



UCHRA Van Buren County  
Head Start Newsletter  
"Hand in hand together we can"



Perfect Attendance

September

- Amya
- Mayah
- Collin
- Hunter
- Madalynn
- Charles
- Raylee B.
- Wyatt
- Milly
- Matthew
- Edyn
- Keegan
- Skyler
- Raylee W.
- Lleyton
- Ryan



September

- Landon
  - Lucas
  - Hunter
- October
- Lillian
  - Hannah
  - Brayton
  - Raylee W.

Learning experiences can be fun for everyone. Children and parents can share the joy of learning and playing while they communicate and grow together. By working together with your child, you are helping to build his/her language and literacy, social and emotional, gross motor, fine motor, and cognitive skills. Remember, you are your child's first and most important teacher and your home is a primary learning place! Their learning will depend on the opportunities and support that you offer them at home and in their surroundings.

**So get out there and play together!**



October 9th thru October 13th FALL BREAK NO SCHOOL

October 16th thru October 19th Soup/Food Drive

October 17th, 2017 Stranger Danger/Fingerprinting

October 18th, 2017 Nutrition w/AG Ext. Office

October 19th, 2017 Field Trip to Baker Mountain Farm

October 20th NO SCHOOL for Head Start Children  
(Staff Training)

October 24th, 2017 Family Reading Night Kick-Off  
(Special Guest Cat in the Hat)

October 27th, 2017 NO SCHOOL for Head Start Children  
(Staff Training)

October 31st, 2017 Fall Celebration & Monthly Birthday Recognition

Van Buren County Head Start!

If you are currently not a Facebook member please sign up. Some of the benefits include: photo galleries, special news and updates, plus the ability to connect and chat on line with other people who share your interest.



# What to Do When Your Child Hates Reading

By Amy Mascott



Would your child rather empty the dishwasher or fold laundry instead of reading a book? Do you have to beg your child to sit down and read—for school *or* for pleasure? When you see other kids with their noses in books, do you wonder why you never see your *own* children doing the same? It's hard to know how to react when your child hates reading, and even harder to figure out how to motivate children to read. Try these simple, but meaningful steps to help move your reluctant reader toward a book-filled future:

- **Zero in on the child's interests.** Before you do anything, take a step back and examine what interests, excites or intrigues your child. Knowing what interests him can help you pinpoint what types of texts he may enjoy reading.
- **Start small.** Just because your child likes to ride horses doesn't mean he needs to start by reading *The A-Z History of Horseback Riding*; that may be intimidating—especially for a reluctant reader. Instead, consider watching a horse race with your child. Talk about the jockeys, the scores, the owners and the trainers. The next day, read the box scores in the newspaper or watch a movie about horses, like *Seabiscuit*. Then, closely examine the box scores or find a short nonfiction article about a related topic, like the Triple Crown or famous jockeys like Red Pollard or George Woolf. An interactive, reliable, and safe resource online, such as [American Experience: Seabiscuit](#), can also be an engaging and interesting bridge toward books for reluctant readers.

If the topic of interest doesn't lend itself to watching a related program or movie, start small by finding a magazine or graphic novel at the library that relates to the subject. Reading doesn't need to begin with a chapter book; many other texts and various genres can be worthwhile for these readers.

- **Practice shared reading.** Shared reading or reading as a collective experience could entail taking turns reading pages, sections or chapters, or you and your child silently reading the same book. Shared reading can vary depending on your child's age and needs.

Shared reading is an often-overlooked and underappreciated technique for engaging reluctant readers. Most kids really want to spend time with their parents, but once children reach seven or eight years old, many parents don't view reading together as an option; they think that's reserved for preschool or early elementary school days.

For the ideal shared reading experience, choose texts that are rich, engaging and sure to lead to discussion. Part of the "sharing" in shared reading involves talking about the book. Perhaps several of your child's friends and their parents can [start a book club](#) where texts read through shared reading are discussed in a welcoming environment. If book groups are not an option, find a reliable, child-safe website where your child can post a review of that book or encourage him or her to start a book review journal.

Reluctant readers are often struggling readers, so creating safe, comfortable environments where fluent reading is modeled and where children are set up for success is key. Though there is definitely not an easy answer, with a little focus and direction, you can help give your child the reading boost he needs. It's not magic, but every little step helps.

