reading habits by reading magazines, books and other things for your own enjoyment!
- Give your child crayons, pencils and paper to **practice** writing, creating books or letters.
- Set limits on your child's TV/video/computer use.

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Select a few of your child's favorite books and put them in a bag. Ask your child to guess which book is in the bag by giving clues about the characters or the story. (LL)		As you do the laundry, make balls out of socks (by rolling them into each other) and have your child practice throwing them into the laundry basket. (PD)		Introduce your child to different types of music. Talk about the sounds, rhythm, beat, tempo of the songs. (FA)	
Introduce your child to a variety of measurement tools such as a timer, a ruler, measuring cups, and thermometer. Talk about what each one measures or is used for. Practice using them. (M)		Help your child practice writing his/her name on paper. Show him/her how it starts with a big letter (capital letter) and uses lower case (small letters) for the rest. (LL)		Write your child's name on a piece of paper. Have your child trace over it with his/her fingers. Remember to capitalize only the first letter. (PD)		When your family is experiencing conflict or tempers flare, talk with your child about how you might solve these problems. (ATL)
	With your child, make the letters of his/her name using play dough. (LL)		Play counting games. Ask your child to find specific amounts of different items you describe. For example, "find 3 pencils, find 5 pennies, etc." (M)		Talk to your child about things that make him/her nervous, scared, excited and happy. Tell your child things that make you feel those ways too. (SE)	Talk to your child about your family's Thanksgiving traditions. Who do you celebrate with? Where do you go? What do you eat? (SS)
	What happens when you mix flour, salt and water together? Try this out and talk about it with your child. (S)			Take a trip to your library and pick out some books about Thanksgiving to read with your child. (LL)		

Domains of Learning: PD- Physical Development; LL- Language and Literacy; FA- Fine Arts; M- Mathematics; SS- Social Studies; SE- Social Emotional; S-Science; AL-Approaches to Learning