



Summer 2015



YCCD CHILD DEVELOPMENT CENTER NEWSLETTER

Thoughts from the Director

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Discussions about academics in early childhood programs often oversimplify the debate as a choice between academics or play in preschool and kindergarten.

In truth, all high-quality early childhood programs are academic, but in a professional and appropriate way. Research shows that young children learn best through manipulation of materials and hands-on experiences, planned by knowledgeable teachers. To parents, this learning may look like play, but it is play with purpose.

A good teacher creates a learning environment. He/She organizes materials so that children use them to figure things out, practice skills, and learn new concepts. Children get time to explore those materials, so that through repetition and success they develop the confidence to try more complex activi-



Encouraging Quotes:

*Children close their ears to advice
but open their eyes to example.*

*One of the most important things
we adults can do for young chil-
dren is to model the kind of
person we would like them to be.*

*While we try to teach our
children about life, our children
teach us what life is all about.*



Desired Result Findings...

Family Handbook Regarding Each Child's Developmental Assessment:

Several means are used to assess the children's developmental strengths, skills, and interests within the first sixty (60) days of enrollment. An orientation with the parent or guardian upon enrollment is conducted to address parental concerns or observations concerning the child. A.S.Q Assessments using developmentally appropriate observation techniques, appropriate checklists, and anecdotal records will begin during the first week of attendance.

A parent/guardian conference follows the initial screening and observation. Individual plans identifying each developmental level are established by the staff and the parent. Specialized services and referrals are made at this time, if needed, to the parent and to the appropriate agency. Teacher/student observations are completed on a weekly basis for each child. These observations are utilized to plan group and individual activities; guide learning and instruction; and environmental setup. A portfolio is established for each child, which includes; photographs, observations by staff and students, parent and staff assessment information, and ongoing checklist annotation.

As part of this process we also conduct bi-annual self reviews which consist of data collected from each child's individual developmental profile. This past quarter, we identified letter recognition, mathematical concepts and pro-social behaviors as specific areas which will require both additional support and reflection in this coming year for the preschool and infant/toddler children. Teachers have goals in place to develop rich experiences which will support each child's learning in these areas as well as the other areas of their development. For detailed data findings please meet with the site supervisor at your child's school and read the posted activity plan in each classroom as this information guides your child's learning processes.

Note: If you have not met with your child's teacher for a conference and you have been in the program over 60 days or six months, please contact your child's teacher to schedule a conference right away.

August 2015

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2	3 <i>Activity Plans Posted for Parents</i>	4	5	6	7	8
9	10	11	12 <i>Closed for Convocation</i>	13	14	15
16	17 <i>First Day of Fall Semester</i>	18	19	20	21	22
23	24	25 <i>Open House 6:30-8:00</i>	26	27	28 <i>Marysville Family BBQ</i>	29

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Much of the misunderstanding in this debate between play and academics stems from the definition of 'teaching' for young children. Many people see a teacher only as an instructor, imparting concepts and skills to patiently listening young children.

Good preschools and kindergartens know that three-, four- and five-year-olds are wigglers and doers. To help children stay with tasks and learn important concepts and skills, teachers work with, instead of against, their individual developmental styles. A good teacher watches as a child explores materials. He asks open-ended questions that stimulate the child's thinking: "What do you think would happen if you tried...?" She helps develop vocabulary by describing what the child is doing: "I see you used lots of colors - red, green, blue and brown."

To nurture reading and writing skills, teachers read many stories each day with children. Through these stories, children learn many of the conventions of written language, use picture clues, and play with the sounds of language. Teachers help children learn to recognize their own names and encourage them to write their names and other words. Teachers embed literacy activities in meaningful experiences: writing letters to friends, reading the classroom helper chart, and labeling the classroom.

Good preschools and kindergartens also implant math and science in children's activities. Counting and one-to-one correspondence are learned in daily routines of attendance and setting the table for snacks. Geometry is explored in block building. Vocabulary and concepts of measurement are taught at the sand and water table. Scientific observation is developed through projects about weather, seasonal changes, and plant and animal life.

In high-quality preschools and kindergartens, academic learning is playful and exploratory. Children contribute their own ideas, use their own problem-solving strategies, and pursue their own interests. Teachers skillfully weave in academic goals and objectives as they build on what children can do, and challenge them to try new things. Children are not left to their own devices, nor is their development left to chance.

