



January 21, 2015

Hello ECI Families,

After a two-week winter break, we are back to learning! Teachers, support staff, and students are into the swing of school routines and instruction. I have visited each classroom since our return and it certainly warms the heart to watch children learn.

We had a wonderful holiday celebration at the fairgrounds sponsored by the Rotary Club. A sincere thank you to the Rotary Club for the time and effort put in to organizing this opportunity for our children and families. Cookies and punch, gift bags for all, horse-drawn carriage rides, arts and crafts—simply an enjoyable time!

Please note that Klamath County School District and Klamath Falls City Schools will not be in session on **Monday, February 16th**, in observance of Presidents Day.

Following information in the newsletter includes links to websites with invaluable information. Take some time to peruse the websites for information that will assist you in promoting your child's development.

Best Regards,

Dena Haudenschild

Kids and Math: Teach It Early!

From Child Care Resource Networks' Winter 2015 Newsletter

Article by Liz Simons, president of the Heising-Simons Foundation and Lauren Neergaard, Associated Press, December 9, 2013 (excerpts)

According to researchers at Boston College, surprisingly few people know how important it is to teach young children math, even though the math a child knows starting kindergarten is one of the strongest predictors of school success — at least as predictive as literacy skills and more predictive than social-emotional skills.

Parents and teachers should be encouraged to engage children with math activities the same way they do with books and dramatic play. In fact, researchers see a strong parallel with reading. Children who know the names of letters and the sounds that letters make go on to read more easily. Likewise for math. "Kids need to know number words and have opportunities to explore math concepts early on," says National Institute of Health's Mann Koepke, who offers these examples:

- Don't teach your toddler to count just by reciting numbers. Attach numbers to an object - "Here are five crayons: One crayon, two crayons..." or say "I need to buy two yogurts" as you pick them from the store shelf.
- Talk about distance: How many steps to your ball? The swing is farther away; it takes more steps.
- Describe shapes: An ellipse is round like a circle but flatter.
- As they grow, show children how math is part of daily life, talk about how you make change or measure ingredients, or decide how soon to leave for a destination 10 miles away.

"We should be talking to our children about magnitude, numbers, distance, shapes as soon as they're born," says Koepke.

For more information, please visit the Child Care Resource Network @

<http://www.jobcouncil.org/SectionIndex.asp?SectionID=103>

Great Books to Read to Infants and Toddlers

From the website <http://families.naeyc.org/>

Many families are familiar with classic books like *Goodnight Moon* and read them over and over with their very youngest children. Here are some more recent titles and reissues you and your baby will both love.

(Note: Many of these books are available in Spanish, and can be purchased as a hardcover, paperback, or board book.)

- Ten Little Fingers and Ten Little Toes, by Mem Fox. Illus. by Helen Oxenbury. 2008.
- Families, by Rena D. Grossman. 2009.
- ¡Pío Peep! Traditional Spanish Nursery Rhymes [Rimas Tradicionales en Espanol], selected by Alma Flor Ada & F. Isabel Campoy. 2003.
- Baby Bear, Baby Bear, What Do You See? by Bill Martin Jr. Illus. by Eric Carle. 2007.

For more information on other great books, visit <http://families.naeyc.org/learning-and-development/reading-writing/great-books-read-infants-and-toddlers#sthash.DDqo7HnM.dpuf>

Parent Liaison Corner: Families of Children with Special Needs

Valerie Smith encourages you to "come join us as we talk about ways to help our children." If there are any discussions or topics that would be helpful to you, please do not hesitate to let Valerie know. She will work to find speakers or information for those topics.

Families of Children with Special Needs

Come and visit other families who may be in the same place you are. You never know if what you say can help another person. We would love to hear if you have any ideas or topics that you would like more info on. Hope to see you in February.