(Article courtesy of [www.PBS.org](http://www.PBS.org) )

# Halloween Health and Safety Tips

**S**

Swords, knives, and similar costume accessories should be short, soft, and flexible.

**A**

Avoid trick-or-treating alone. Walk in groups or with a trusted adult.

**F**

Fasten reflective tape to costumes and bags to help drivers see you.

**E**

Examine all treats for choking hazards and tampering before eating them. Limit the amount of treats you eat.

**H**

Hold a flashlight while trick-or-treating to help you see and others see you. Always WALK and don't run from house to house.

**A**

Always test make-up in a small area first. Remove it before bedtime to prevent possible skin and eye irritation.

**L**

Look both ways before crossing the street. Use established crosswalks wherever possible.

**L**

Lower your risk for serious eye injury by not wearing decorative contact lenses.

**O**

Only walk on sidewalks whenever possible or on the far edge of the road facing traffic to stay safe.

**W**

Wear well-fitting masks, costumes, and shoes to avoid blocked vision, trips, and falls.

**E**

Eat only factory-wrapped treats. Avoid eating homemade treats made by strangers.

**E**

Enter homes only if you're with a trusted adult. Only visit well-lit houses. Don't stop at dark houses. Never accept rides from strangers.


**N**

Never walk near lit candles or luminaries. Be sure to wear flame-resistant costumes.

**For more information about these tips, visit: [www.cdc.gov/family/halloween](http://www.cdc.gov/family/halloween)  
Office of Women's Health • 770-488-8190 (phone) • [owh@cdc.gov](mailto:owh@cdc.gov) (e-mail)**

U. S. Department of Health and Human Services  
Centers for Disease Control and Prevention

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Don't go batty for sugary treats.  
Brush with fluoride toothpaste.  
Floss every day.

