

Ready to Succeed

An Early Literacy and School Readiness Newsletter for Professionals

Assessing Literacy Development

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It's important to have realistic expectations of children's abilities to read and write based on their ages and stages of development. There will be a great deal of variation of preschooler's emerging literacy capabilities.

Children will differ in the way they acquire the skills of reading and writing, the styles and strategies they use for dealing with text, and the rate at which they progress as emerging readers and writers.

Assessment of where children are in the process must take those variations into account. Assessment of children becoming literate can be documented through observation and performance sampling.

As children participate in meaningful oral and written language experiences within their daily activities, teachers can make anecdotal

notes about children's literacy activities or use checklists to record frequently observed behaviors.

This information can be used to make changes or modify the literacy learning environment and to further increase children's involvement with reading and writing.

Teachers may also assess children's progress in reading and writing by keeping samples of how children perform over time.

Listening to children as they attempt to read or read storybooks, making note of their responses and comments to stories that are read, can provide records of children's reading abilities.

Collective samples of children's writing can

provide documentation of their progress from scribbling and using letter-like forms, to words, invented spelling, and other writing strategies.

Efforts to document children's learning should be seen as **describing** their emerging literacy abilities and not an **evaluation** of these abilities.

Assessment of literacy development

must occur on an ongoing basis, during children's engagement in meaningful everyday activities. Information obtained through assessment should be used in planning early literacy activities and program development.

Source: Connecticut Department of Education. *Early Literacy Development: A Focus on Preschool*



Ready to Succeed aims to assist everyone involved with the development of young children to value and embrace their role in fostering early literacy and school readiness.

Kids Can Cook...and Learning is the Secret Ingredient

Most children learn quickly that eating is fun. They also enjoy helping adults cook. Put the two together and you have the perfect recipe for learning! Children learn best when they're busy and interested in what they are doing. When children are busy scrubbing, mixing, stirring, kneading, spreading, tossing, squeezing, and pouring, they don't realize there's a special ingredient that you're adding: It's called learning!



Cooking involves reading and talking. There is much to talk about as a recipe is read, followed, and prepared.

Children learn math skills through counting, measuring, and following step-by-step directions.

Science is learned as children see how food changes during cooking. They learn about hot and cold, floating and sinking, dissolving, melting, and freezing.

Good nutrition is encouraged through cooking. Seeing exactly what goes into a recipe helps children learn to make better decisions about the food they eat.

Children can learn about and connect with other cultures as they prepare foods from various cultural groups.

Thinking skills are developed as children learn to compare and

make relationships in food preparation. If we use too much flour in our cookie recipe, the result is a dry, hard cookie. Proportions are easily mastered when children learn that if you double the recipe, you get double the cookies.

Social skills are practiced in cooking when children work together, take turns, and solve problems. Most importantly, self-esteem abounds when children prepare foods for themselves and others.



Source: Better Kid Care Program, Penn State Cooperative Extension

Campfire Sandwiches



After reading one of the camping books suggested on Page 5, try this healthy and delicious recipe for lunch or snack!

WHAT YOU NEED:

Logs:

large whole wheat flour tortillas
(1 tortilla will feed 2 children)
peanut butter
bananas (depending on length, you may need 1-2 per tortilla)

Fire:

red tortilla chips
oranges

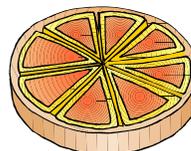
Supplies:

plastic knives (for children's use)

large plate to display "campfire"
paper plates, cups, napkins

WHAT YOU DO:

1. Wash your hands.
2. Spread the peanut butter on the tortillas.
3. Place a peeled banana in the middle of the tortilla.
4. Roll up the tortilla and place on the large plate.
5. Continue making "logs" and arranging on the plate until you have enough to serve the children you're feeding.
6. Stick the red tortilla chips in the "logs" to represent the fire.
7. Cut the



8. oranges into half inch slices.
8. Cut each slice into quarters so that each piece resembles a triangle.
9. Arrange the orange triangles in and around the "logs" to also represent the fire.
10. To serve, cut each log in half and place on a paper plate for each child.
11. Be sure each child gets some tortilla chips and orange pieces, too.
12. Enjoy with a glass of milk, water, or 100% juice.

NOTE: You can easily substitute low fat cream cheese, chunk light tuna, or the filling of your choice for the peanut butter and banana.