If you will need **child care**, please let Valerie know by **February 6th** so she can make sure we have enough coverage for all the children. Next Meeting:

February 10th at 6:30pm

At the Early Childhood Intervention Office
3125 Crosby Avenue Klamath Falls, OR 97603

For more info please contact Valerie Smith
klamathspecialfamilies@gmail.com

Reminder

If your child will be absent from school and they are transported by school bus, please contact the **Classroom** to notify the teacher of your child's absence and the **Bus Shop** providing transportation for your child (County 541.883.5013 or City 541.883.4716) so that they may adjust their route. When your child is ready to return to school, please contact the Bus Shop to resume bus pickup.

If your child will be missing a scheduled appointment, please let us know as soon as possible so that our staff can make appropriate adjustments to their schedule. Our number is 541.883.4748.

Technology

Visit ECI's webpage at <http://www.kfalls.k12.or.us/departments/eci.asp>

The webpage will have explanations of the services ECI provides, ECI newsletters, links to the ASQ screening tool that you may complete during regular check-ups at the pediatrician's office, and other program information.

If you would like to receive this newsletter electronically, please send your email address to haudenshidd@kfalls.k12.or.us

Early Years

WORKING TOGETHER FOR A GREAT START

February 2015

Klamath Falls City Schools
Title I



KID BITS

Find and use maps

Maps are everywhere!

And your youngster will use them when he studies history and geography (and goes places). At the mall, zoo, or bus station, have him pick up a map and pinpoint your location (boys' clothes, reptile house, Main Street Station). *Idea:* Let him keep the maps in a folder to look at any time.

Appreciate differences

With your child, take turns naming ways you are alike ("We both have curly hair and like walks in the rain") and different ("I love spinach, but you like carrots better"). You'll help her understand that people don't have to have everything in common to get along.

Join the club

Do you have ideas for making your child's school a better place to learn and play? A parent-teacher group (PTA, PTO, steering committee) lets you share your thoughts and support the school. Watch newsletters or the school website for meeting dates, and plan to attend.

Worth quoting

"Believe you can, and you're halfway there." *Theodore Roosevelt*

Just for fun

Q: What is striped and goes round and round?

A: A zebra in a revolving door.



Building parent-child bonds

A little time and attention can be all it takes to make your child feel special. Turn everyday activities into bonding moments with these simple tips.

Be present

Your youngster knows when she has your attention—and when you are distracted. If she wants you when you're in the middle of something, resist the urge to multitask, and let her know you will give her a turn as soon as possible. "I have to finish filling out this form, and then I can look at your drawing." You'll show her that she is a priority, even if she has to wait a few minutes.

Talk about disagreements

She wants to stay up and watch a movie. You want her to go to bed. Listen to your child's side, and give her the reason behind your decision. "That looks like a good movie, but you have school tomorrow. We'll have to save it for the weekend." Letting her know you're



willing to listen now will make her more likely to discuss important issues with you as she gets older.

Be a team

Squeeze quality time into everyday tasks. Sing silly songs together on the way to the coffee shop. Give her a role to play during errands, like pushing the elevator buttons at the doctor's office or scanning items at the grocery store self-checkout. While you're getting things done, you're connecting with each other and making memories.♥

Let's read aloud

Reading aloud is a cozy way to spend time with your youngster—and to prepare him for reading on his own. Try these three ideas.

1. Play storybook hide-and-seek. Each day, hide a "surprise" book in a different spot. Your child will look forward to searching for it after school—when he finds the book, it's story time!

2. Share breakfast giggles. Look in the newspaper for a comic strip your youngster might enjoy, such as *Peanuts* or *Garfield*. Then, read it together over breakfast.

3. Look forward to magazines. Consider subscribing to a children's magazine like *Highlights High Five* or *Humpty Dumpty*. Set aside time to snuggle up and read new poems, stories, and articles each month.♥



Finding winter

Winter is in full swing, and it's a cool time for your youngster to use his five senses. Try these activities to explore the season together while he practices observing and describing.

See: Bundle up, and take a walk together. Ask your child to point out wintry things he notices. *Examples:* bare tree branches, frost on car windows, winter flowers, his breath. At home, he can draw pictures of the sights he saw.

Hear: Together, close your eyes, and listen for winter sounds like the heater running or sleet hitting the roof. Then, take turns making winter noises and guessing what they



(scarf, icicle) to feel their textures. Can he find something for each word?