**UCHRA Van Buren Head Start Menus 2017-2018**

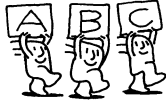
Week 1 of 5					
Meal Pattern	Monday 10/2	Tuesday 10/3	Wednesday 10/4	Thursday 10/5	Friday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Milk 3/4 c	1% Milk	1% Milk	1% Milk	1% Milk	1% Milk
Fruit/Vegetable/Juice 1/2 c	Tomatoe Slices (A, C)	Diced Strawberries & Blueberries	Banana Slices	Cooked Apple Slices (C)	Orange Wedges (C)
Bread/Alternate	WW Biscuits	Oatmeal	WW Pancakes	Cream of Wheat	Toasted Loaf Bread
Other/Notes	Gravy		Syrup		Cheese Serve as Cheese Toast
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Milk 3/4 c	1% Milk	1% Milk	1% Milk	1% Milk	1% Milk
Meat/Alternate 1 1/2 oz	Turkey	@Ground Beef Meat Sauce	Sausage, Egg, & Cheese Burrito	@White Beans with Ham Chunks	Fish Fillet (I)
Vegetable 1/4 c	Mashed Potatoes	Green Beans	Baked Hashbrown	@ Cole Slaw	Raw Broccoli (A, C)
Fruit 1/4 c	Green Peas	Diced Pears	Orange Wedges (C)	Tomato Slices (A, C)	Tropical Fruit
(Vegies can replace fruits)					
Bread/Alternate	WW Bread	WW Spaghetti noodles	Burrito Wrap	Cornbread Muffin	WW Roll
Other/Notes	Serve as Open Face Sandwich -Let Child assemble	Parmesean Cheese Serve as @Spaghetti	Ketchup, Salsa		Ketchup, Ranch
Snack (2 of 4 components)	Snack	Snack	Snack	Snack	Snack
Milk 1/2 c			1% Milk		
Fruit/Vegetable/Juice 1/2 c	Applesauce	Tomatoe Juice		Pineapple Tidbits	
Bread/Alternate	Grahams		Multi-Grain Cheerios Cereal	1/2 WW Bagel	Vanialla Wafers
Meat/Alternate 1/2 oz		Monzerella Cheese Slick			Yogurt
Other/Notes				Cream Cheese	Water
Week 2 of 5					
Closed for FALL Break					
Week 3 of 5					
Closed for FALL Break					
Meal Pattern	Monday 10/16	Tuesday 10/17	Wednesday 10/18	Thursday 10/19	Friday 10/20
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Closed for Teacher Trainings
Milk 3/4 c	1% Milk	1% Milk	1% Milk	1% Milk	
Fruit/Vegetable/Juice 1/2 c	Diced Peaches (C)	Banana Slices	Orange Wedges (C)	Blueberries	
Bread/Alternate	WW Cream of Wheat	Rice Krispies Cereal	WW Toast	Oatmeal	
Other/Notes			American Cheese *Serve as Cheese Toast		
Lunch	Lunch	Lunch	Lunch	Lunch	*Field Trip-Sack Lunches
Milk 3/4 c	1% Milk	1% Milk	1% Milk	1% Milk	
Meat/Alternate 1 1/2 oz	CN Chicken Patty (I)	Pinto Beans(I)	Hamburger Steak	Turkey & Cheese	
Vegetable 1/4 c	Baked Curly Fries	Turnip Greens (A,C)	Diced Potatoes	Tomato Slices (A,C)	
Fruit 1/4 c	Romaine Lettuce/Spinach mix & Tomato Slices (A,C)	Corn	Green Peas	Diced Peaches Cup	
(Vegies can replace fruits)					
Bread/Alternate	WW Bun	Cornbread Muffin	WW Loaf Bread	WW Bread	
Other/Notes	Ketchup, Mustard, Mayo	Mustard	Cooked Sweet Peppers & Onions	Ketchup, Mustard, Mayo, Baked chips	
Snack (2 of 4 components)	Snack	Snack	Snack	Snack	
Milk 1/2 c					
Fruit/Vegetable/Juice 1/2 c	Blueberry Muffin	WW Crackers	Tomato Sauce(A,C)	Orange Juice	
Bread/Alternate		WW Crackers	Bosco Stick-(Cheese & Bread)	2 Granola Bars	
Meat/Alternate 1/2 oz		Boiled Egg- halved			
Other/Notes		water	water		
Week 4 of 5					
Closed for Teacher Trainings					
Meal Pattern	Monday 10/23	Tuesday 10/24	Wednesday 10/25	Thursday 10/26	Friday 10/27
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Closed for Teacher Trainings
Milk 3/4 c	1% Milk	1% Milk	1% Milk	1% Milk	
Fruit/Vegetable/Juice 1/2 c	Orange Wedges (C)	Applesauce (C) with Cinnamon	Banana	Strawberry slices	
Bread/Alternate	Toasted English Muffin	WW French Toast	Rice Krispies Cereal	WW Cream of Wheat	
Other/Notes	Jelly				
Lunch	Lunch	Lunch	Lunch	Lunch	(Culture Food)
Milk 3/4 c	1% Milk	1% Milk	1% Milk	1% Milk	
Meat/Alternate 1 1/2 oz	Ground Beef Chili Wwith Beans	Turkey & Cheese	Pork Chop	Ground Beef	
Vegetable 1/4 c	(Tomatoes (A,C) and Beans in chilli)	Romaine Lettuce/Spinach mix, Tomato Slices (A,C)	Lima Beans	@Sheppard's Pie (Peas,Carrots,Potatoes)	
Fruit 1/4 c	Diced Pears	Pineapple Tidbits (C)	Beets	Tropical Fruit	
(Vegies can replace fruits)					
Bread/Alternate	WW Crackers	WW Bun	WW Roll	WW Roll	
Other/Notes	Shredded Sharp Cheese	Ketchup, Mustard, Mayo		Serve as @Shepard's Pie	
Snack (2 of 4 components)	Snack	Snack	Snack	Snack	
Milk 1/2 c					
Fruit/Vegetable/Juice 1/2 c	Diced Apricots (A)	Pineapple Tidbits (A,C)		Tomato Juice	
Bread/Alternate	Animal Crackers	1/2 WW Bagel	WW Crackers	Bosco Stick (Cheese & Bread)	
Meat/Alternate 1/2 oz			American Cheese Slices		
Other/Notes	Water	Cream Cheese	Water		
Week 5 of 5					
Closed for Teacher Trainings					
Meal Pattern	Monday 10/30	Tuesday 10/31	Wednesday 11/1	Thursday 11/2	Friday 11/3
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Milk 3/4 c	1% Milk	1% Milk	1% Milk	1% Milk	1% Milk
Fruit/Vegetable/Juice 1/2 c	Tomatoe Slices (A, C)	Diced Strawberries & Blueberries	Banana Slices	Cooked Apple Slices (C)	Orange Wedges (C)
Bread/Alternate	WW Biscuits	Oatmeal	WW Pancakes	Cream of Wheat	Toasted Loaf Bread
Other/Notes	Gravy		Syrup		Cheese Serve as Cheese Toast
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Milk 3/4 c	1% Milk	1% Milk	1% Milk	1% Milk	1% Milk
Meat/Alternate 1 1/2 oz	Turkey	@Ground Beef Meat Sauce	Sausage, Egg, & Cheese Burrito	@White Beans with Ham Chunks	Fish Fillet (I)
Vegetable 1/4 c	Mashed Potatoes	Green Beans	Baked Hashbrown	@ Cole Slaw	Raw Broccoli (A, C)
Fruit 1/4 c	Green Peas	Diced Pears	Orange Wedges (C)	Tomato Slices (A, C)	Tropical Fruit
(Vegies can replace fruits)					
Bread/Alternate	WW Bread	WW Spaghetti noodles	Burrito Wrap	Cornbread Muffin	WW Roll
Other/Notes	Serve as Open Face Sandwich -Let Child assemble	Parmesean Cheese Serve as @Spaghetti	Ketchup, Salsa		Ketchup, Ranch
Snack (2 of 4 components)	Snack	Snack	Snack	Snack	Snack
Milk 1/2 c			1% Milk		
Fruit/Vegetable/Juice 1/2 c	Applesauce	Tomatoe Juice		Pineapple Tidbits	
Bread/Alternate	Grahams		Multi-Grain Cheerios Cereal	1/2 WW Bagel	Animal Crackers
Meat/Alternate 1/2 oz		Monzerella Cheese Slick			Yogurt
Other/Notes				Cream Cheese	Water