Quality teachers know that high standards are important, but they also know the nature of learning at this age, and how academics are most effectively and appropriately incorporated into preschool and kindergarten. Using play to build success does not mean the curriculum is not academic. It means it is what's best for three-, four- and five-year-old children.

Excerpted from "Rigorous Academics in Preschool and Kindergarten?" by Gaye Gronlund - an article in the NAEYC journal, Young Children.



"Building a Foundation for Learning"

Preparing for Kindergarten: What you need to know:

What age does my child have to go to kindergarten?

How do I enroll my child?

When do I enroll my child?

Kindergarten Marysville Joint Unified

Article Attached:

Woodland Unified School District

<http://www.wjUSD.org/Regforms>

Clearlake/Konocti Unified School District

<http://www.konoctiUSD.org/>

Parent Education:

Is My Child Ready for Preschool?

Article First 5 Yuba County

<http://first5california.com/parents/learning-center.aspx?id=13&sub=58>

Father's First

<http://sutter.networkofcare.org/content/client/161/Fathers%20First%20Flyer%20&%20Application.pdf>

Lake County Office of Education Healthy Start

http://www.lake-coe.k12.ca.us/program-lake_county_office_of_education_healthy_start

IMPORTANT REMINDERS

- ♦ Sign up for Kindergarten: If your child will be turning five BEFORE September 2nd, make sure you contact your local Elementary school and register.
- ♦ Yuba College CDC requires each child to have a Sunscreen Permission form on file in order to apply or re-apply sunscreen during the day. Please see the site supervisor to receive a form and return it to your center clerical as soon as possible.
- ♦ ALL children are to have a health check upon entering the center each day when they arrive. Please remember to wait until your child has been greeted formally by the teacher before signing in as this is required by Community Care Licensing-Title 22.101226.1(b)(1)(2)(A)

At Clearlake We Are Learning

To Build Our Vocabulary As We Read
About Getting Our Hair Cut

- Blend
- Bangs
- Barber
- Bleach
- Blow-Dry
- Beautify
- Beauty



Infant/Toddler DEVELOPMENT

Infants learn holistically: Infants and toddlers take in information continuously, naturally, and fluidly. Although they often focus on one thing at a time, that focus can change quickly. From their actions, interactions, and observations, they pick up all kinds of information that they use to build knowledge and skills. A single interaction can lead to learning about many things in many areas. Although a child may start an experience by focusing on something of interest in one domain, the physical, emotional, intellectual, social, and language components of that experience are processed almost simultaneously. The infant mines each interaction for all its information. Because infants and toddlers learn in a holistic way, they may not always focus on the content area that an adult may wish to emphasize. If adults structure interaction with the purpose of creating specific outcomes in a particular content area—for example, language or shapes—they will often miss the child's larger learning experience. Thus, plans to help with infant learning are best created in ways that reflect the child's openness to all aspects of an experience. For example, a teacher may think that crafting a special lesson on colors will result in specific learning about color, but infants do not separate their lessons according to distinct topics. For the infant or toddler, narrowing the focus to the adult's interest or goal does not match how the child engages in learning. The child's focus may switch to the part of the interaction that is personally more important, such as the texture of the materials used to display color, the movement of the wrist to transfer the color from brush to paper, the emotional tone used in the interaction, or the social style the adult uses to introduce the activity. From the perspective of the infant or toddler, the lesson (or lessons) learned may end up having nothing to do with colors. Thus, adults can better facilitate learning by attending to the many learning possibilities that exist for an infant or toddler in a particular experience.

Copied from the State Standards: Frameworks for I/T

Dates To Remember:

August 12

All Sites Closed for

Campus Convocation

August 13

New Employee Orientation

August 17

First Day of the

Fall Semester

August 25

Marysville Family /Teacher BBQ

September 7

Closed for Labor Day

Family Involvement

As we prepare for the Fall Semester and continue with the reinventing process of our program, we are setting aside a few weekends to work on the classrooms and outdoor learning areas.

As we understand that weekends are precious to us all, we are only asking each parent to donate (2) hours on (1) Saturday from now until August 22nd. Sign up sheets are placed at the sign in area with dates & times.

Contact the Program Office or Program Director for more Details @ 530-749-3808

