



"Off To A Good Start"

A Newsletter for You and Your Kids

University of California Cooperative Extension 858 514-4976 <http://cesandiego.ucdavis.edu>

The Road To Reading



Reading and language go hand in hand and lay the groundwork for all future learning. Children become readers little by little. Starting from the time they are infants, they are learning the basics of language and reading. Infants decide whether to smile, cry or worry by "reading" their parent's faces. They will begin the love of language by listening to their parent's voices and responding with "cooing" and babbling. Because of this,

parents play a key role in their child's successful road to reading. There are many things parents can do to help their child develop the love of language and reading.

- Show excitement for reading and treat reading as an enjoyment and not as a skill that must be learned.

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Suggested Book List



- **The Little Red Hen** by Lucinda McQueen, illustrator
- **Look Out, Kindergarten, Here I Come!** by Nancy Carlson
- **Now I Can...Make a Fruit Salad** by Helen Dorman and Clive Dorman
- **One Moose, Twenty Mice** by Clare Beaton
- **Learn the Alphabet Playing** by Ramon Besora
- **The Animal Boogie** by Debbie Harter
- **It's Ok To Be Different** by Todd Parr
- **Now I Can... Make Breakfast** by Helen Dorman and Clive Dorman



Fingerplay Activity



A Little Sun



A little sun (hold arms above head in a circle like a sun)

A little rain (wiggle fingers in the air in a downward motion)

Now pull up all the weeds (pretend to pull weeds)

Our flowers grow all in a row (hold up all ten fingers lined up like flowers)

From tiny little seeds (hold thumb and finger to show the size of the seeds).



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Four Kids Page Inserts

The Road To Reading (cont. from page 1)



- Let your child "catch" you reading in the home - everything from magazines to newspapers to recipes and directions.
- Talk to and listen to your child often. Singing songs, storytelling and chanting nursery rhymes all provide valuable ways a child can practice their oral language.
- Provide your child with as much print materials as possible. This includes paper, crayons, markers, chalk and books bought or borrowed from the library.
- Read to your child. Through reading - sometimes the same book over and over again - your child develops the understanding of a beginning, middle and end to the story. They

begin to realize a story has events, places, characters, and plots.

- Let your child play. Through interactive play, children can explore the many uses of language and literacy.

There are many types or varieties of books for your child to read:

- rhyming, including nursery rhymes, where the words rhyme;
- counting, which emphasizes numbers;
- alphabet, emphasizing letters;
- folktales and fables, a storytelling book with a moral concept or theme;
- wordless, where stories must be made up from looking at the pictures;
- participation, encourage interactions such as clapping hands, touching toes or lifting the flap to reveal a surprise;
- informational, non-fiction books on animals, foods, vehicles or seasons of

the year;

- predictable, those with repetitive phrases and predictable storylines, and;
- picture storybooks, which stress the text and colorful illustrations that support a simple storyline.

All of the varieties of books will encourage a different type and depth of learning. Each will stimulate different kinds of conversations with your child. For those reasons, it is best to select a wide variety of books for your child to read. Many books include several different categories within the same book. For example, a participation book may contain rhyming, an informational book may include counting or the alphabet and a picture book may add in folktales and fables.

Activities to Do with your Child

A Picture/Word Story



Materials:

Paper, Pencil, Crayons, Markers, Glue, Scissors, Magazines, Comic strips, Store advertisements

What to Do:

Help your child cut ten pictures from the magazines, comic strips or store advertisements. Work together with your child to create a picture/word story by writing the words and pasting the pictures on the paper.

For example:

There once was an



who lived in a



Continue writing and pasting until the story is complete and all ten pictures have been used. Some of the characters may have to "do" some unusual things so that you can use each of the pictures, but that's part of the fun!

Fruits and Vegetables

Recently, the USDA has recommended increasing the number of required daily servings of fruits and vegetables. However, preschool-aged children need a *minimum* of 2 servings of fruit and 3 servings of vegetables daily.

Fruits and vegetables provide preschool children with energy they need in order to play, learn, and support the coming growth spurts. The many nutrients found in fruits and vegetables such as folic acid, calcium, magnesium, Vitamins A and C, and fiber, contribute to healthy bones, maintaining and producing body cells, vision, digestion and fighting infections.

The assortment of fresh fruits and vegetables depend on the time or season of the year. When each variety is in season, the prices will be cheaper. Check your local grocery store or farmer's market on a regular basis to take advantage of the lower prices.

When fresh fruits and vegetables are not in season, canned varieties packed in their own juice is a healthy and sometimes

cheaper alternative. The key is to serve your preschooler a rainbow of colored fruits and vegetables. This will guarantee they are receiving all the vitamins and nutrients their bodies need in order to be physically and mentally healthy and better prepared for preschool and kindergarten.



Sautéed Apples

Ingredients:

- 1 teaspoon butter
- 4 firm, tart apples, peeled, cored and sliced
- pinch of ground cinnamon (optional)

Melt the butter in a skillet over medium heat

Add the sliced apples and the cinnamon

Sauté until the apples are soft

Serve with poultry, pork or pancakes



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