Supporting Language and Literacy - Part 2

The following is more information to use from the check list provided in last month's newsletter. Please use it as a guide in ensuring that the children in your program have many opportunities to develop their language and literacy skills.

DO YOU...

- Point to words, labels, and letters and then read or name them?
- Help children to recognize and write their names?
- Draw attention to uppercase and lowercase letter, punctuation, and other print features?
- Help children write in different ways for different purposes?
- Draw children's attention to the sounds they hear in words?
- Play a variety of games that

emphasize rhyming and beginning sounds?

- Read and reread stories that have predictable patterns?
- Provide children with time to write on their own each day?
- Sing, rhyme, and clap out the syllables of songs and chants?
- Build word walls of words with similar sound patterns?
- Use daily routines to talk about words and songs?
- Read alphabet books and help children identify letters?
- Write and display children's



name and other words of particular interest?

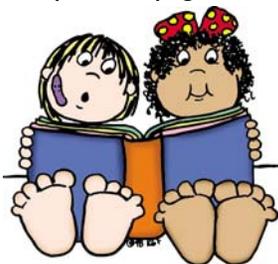
- Involve children in writing activities?
- Demonstrate the writing process through shared writing activities?
- Make paper, pencils, and markers easily accessible?
- Encourage children to try to spell words out independently as they write?
- Give specific help in learning letter/sound patterns?
- Help children learn new words?

This check list is a great reminder and reinforcement of the activities children should be involved with to promote their optimum development.

Adapted from: "Learning to Read and Write" by Neuman, Copple, & Bredekamp, 2000.

Teaching Children About Books

As adults we don't pay that much attention to the routine features of books and how to handle them. We just know that in English, we read from the top of the page to the bottom and from left to right and that we take care of our books.



We know that there are spaces in between words. We know that each sentence begins with an uppercase letter and ends with some sort of punctuation.

Sometimes we forget that we also had to learn these things when we were children.

Here is a list of some things that are important for children to learn about books:

- ★ Know that it is important to handle books carefully and appropriately.
- ★ Recognize the features of books such as the front and back covers and the top and bottom of a book.
- ★ Learn that each book has a title,

was written by an author, and has pictures that were drawn or created by an illustrator.

- ★ Recognize that printed letters and words go from left to right across the page and from the top of the book to the bottom. You can reinforce this for children by running your fingers under the words as you read stories to them. Doing so will help them understand the concept.
- ★ Learn that the pages of a book are turned from right to left as we read the story.

Summer Book List

SUMMER

Featured Title:

Marshmallow Kisses

Linda Crotta Brennan

From bright morning sun streaming in the bedroom window to bedtime kisses given from sticky toasted-marshmallow lips, here is the joyful activity of a perfect summer day.

Mouse's First Summer

Lauren Thompson

Think Cool Thoughts

Elizabeth Perry

Hot Day on Abbott Avenue

Karen English

Hot City

Barbara Joose

Hot Hot Hot

Neal Layton

It's Summer!

Linda Glaser

Frog Hunt

Sandra Jordan

Family

Isabell Monk

How I Spent My Summer Vacation

Mark Teague

One Hot Summer Day

Nina Crews

Summer Stinks

Marty Kelley

The Night Before Summer Vacation

Natasha Wing

Summer

Nuria Roca

CAMPING

Featured Title:

S is for S'mores: A Camping Alphabet

Helen Foster James

Next to baseball and fireworks on the Fourth of July, nothing else seems as American as the family camping trip. From what to pack, where to go, and what to do when you get there, this book takes readers on an A-Z trail exploring this outdoor pastime.

Curious George Goes Camping

H.A. Rey

Bailey Goes Camping

Kevin Henkes

When We Go Camping

Margriet Ruurs

A Camping Spree with Mr. Magee

Chris Van Dusen

Fred and Ted Go Camping

Peter Eastman

What Camping Can Teach Us

author unknown ~ series book

Toasting Marshmallows: Camping Poems

Kristine O'Connell George

Camping Out

Mercier Mayer

SWIMMING

Featured Title:

Two Dogs Swimming

Lynn Reiser

Spot and Whistle are evenly matched when it comes to jumping high, fetching sticks, and racing one another. But when it comes to swimming across the pond, Whistle always wins. Children who worry about their own abilities will empathize with Spot and be pleased when he finally triumphs.