@Recipe in recipe book      WW=Whole Wheat or Whole Grain      (I)=High Source of Iron, (A)=High Source of Vitamin A, (C)=High Source of Vitamin C, CN=Child Nutrition Label  
 Note: All Head Start foods will need to be cut to the appropriate size for each child's developmental level by the teacher.  
 Substitutions will be made in accordance with individually identified needs.

# Early Years

WORKING TOGETHER FOR A GREAT START

October 2017



Compliments of  
UCHRA Van Buren County Head Start

## KID BITS

### Be a good sport

Playing games with your child gives you a chance to demonstrate good sportsmanship. Remind everyone to stick to the rules and play nicely. End games on a positive note whether you win or lose. For instance, say, “Good game. Thanks for playing,” and encourage your little one to do the same.

### Safety smarts

In stores, teach your youngster to spot employees with uniforms and badges, and explain that he should approach them if he gets lost. Also, help him memorize your phone number. Write each digit on a separate index card, and let him practice putting them in order.

### My math “collection”

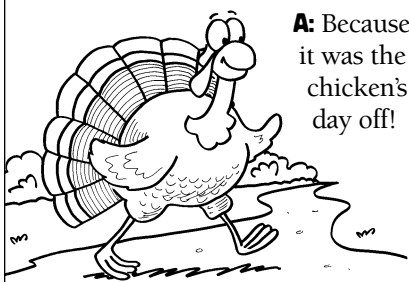
Organizing and playing with a collection of small objects is a fun way to work on early math skills. Suggest that your child gather up stickers, toy cars, or bouncy balls. Then, let her use an egg carton, a muffin tin, or an ice cube tray to sort and count her treasures.

### Worth quoting

“The teacher is one who makes two ideas grow where only one grew before.” *Elbert Hubbard*

### Just for fun

**Q:** Why did the turkey cross the road?



**A:** Because it was the chicken's day off!

## Exploring feelings

Developing empathy starts with your child's being able to recognize and understand how others are feeling — a tall order for someone who's just beginning to grasp his own emotions. Use these activities to build empathy.

### Sing a silly song

This twist on “If You're Happy and You Know It” helps your youngster name feelings. Replace *happy* with a different emotion (*excited*, *sad*) and the action (“clap your hands,” “stomp your feet”) with “make a face.” Both of you should make a face that matches the feeling. For “If you're *surprised* and you know it,” you could open your eyes and mouths wide. Then, pick another emotion, and sing again.

### Act it out

Enjoy this game to show your little one that people don't always feel the same way. Take turns naming something (spiders, brussels sprouts, haircuts), and have everyone act out how



they feel about it. One person may act scared of spiders, for example, while another might show curiosity. Try to guess each other's emotions.