Smell: Open a window, and encourage your child to take a deep whiff and tell you what he smells. He might notice smoke from a neighbor's fireplace or the scent of pine. ♥

are. For instance, zip up a jacket, or stomp your boots on the doormat.

Taste: Let your youngster help you make a recipe your family especially enjoys on cold days, such as chili or stew. Ask him to describe its taste. ("It's spicy, and I can taste peppers and onions.")

Touch: List words that describe how winter-related objects feel (*fuzzy, slippery*).

ACTIVITY CORNER

Be an archaeologist

Reasoning skills are important in all subjects. Let your child practice by pretending she's an archaeologist—a scientist who uses clues to learn about the past.

Have each family member secretly place three belongings in a paper bag. Exchange bags.

Then, each person opens the bag she received and studies the clues. Take turns guessing who your bag belongs to and what you can tell about that person.

Say your child gets a bag containing a crochet hook, yarn, and a pattern. She might say, "Mom likes to crochet. This must be her bag."

Idea: Choose a storybook character, and have her find items to match it. For instance, she might collect a tiara, a magic wand, and a slipper for a princess from her favorite fairy tale. ♥



Q & A

Safe and sound

Q: I want to talk to my son about strangers, but I don't want to scare him. What should I say?

A: It's a good idea to discuss strangers—and to tell him that safety rules apply to everyone, whether he knows the person or not.

Remind your son that he should never go anywhere with someone without your permission. To make the conversation less scary, role-play with stuffed animals, and try to convince his animal to go with yours. Your wolf could say to his bear, "I have a pot of honey for you in my den" or "Please help me rescue a wolf cub." Your child's job is to say "No!" and to immediately find a stuffed animal he trusts.

Let your youngster know that if anyone makes him uncomfortable or asks him to keep a secret that seems bad or scary, he should tell you or another trusted adult right away. ♥



PARENT TO PARENT

Remember your manners

It seemed like whenever my daughter Jess and I went out and she got excited—poof—her manners disappeared. Then I'd end up scolding her, which was no fun for either of us.

One day we went to a puppet show with my friend who has a little girl Jess's age. Before the show, my friend reminded her daughter to sit quietly and to clap afterward. Next, her daughter repeated the instructions.

Sure enough, during the show, she was very polite.

It seemed too easy, but I decided to try this with Jess. The next time we visited her great-aunt, I paused outside and reminded her to say please and thank you and not to touch things that didn't belong to her without asking. I had her repeat the reminders.

It worked! Like most kids, Jess still forgets her manners sometimes. But thanks to that simple strategy, it happens less often, and our outings are more enjoyable. ♥



OUR PURPOSE

To provide busy parents with practical ways to promote school readiness, parent involvement, and more effective parenting.

Resources for Educators,
a division of CCH Incorporated
128 N. Royal Avenue • Front Royal, VA 22630
540-636-4280 • rfcustomer@wolterskluwer.com
www.rfeonline.com
ISSN 1540-5567

Early Years

TRABAJANDO JUNTOS PARA UN GRAN COMIENZO

Febrero de 2015

Klamath Falls City Schools
Title I

NOTAS BREVES



Encontrar y usar mapas

¡Hay mapas por todas partes! Y su hijo los usará cuando estudie historia y geografía (y cuando visite lugares). Cuando estén en el centro comercial, el zoo o la estación de autobuses, dígame que agarre un mapa e indíquele en él dónde se encuentran (en la sección de ropa para niños, en la casa de los reptiles, Main Street Station). *Idea:* Que su hijo guarde los mapas en una carpeta y la mire cuando le apetezca.

Apreciar la diferencia

Túrnese con su hija diciendo cosas en las que se parecen (“Las dos tenemos pelo rizado y nos gusta caminar en la lluvia”) y se diferencian (“Me encantan las espinacas, pero a ti te gustan más las zanahorias”). La ayudará a entender que la gente no tiene que ser idéntica para llevarse bien.