Froggy Learns to Swim

Jonathan London

Maisy Goes Swimming

Lucy Cousins

Five Little Sharks Swimming in the Sea

Steve Metzger

Let's Go Swimming with Mr. Sillypants

M.K. Brown

Miffy Goes Swimming

Dick Bruna

Ben Goes Swimming

Jan Ormerod

Will Goes to the Beach

Olaf Landstrom

Gaspard at the Seashore

Anne Gutman

Swimming

Cynthia Fitterer Klingel

I Can Swim

Edana Eckart

Splash, Joshua, Splash!

Malachy Doyle



Demographic Information Page to be Returned to UCCE

In addition to another newsletter evaluation, First 5 Placer County wants us to collect demographic information about the **children** that are served by **ALL** of our **Placer County** newsletter subscribers (mail and online). So regardless of whether you complete the evaluation (which we hope you will) we need **everyone in Placer County to complete and return this page as soon as possible!**

You may mail this page, fax it to our office, or phone me and I will take your information. Please help us fulfill the requirements First 5 has put upon us by returning this important information! We know your time is valuable and we so appreciate your assistance!

We have tried to make this as simple for you as possible. Please write the number of children on the line in front of each category.

Your Name: _____
Program Name: _____

_____ Total Number of Children

BOYS:

_____ less than 1 _____ 1 year old
_____ 2 years old _____ 3 years old
_____ 4 years old _____ 5 years old
_____ 6 years and above

GIRLS:

_____ less than 1 _____ 1 year old
_____ 2 years old _____ 3 years old
_____ 4 years old _____ 5 years old
_____ 6 years and above

ETHNICITY OF CHILDREN:

_____ Caucasian / White
_____ African American
_____ Latino / Hispanic
_____ Asian / Pacific Islander
_____ Native American / Alaskan Native
_____ Multiracial

HOME ZIP CODE OF CHILDREN:

_____ 95602 Auburn _____ 95603 Auburn
_____ 95604 Auburn / Bowman
_____ 95658 Newcastle
_____ 95703 Applegate _____ 95736 Weimar
_____ 95722 Meadow Vista
_____ 95631 Foresthill
_____ 95701 Alta
_____ 95713 Colfax / Eden Valley / Iowa Hill
_____ 95714 Dutch Flat
_____ 95715 Emigrant Gap / Alta
_____ 95717 Gold Run
_____ 95626 Elverta
_____ 95650 Loomis
_____ 95661 Roseville _____ 95678 Roseville
_____ 95747 Roseville
_____ 95746 Granite Bay / Roseville
_____ 95663 Penryn
_____ 95677 Rocklin _____ 95765 Rocklin
_____ 95724 Norden / Soda Springs
_____ 96140 Carnelian Bay
_____ 96141 Homewood
_____ 96142 Tahoma
_____ 96143 Kings Beach
_____ 96145 Tahoe City / Alpine Meadows
_____ 96146 Olympic Valley / Alpine Meadows /
Tahoe City
_____ 96148 Tahoe Vista
_____ 96160 Truckee _____ 96161 Truckee
_____ 96162 Truckee
_____ 95648 Lincoln
_____ 95668 Pleasant Grove
_____ 95681 Sheridan

HOME LANGUAGE OF CHILDREN:

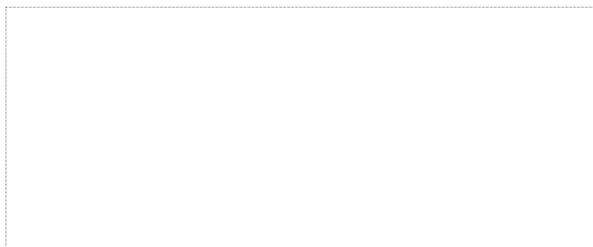
_____ English
_____ Spanish
_____ Other (please specify: _____)
_____ Other (please specify: _____)

Thank you again for making the time to submit this required information! If you have any questions, please do not hesitate to contact us. Please also submit the newsletter evaluation and get a prize!



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Quotes for Inspiration as Summer Begins...

"People will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Bonnie Jean Wasmund

"There's no reward without work, no victory without effort, no battle won without risk."

N. Roberts

"No one needs a smile as much as a person who fails to give one."

Unknown

"It's not what happens to you in life ~ it's how you handle it."

I. Harper

"To accomplish great things, we must not only act, but also dream; not only plan, but also believe!"

Anatole France

"He who sows courtesy reaps friendship and he who plants kindness gathers love."

St. Basil

"May your life be like a wildflower growing freely in the beauty and joy of each day."

Indian Proverb



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