### Use your imagination

Pretend play lets your child put himself in another person's shoes. While playing with dolls or stuffed animals, you could say, “The parrot feels mad that the bunny knocked over his blocks.” Your youngster might add, “The bunny feels sorry, and he's going to rebuild the tower.”♥

## Let's go to the library

Show your youngster that the library is a wonderful place to read and have fun by making regular trips there. Here are tips:

- Let your child sign up for her own library card. It's free, and she will feel grown up when she uses her card to check out books.
- Browse the library's calendar to find events she would like, such as craft workshops, story times, and puppet shows.
- Have your youngster invite a friend along. A library playdate encourages children to enjoy books together.
- Hold a “treasure hunt.” Take turns picking things to find, perhaps a magazine with “kids” in the title or a biography of a scientist. Your child will get to know the library's different sections.♥



# Learning on your feet

Some days it may seem like your little one came with a built-in case of the wiggles. The upside? Young children often learn best when they are moving around. Try these active skill-building ideas.

**Letters and numbers.** Ask your youngster to use chalk to draw the alphabet in a long, winding path on the driveway or sidewalk. Have her hop to each letter, naming it as she lands. Next, she can make another path, this time writing numbers (1–10 or 1–20) to count as she jumps.



**Colors and shapes.** Combine actions with colors or shapes for your child to find in your house or yard. You could ask her to jump to something green (a bush) or tiptoe to something square (a table). Now she gets to tell you what to look for and how to move to it. *Tip:* Once she has mastered this, give her

two-step and then three-step instructions (“Gallop to something blue, and march to something round”).♥

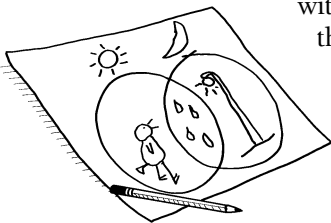
## ACTIVITY CORNER



## Daytime, nighttime

What does daytime look and sound like? How about nighttime? Invite your child to explore differences between day and night with this project.

Help your youngster draw a Venn diagram—two giant circles that overlap in the middle. He should label one circle with a sun and the other with a moon.



In the morning, snuggle together

near a window

or on a porch to observe sights and listen to sounds. In his “sun” circle, have him draw pictures of what he sees (shadows) and hears (the “peep-peep” of birds). Do the same thing at night. In his “moon” circle, he could draw bright streetlights or an owl hooting in a tree.

In the space shared by both circles, encourage him to draw what he observed both times (rain falling, trees rustling in the wind).♥

## Q & A

### How to tame interruptions

**Q:** My son often interrupts when I’m talking to someone. It makes having a conversation challenging. What can I do?

**A:** Youngsters always seem to be bursting to tell you something the moment you start talking to anyone else. It is possible to limit the interruptions, though.

Show your son a polite, quiet way to get your attention. Maybe he could put his hand on your arm or hold your pinky finger. Then, use another signal to let him know you’ll give him a turn to talk soon. You might pat his hand or nod. When you reach a stopping point in your conversation or hang up the phone, give your child your full attention while he talks.

Waiting politely takes practice, and your son may need a few reminders. But once he knows how to get your attention, he’ll be less likely to interrupt.♥



## PARENT TO PARENT

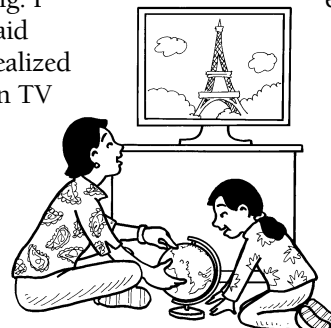
### Make the most of TV

One day while my daughter Rachel was watching TV, she accidentally turned on the closed-captioning. I offered to turn it off, but she said she liked seeing the words. I realized this was an opportunity to turn TV time into learning time.

Rachel enjoyed telling me which words she recognized, and I pointed out new ones for her to learn. When the commercials came on, we talked about the show.

I suggested that we each try to predict what would happen next and tell what clues we used from the program. We enjoyed seeing how close our predictions came—and making new ones.