Únase al club

¿Tiene ideas para que la escuela de su hijo sea un lugar mejor para aprender y jugar? Una asociación de padres y maestros (PTA, PTO, comité de coordinación) le permite compartir sus ideas y apoyar a la escuela. Lea las circulares o el sitio web del colegio para enterarse de las fechas de las reuniones y propóngase asistir.

Vale la pena citar

“Convéncete de que puedes y habrás recorrido la mitad del camino”.

Theodore Roosevelt

Simplemente cómico

P: ¿Qué tiene rayas y da vueltas y vueltas?

R: Una cebrera en una puerta giratoria.



Cómo formar vínculos entre padres e hijos

Un poco de tiempo y de atención puede ser todo lo que se necesita para que su hija se sienta especial. Convierta las actividades cotidianas en ocasiones para fortalecer los vínculos con su hija aprovechando estas sencillas ideas.

Esté presente

Su hija sabe cuándo usted le presta atención y cuándo está distraído. Si quiere hablar con usted cuando está haciendo algo, resista la tentación de hacer varias cosas al tiempo y dígame que hablará con ella tan pronto como sea posible. “Tengo que terminar de rellenar este formulario y luego puedo mirar tu dibujo”. Le dará a entender que ella tiene prioridad aunque tenga que esperar unos cuantos minutos.

Comentar los desacuerdos

Su hija no quiere acostarse para ver una película. Usted quiere que se vaya a la cama. Escuche la opinión de su hija y explíquele la razón de lo que usted ha decidido. “Me parece buena película, pero mañana tienes colegio. Tendremos que



dejarlo para el fin de semana”. Darle a entender ahora a su hija que está dispuesto a escuchar sienta las bases para que ella quiera comentar con usted asuntos más importantes cuando sea mayor.

Formar un equipo

Incluyan momentos agradables entre ustedes entre las tareas cotidianas. Canten canciones divertidas cuando vayan a la cafetería. Encargue a su hija de algo cuando hagan recados, por ejemplo apretar el botón del ascensor en la consulta del médico o escanear objetos en el autoservicio para pagar en el supermercado. Mientras terminan sus quehaceres están conectando entre ustedes y creando recuerdos.♥

Vamos a leer en voz alta

Leer en voz alta le permite pasar tiempo en la intimidad con su hijo y prepararlo para que lea solo. Ponga a prueba estas tres ideas.

1. Jueguen al escondite con libros de cuentos. Esconda un libro “sorpresa” en un lugar distinto cada día. A su hijo le ilusionará buscarlo después del colegio y, cuando lo encuentre, ¡a leer!

2. Diviértanse durante el desayuno. Busque en el periódico una tira cómica que pueda gustarle a su hijo como *Peanuts* o *Garfield*. Luego léanla juntos durante el desayuno.

3. La ilusión de las revistas. Considere suscribirse a una revista infantil como *Highlights*, *High Five* o *Humpty Dumpty*. Acurrúquense y lean cada mes nuevos poemas, narraciones y artículos.♥



Descubrir el invierno

Ha llegado el invierno y es el momento perfecto de que su hijo use sus cinco sentidos. Ponga a prueba estas actividades para explorar con él la estación del año mientras él adquiere práctica en observar y describir.

Vista: Arrópanse y den un paseo. Dígame a su hijo que le indique qué cosas típicas del invierno observa. *Ejemplos:* las ramas desnudas de los árboles, escarcha en las ventanillas de los autos, flores de invierno, su aliento. En casa puede dibujar lo que vio.

Oído: Cierren los ojos y escuchen los sonidos del invierno como la calefacción en casa o el granizo golpeando el tejado. A continuación hagan ruidos invernales por turnos y adivinen qué son. Por ejemplo, suban una cremallera o sacudan las botas en el felpudo de la puerta.



Gusto: Que su hijo ayude en la preparación de una receta que a su familia le gusta en especial en días fríos, por ejemplo chili o estofados. Pídale a su hijo que le describa el sabor. (“Es picante y puedo saborear los pimientos y las cebollas”).

Tacto: Hagan una lista de las palabras que describen el tacto de objetos relacionados con el

invierno (*peludo, resbaladizo*). Dígame a su hijo que toque objetos (bufanda, témpano de hielo) para sentir su textura. ¿Puede encontrar algo para cada palabra?

