



CHILD CARE COUNCIL
Serving Columbia, Greene and Ulster Counties

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KRISTIN SCACE

Early Literacy for infants and Young Children



THE IMPORTANCE OF READING TO CHILDREN

2013/2014

What's inside:

- *Early Language and Literacy*
- *Using Technology for Storytelling and Learning*
- *Choosing Books for young Readers*
- *Extending stories*

The Benefits of Reading

It is no secret that reading to children is a good thing to do. There have been numerous studies that show babies respond to a mother/fathers voice even while in-utero.



Early language and literacy begins at birth. Babies are born ready to learn, communicate and connect with their favorite caregivers. Even at birth they are experts at offering us their own curiosity and eagerness to learn. There are many ways to include babies in scenarios that foster early language and literacy skills. By reading their cues, caregivers can discover what babies want and need. Through this unspoken communication, early language and literacy is born.

- Provide a safe and comfortable environment that encourages attachment and invites children to explore. Adults should have comfortable places to read to and play with one baby or several at a time.
- Provide child-sized furniture, books, play space and materials
- Play spaces should be “print rich”. Label items at levels where little ones can see them. Babies also enjoy eye level pictures of interesting items and familiar faces that are labeled.
- Remember that books, bulletin boards and any communications should honor children’s home language and culture whenever possible.
- Babies should have a generous supply of cloth and cardboard books visible and available to choose from every day.
- Young infants enjoy simply listening to a caregiver’s voice as they share a story. Later on, a reader can point out an object and say its name. After that, an adult can begin asking a baby to point to a picture and then say the name of the object.
- Gently hold baby’s finger out and trace items and letters. An adult reader can bring a character to life by using her own fingers to help it take steps or climb a tree. Use different voices for different characters and use simple sign language while reading. Play a game by leaving out a word and patiently wait for baby to fill in with familiar words. The deep vibration of a favorite voice against a baby’s back while cuddled on a snuggly lap helps little ones make calm transitions from one activity to the next.
- The repetition of reading the same story over and over is wonderful and reassuring to young children.
- To avoid clutter and over abundance, borrow books from the library and purchase only the most requested titles.

CREATE A NEW ENDING (4 - 7 years)

GOAL:

1. To increase children's creativity
2. To increase children's interest in books

SET UP AND MATERIALS:

1. A new or favorite story
2. Chart paper

PROCEDURE:

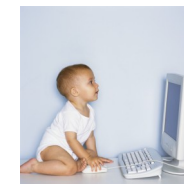
1. Read a book to the children several times so that they may familiarize themselves with the book.
2. Encourage children to change the ending of a story and create their own ending.
3. Write the different endings on chart paper.

SUGGESTIONS AND VARIATIONS:

1. Read a story, but do not read the end of the story. Have the children predict what the ending of the story will be. You may even choose to have the children illustrate the ending. Encourage children to share their illustrations. A great story to incorporate this idea with is "The Mysterious Tadpole" by Steven Kellogg.
2. Create stories verbally without endings, and encourage the children to complete the story.



1. Reading Rockets.org



Young Children and Computers
Storytelling and Learning in a Digital age
NAEYC/Teaching Young Children



Fun Learning Activities & Health & Safety Tips for Child Care Providers
Created with support of the Hudson Valley Foundation for Youth Health

Mission Statement: To support the community by expanding and promoting high quality Child Care that meets the needs of children & their families.
Visit our website www.familyofwoodstockinc.org

More Activities to Promote Reading SEQUENCING (3 - 6 years)

GOAL:

1. To increase children's ability to understand before and after
2. To make children aware of beginning, middle and end

SET UP AND MATERIALS:

1. Poster board and markers
2. Floor space
3. Optional: a book to use as a guide, nursery rhymes are perfect, contact paper

PROCEDURE:

1. Cut the poster board into long strips.
2. Choose a story or create one yourself. Short, simple and repetitive stories are best.
3. Write one sentence of the story on each strip. (The length of the sentence and its content will depend on the age of the child doing the activity)
4. Have the children put the sentences in the proper order. The bigger the sentence strips, the more fun the children will have.

THEMES (5 - 7 years)

GOAL:

1. To incorporate reading in other everyday activities
2. To expand a child's understanding of reading and learning

SET UP AND MATERIALS:

1. Choose topic for theme. For example bears, dinosaurs, planets, friendship, etc.
2. Collect different kinds of books dealing with the topic
3. Chart paper

PROCEDURE:

1. Discuss theme. Ask the children to tell you everything they know about the topic. Put all of their answers on a piece of chart paper.
2. Collect various books on the theme. If your theme is bears, collect books that have to do with bears: Brown Bear, Brown Bear, Berenstain Bears, Polar Bears, Goldilocks and the Three Bears, Winnie the Pooh. Encourage the children to bring in books that talk about bears. Use fiction and non-fiction books.
3. Set up all your activities around the topic of the theme. For example: Take a shape of a bear and have children glue Cheerios inside the pattern. Have children draw pictures of bears, do a dramatic play with bears, have children bring in their favorite Teddy Bear, have Teddy Grahams for snack, act out Goldilocks and the Three Bears, talk about hibernation, go visit bears at the local zoo or game farm.
4. At the end of the theme have the children brainstorm again about bears and chart their answers. You can be sure this list will be longer than the one at the beginning of the theme.