I know it’s important to limit Rachel’s screen time, but I’m happy to make the time she does spend watching TV a little more educational.♥



## OUR PURPOSE

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

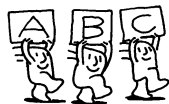
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 www.rfeonline.com  
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# Early Years

TRABAJANDO JUNTOS PARA UN GRAN COMIENZO

Octubre de 2017



## NOTAS BREVES

### Con espíritu deportivo

Cuando juega con su hija tiene la ocasión de demostrar en qué consiste la deportividad. Recuerde a todos que se atengan a las reglas y que jueguen con cortesía. Terminen el juego diciendo “Buen partido. Gracias por jugar” y anime a su pequeña a que haga lo mismo. Ganen o pierdan, terminen el juego de manera positiva.

### Desenvueltos y seguros

Enséñele a su hijo a localizar en la tienda a los empleados que lleven uniformes y distintivos y explíquelo que debería acudir a ellos si se pierde. Ayúdele también a memorizar el número de teléfono de usted. Escriba cada cifra en una ficha de cartulina y que lo practique poniendo en orden las cifras.

### Mi “colección” matemática

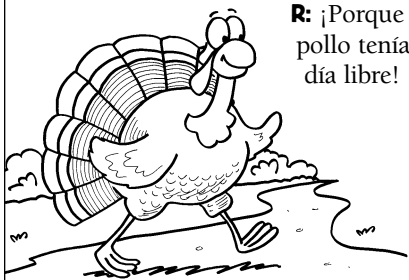
Organizar una colección de objetos pequeños y jugar con ella es una manera entretenida de practicar habilidades básicas matemáticas. Sugíerale a su hija que reúna pegatinas, carritos de juguete o pelotitas de goma. Luego, que use un cartón de huevos, un molde para magdalenas o una bandeja de cubitos de hielo para organizar y contar sus tesoros.

### Vale la pena citar

“Un maestro es alguien que hace que crezcan dos ideas donde antes sólo crecía una”. *Elbert Hubbard*

### Simplemente cómico

**P:** ¿Por qué cruzó la carretera el pavo?



**R:** ¡Porque el pollo tenía el día libre!

## Explorar los sentimientos

La empatía empieza a desarrollarse cuando su hijo es capaz de reconocer y de entender cómo se sienten los demás, algo complejo para alguien que está empezando a comprender sus propias emociones. Empleen estas actividades para cimentar la empatía.

### Canten una canción tontorróna

Esta variación de “Si eres feliz y tú lo sabes” ayuda a su hijo a decir nombres de sentimientos. Sustituyan *feliz* con una emoción diferente (*nervioso, triste*) y la acción (“apláude ya”, “mueve los pies”) con “haz un gesto”. En ese momento ustedes dos hacen un gesto que se corresponda con el sentimiento. Para “Si estás sorprendido y tú lo sabes” podrían abrir mucho los ojos y la boca. Luego elijan otra emoción y canten de nuevo.

### Representenlo

Disfruten con este juego que enseña a su hijo que la gente no siempre siente lo mismo. Por turnos, digan el nombre de algo (arañas, coles de Bruselas, cortes de pelo) y que cada participante represente cómo se siente al respecto. Una persona



puede comportarse como si le dieran miedo las arañas, mientras que otra quizá demuestre curiosidad. Intenten adivinar las emociones que representa cada uno.

### Usen la imaginación

Con los juegos de ficción su hijo se pone en el lugar de otra persona. Cuando juegue con muñecas o con animales de peluche, usted podría decirle: “El loro está enojado porque el conejito derribó sus bloques”. Su hija podría añadir: “El conejito lo siente y va a reconstruir la torre”. ♥

## Vamos a la biblioteca

Visiten la biblioteca con regularidad para mostrar a su hija que la biblioteca es un lugar maravilloso donde leer y pasarlo bien. He aquí algunos consejos:

- Soliciten un carné de biblioteca para su hija. Es gratis y ella se sentirá mayor cuando use su propio carné para sacar libros.
- Examinen el calendario de la biblioteca en busca de eventos que le gusten a su hija, como talleres de manualidades, cuentacuentos y teatrillos de marionetas.
- Sugíerale a su hija que invite a una amiga a unirse a ustedes. Al estar juntas se animarán a disfrutar de los libros.
- Hagan una “busca del tesoro”. Busquen cosas por turnos, por ejemplo una revista con “niños” en el título o la biografía de un científico. Así su hija conocerá las distintas secciones de la biblioteca. ♥



# Aprender de pie

Es posible que algunos días su hija llegue tan inquieta que no pueda dejar de moverse. ¿Cuál es el lado positivo de esto? Los niños pequeños suelen aprender mejor cuando se mueven. Pongan a prueba estas ideas para desarrollar habilidades de forma activa.