Olfato: Abran una ventana y anime a que su hijo respire profundamente y le diga lo que huele. Podría percibir el humo de la chimenea de un vecino o el aroma del pino. ♥

RINCÓN DE ACTIVIDAD

Jóvenes arqueólogos

La habilidad de razonar es importante para todas las asignaturas. Que su hija imagine qué es una arqueóloga, es decir, una científica que usa pistas para aprender sobre el pasado.

Que cada miembro de la familia coloque en secreto tres cosas suyas en una bolsa de papel. Cámbiense las bolsas.

A continuación cada persona abre la bolsa que ha recibido y estudia las pistas. Túrnense adivinando a quién pertenece su bolsa y qué puede decir usted sobre esa persona.

Digamos que la bolsa de su hija contiene una aguja de ganchillo, hilo y un patrón. Podría decir: “A mamá le gusta hacer ganchillo. Ésta debe de ser su bolsa”.

Idea: Elija un personaje de un cuento y que su hija encuentre objetos que le vayan bien. Por ejemplo, podría reunir una diadema, una varita mágica y una zapatilla para una princesa de su cuento de hadas favorito. ♥



P & R

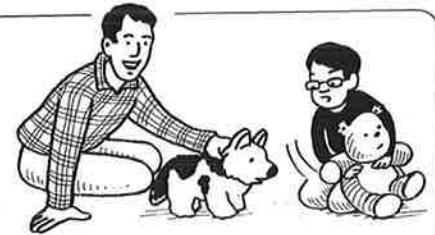
Sanos y salvos

P: Quiero hablar a mi hijo sobre el trato con desconocidos, pero no quiero asustarlo. ¿Qué debería decirle?

R: Es buena idea comentar el tema del trato con desconocidos y decirle a su hijo que las normas sobre la seguridad personal son para todos, conozca o no a esa persona.

Recuérdale a su hijo que no debe ir nunca a ningún sitio con alguien sin el permiso de usted. Para que se asuste menos, representen una situación con animales de peluche y trate de convencer al animal de su hijo de que se vaya con el de usted. El lobo de usted podría decir al oso de su hijo: “Tengo una jarra de miel para ti en mi madriguera” o “Por favor, ayúdame a rescatar a un lobezno”. Su hijo tiene que decir: “¡No!” y salir corriendo a buscar un animal de peluche en quien confíe.

Que su hijo entienda que si alguien le hace sentirse incómodo o le pide que guarde un secreto de algo que le parece malo o le da miedo, debería decírselo inmediatamente a usted o a otra persona mayor en quien confíe. ♥



DE PADRE A PADRE

Recuerden los modales

Tenía la impresión de que cuando mi hija Jess y yo salíamos y se entusiasmaba con algo de repente sus modales desaparecían. En seguida yo la reprendía y ninguna de las dos lo pasaba bien.

Un día fuimos a un espectáculo de marionetas con una amiga mía que tiene una hija de la edad de Jess. Antes del espectáculo mi amiga le recordó a su hija que se sentara en silencio y que aplaudiera al final.

A continuación su hija le

repitió las instrucciones. Y, en efecto, durante el espectáculo se comportó muy bien.

Me parecía demasiado fácil pero decidí probar esta estrategia con Jess. La siguiente vez que visitamos a su tía abuela me detuve un momento antes de entrar y le recordé que dijera por favor y gracias y que no tocara cosas que no eran suyas sin pedir permiso antes. Le pedí que me repitiera las instrucciones.

¡Funcionó! Como la mayoría de los niños Jess sigue olvidando a veces sus modales. Pero gracias a esta simple estrategia le ocurre con menos frecuencia y lo pasamos mejor cuando salimos. ♥



NUESTRA FINALIDAD

Proporcionar a los padres ideas prácticas que promuevan el éxito escolar, la participación de los padres y un mejor entendimiento entre padres e hijos.

Resources for Educators,
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128 N. Royal Avenue • Front Royal, VA 22630
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ISSN 1540-5575