“Child care providers play a pivotal role in helping young children learn. Simple ways to incorporate literacy activities include reading every day (even with infants), sharing rhymes, songs, and poems, reading about a child's native culture, taking trips to the library, and more.” Reading Rockets.org

Young Children are surrounded by technology at home, in their community, and increasingly, in early education programs. Preschoolers use computers to create art, make music, tell and record stories, hear their stories read back to them, and play educational games that can connect with off-screen learning and play. Careful planning of computer use lets children explore these new opportunities.

What strategies are appropriate for teaching children about computers?

- Familiarize yourself with the computer and with activities in children's software programs before assisting children
- Introduce and demonstrate aspects of computer use to the whole group.
- Follow up with support for individuals (as needed)
- Help children learn basic computer skills such as how to control the mouse.
- Integrate computer activities with the curriculum to complement educational goals.
- Plan times to share children's work. Read and discuss books and stories created on the computer with the group
- Limit media screen time



WHAT DO WE MEAN BY "READING"?

- Hold a book right side up.
- Turn to the front of the book to begin.
- Turn pages at the appropriate time when the story is being read.
- Point to words instead of pictures when reading.
- Pick out a favorite book from a shelf of books.

**READING ALOUD**

- Is fun.
- Opens doors
- Builds the desire to read
- Gives educational advantage
- Becomes part of a family heritage
- Establishes bonds of love
- Develops ability to read alone

READING ALONE

- Expands a child's world
- Develops independence
- Stirs the imagination
- Establishes a life long reading habit
- Develops vocabulary
- Develops understanding of other people

INFANTS

- Like action nursery rhymes.
- Fall asleep to nursery songs and lullabies
- Listen to Mother Goose verses as they are rocked
- Imitate actions of children in books
- Participate in sounds of animals in books
- Relate books to real life
- Like to see babies in books.
- Pick favorite books from shelf
- Need the three R's: rhythm, repetition, and rhyme

TODDLERS

- Like to read the same books over and over
- Pick out their favorite book from a shelf
- Repeat Mother Goose verses by heart
- Explore the world by tasting, climbing, and touching it
- Like short rhyming stories
- Like large, clear, and realistic pictures
- Like to name objects in books and magazines
- Like bathtub books and toy books

PRESCHOOLERS

- Use words to express themselves
- Struggle for independence: "Wanna do it myself."
- Play with language, sing-song, nonsense sounds
- Are fascinated by other children
- share grudgingly
- May create an imaginary friend
- Are fearful of the dark and strangers
- Like simple folktales, but not fairy tales

DID YOU KNOW?

- Young children like to hear the same story over and over again. They need to hear the same story repeatedly to make it their own.
- Children like to participate in story reading and story telling. Look for books with flaps to lift or parts that fold out. Let the child turn the pages. Let the child say the words he/she knows.
- Children need to see that reading and writing are useful and enjoyable things to do before they begin to work on remembering letter names.
- Reading stories and poems to children is the best way to teach them to read.
- Children's natural curiosity and desire to make sense of their world are the only motivation they need to learn.
- Children learn by doing things (ie. actively exploring books and print.)

STEPS TO SUCCESSFUL PRESENTATION**Use age appropriate literature**

- according to developmental level
- attention span
- abilities

Become familiar with a book

- discuss author/illustrator
- pre-read
- know dialogue, characters, plot
- anticipate possible reactions and questions

Choose your book extension

- how can you extend your book?
- how can you go beyond the story

Follow through

- plan out book extension
- get needed materials
- make it FUN!!

Present story

- share books with feelings and excitement
- have eye contact with children
- use different voices, get into characters

Share with the children book extensions

- share with children your ideas on what to do next; get their input
- be detailed with children; show your excitement for the activity

MAKE A BOOK (3 - 4 years)**GOAL:**

1. To increase the understanding of the concept of sequence
2. To increase creativity

SET UP AND MATERIALS:

1. Paper, pictures, crayons and markers
2. Cardboard, yarn, hole punch and glue

PROCEDURE:

1. Have the children color or create several pictures (one for each page)
2. Glue the pictures to pieces of cardboard slightly larger than the pictures.
3. Have the children arrange the pictures in an order to create a story
4. Make three hole punches in each piece of cardboard and connect them with the yarn, just like a three ring binder.

CRAFTS AND BOOKS (3 - 6 years)**GOAL:**

1. To create a greater interest in books
2. To associate books with other fun activities

SET UP AND MATERIALS:

1. A book whose main character can be recreated easily, (ie. Brown Bear)
2. Supply the children with materials needed to create the main character, (ie. Paper, crayons, paints, glue and felt)

PROCEDURE:

1. Read the book to the children several times before doing the activity
2. Have the children create their own (Brown Bear) and then hang it on a bulletin board
3. Have children use their creations every time you read the book in the future