**Letras y números.** Pida a su hija que use tiza para dibujar el abecedario en forma de camino largo y serpenteante en la entrada a casa o en la acera. Dígale que salte a cada letra, diciendo su nombre cuando aterrice en ella. A continuación puede hacer otro camino, pero esta vez escribiendo números (1-10 o 1-20) para contar al saltar.



**Colores y formas.** Combinen acciones con colores y formas que su hija pueda encontrar en su casa o jardín. Podría pedirle que salte a algo verde (un arbusto) o que camine de puntillas a algo cuadrado (una mesa). A continuación ella le dice qué ha de buscar y cómo moverse. *Consejo:* Una vez que domine esto, dele instrucciones con dos pasos y luego con

tres pasos (“Trota hacia algo azul y camina a buen paso hacia algo redondo”).♥

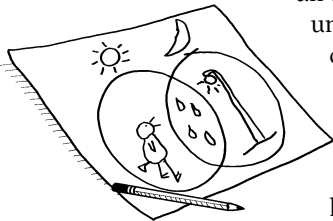
## RINCÓN DE ACTIVIDAD



# De día, de noche

¿Qué aspecto y qué sonido tiene el día? ¿Y la noche? Invite a su hijo a que explore las diferencias entre noche y día con este proyecto.

Ayude a su hijo a dibujar un diagrama de Venn, dos círculos grandes que se sobrepone en el medio. Tiene que rotular un círculo con un sol y el otro con la luna. Por la mañana, siéntense juntos al lado de una ventana o en el



porche para observar lo que ven y escuchar sonidos. Que dibuje en el círculo del sol lo que ve (sombras) y lo que oye (el piar de los pájaros). Hagan lo mismo por la noche. En su círculo de la luna podría dibujar las brillantes luces de la calle o un búho ululando en un árbol.

Dígale que, en el espacio compartido por ambos círculos, dibuje lo que observó ambas veces (la lluvia cayendo, los árboles crujiendo en el viento).♥

# P & R Cómo controlar las interrupciones

**P:** Mi hijo me suele interrumpir cuando hablo con alguien. Seguir una conversación se convierte en todo un desafío. ¿Qué puedo hacer?

**R:** Parece que los pequeños tienen una enorme necesidad de contar algo en el momento en el que uno inicia una conversación con otra persona. Pero es posible limitar las interrupciones.

Enseñe a su hijo un modo cortés y silencioso de pedirle que le preste atención. Podría ponerle la mano en su brazo o agarrarle el meñique. Luego use otra señal para comunicarle que le dará pronto la oportunidad de hablar. Podría darle un golpecito en la mano o afirmar con la cabeza. Cuando llegue a una pausa en su conversación o cuelgue el teléfono, préstele total atención a su hijo mientras le habla.

Se necesita práctica para saber esperar con cortesía y puede que su hijo necesite unos cuantos recordatorios. Pero una vez que sepa cómo pedirle a usted que le preste atención, es probable que interrumpa menos.♥



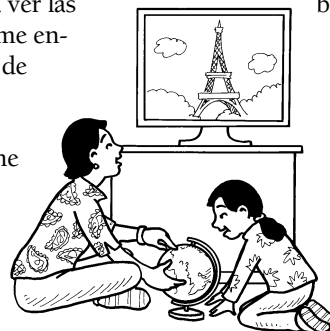
# DE PADRE A PADRE Aprovechar la TV al máximo

Mi hija Rachel estaba viendo la tele un día y sin querer encendió los subtítulos. Le dije que se los podía quitar, pero ella me contestó que le gustaba ver las palabras. Me di cuenta de que me encontraba con una oportunidad de convertir el tiempo de tele en tiempo de aprender.

Rachel disfrutaba diciéndome las palabras que reconocía y yo le indicaba alguna nueva para que la aprendiera. Cuando llegaron los anuncios hablamos del programa.

Le sugerí que cada una de nosotras tratara de predecir lo que ocurriría a continuación y que explicáramos qué pistas del programa habíamos empleado. Nos gustaba ver lo que se aproximaban nuestras predicciones y haciendo otras nuevas.

Sé que es importante limitar el tiempo que Rachel pasa frente a la pantalla, pero estoy encantada de que el tiempo que pasa viendo la televisión sea un poco más educativo.♥



## 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.

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