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**Resource Center
Coordinators**

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Merrill School

Laura McCullough
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Wallace Education Center

**Resource Centers and
Lending Libraries**

Prophetstown Elementary
Tampico Elementary
Wallace Education Center
Merrill School

Administered By
Whiteside County Regional
Superintendent's Office

Funded By
State Board of Education
Prophetstown Dist. #3
Sterling Dist. #5
East Coloma Dist. #12
Rock Falls Dist. #13
Riverdale Dist. #14
Montmorency Dist. #145

Whiteside County

PARENTS AS TEACHERS

1001 West 23rd Street
Sterling, IL 61081

Office Phone 625-1495
Library Warm Line 625-6331

A Whiteside County Regional Office of Education Publication

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PRESCHOOL SCREENING

Elementary schools in Whiteside County will offer free preschool screening for 3 to 5 year olds in February and March. This is an opportunity for you to find out how your child is progressing in his/her development.

Several school districts in Whiteside County have preschool programs funded by the Illinois State Board of Education. If you would like your child to be considered for placement in a class next fall, he/she must attend the screening in your school district.

Call your local school for screening dates and appointment information.

WHEN TO CANCEL YOUR HOME VISIT

If you or your child has a cold or the flu, please call your parent educator to cancel your visit. She will gladly reschedule your home visit, whenever possible, to a time when you are all well.

OH, THE WEATHER OUTSIDE IS FRIGHTFUL....

When the schools are closed due to bad weather, all Parents As Teachers activities will be cancelled and the toy lending libraries will be closed. If you should have questions about any of our scheduled activities, please call Pat at 625-1495 or your parent educator at home.

GUIDE FOR YOUNG READERS!

Booklet Series Covers Birth to Grade 3

"The road to becoming a reader begins the day a child is born and continues through the end of third grade," write the authors of two new booklets from the Partnership for Reading.

Designed for parents and caregivers to help young children become readers, one publication covers birth to preschool and the other grades K-3.

The booklets, entitled *A Child Becomes a Reader*, draw from many research studies on early literacy development to reveal how children learn the spoken and written language through common, daily activities. The publications offer ideas, which include fun language games along with additional resources, to help parents turn everyday interactions into learning opportunities.

Each booklet of *A Child Becomes a Reader* is age-specific, with the birth through preschool edition covering-

- What children should be able to do by age 3 and 5
- What to look for in day care centers and preschools

The K - grade 3 edition examines-

- What children should be able to do by the end of kindergarten and first, second, and third grades
- What to look for in the classrooms

For an online version of these publications, visit www.nifl.gov/partnershipforreading.



Página para Padres

LEER JUNTOS PARA PROMOVER EL ALFABETISMO INICIAL

¿Sabía que puede ayudar a su hijo a prepararse para leer aún cuando sea muy pequeño? Cuando un bebé da muestras de entusiasmo al mirar ilustraciones cerca de su cuna, o un niño pequeño da vuelta las páginas de un libro de cartón, o un niño en edad preescolar reconoce la primera letra de su nombre en la caja de los cereales, cada uno está manifestando las primeras aptitudes del alfabetismo. Leerle a su hijo desde el nacimiento es la mejor forma de convertirlo en un lector exitoso cuando comience la escuela.

Etapas inicial

El desarrollo del lenguaje es el primer paso para aprender a leer y ocurre durante los primeros años de vida. Si usted le lee a su hijo desde el momento en que nace, le estará brindando un ambiente con un lenguaje variado. Su hijo oye palabras que quizás no se usen en el curso normal del día, aumentando así su exposición a una amplia gama de sonidos del habla. Cuando acuna a su hijo y le lee dándole entonación a su voz, su hijo aprende a asociar a la lectura con el amor, el consuelo y el placer: el comienzo de una actitud positiva que le proporcionará la satisfacción necesaria para aprender a leer.

La etapa del niño pequeño

Los niños pequeños tienen la fama de ser activos, y quizás usted se sienta desanimado al intentar leerle a su hijo en esta etapa del desarrollo. Pero los niños pequeños aprenden cosas importantes de la lectura, ¡sólo que las aprenden permaneciendo de pie! A los niños de esta edad le gustan los libros que tienen fotos de objetos y textos que nombran las ilustraciones. Las rimas y libros infantiles con textos en rima son importantes porque la rima fomenta la conciencia de los sonidos de las letras, lo que es necesario para la lectura. La etapa de los niños pequeños es un tiempo para aprender a manejar un libro, a sujetarlo

correctamente con la parte adecuada hacia arriba y a pasar las páginas de papel.

Edad preescolar

A medida que los niños entran en la etapa preescolar, comienzan a apreciar la trama y los personajes de un cuento. La exposición a libros ilustrados de buen nivel aumenta el placer que el niño siente al leer y activa su imaginación. Los cuentos más complejos aumentan la comprensión de su hijo y le brindan una base de conocimientos para que pueda comprender conceptos e ideas nuevas. Aptitudes como la identificación del título de un libro, el seguimiento del texto con el dedo mientras se lee, los comentarios sobre las ilustraciones y los pronósticos sobre lo que sucederá en la trama, son herramientas fundamentales para aprender a leer durante los primeros años escolares. Además, el alfabetismo se desarrolla cuando su hijo ve palabras impresas a su alrededor, como los carteles, las listas, el menú o las etiquetas. Cuando le lee este tipo de "material impreso del ambiente" a su hijo, le está mostrando que la lectura es una parte importante de la vida diaria.

Lea a su hijo todos los días, sin importar lo pequeño que sea. ¡Le estará brindando las experiencias adecuadas que necesita para convertirse en un buen lector en el futuro!

Los expertos dicen...

Susan Hall y Louise Moats, expertas en lectura, resumen las ventajas de leerle en voz alta a los niños durante la temprana edad.

Su hijo:

- ▶ desarrolla conocimientos previos para luego aprender conceptos más complejos
- ▶ amplía su vocabulario
- ▶ se expone a patrones del lenguaje más ricos
- ▶ aprende cuál es la estructura de un cuento
- ▶ aprende cómo manejar los libros y se familiariza con la lectura
- ▶ asocia a la lectura con una actividad placentera

¿Desea leer más sobre la importancia de leerle a su hijo? Consulte alguno de estos recursos:

- ▶ Straight Talk About Reading (La verdad sobre la lectura) de S. Hall y L. Moats
- ▶ Helping Your Child Become a Reader (Cómo ayudar a su hijo a convertirse en un lector) de la Oficina de Asuntos Inter-gubernamentales del Ministerio de Educación de EE.UU.



Parent Page

READING TOGETHER TO BUILD EARLY LITERACY

Did you know that you can help your child get ready to read even while he is very young? When an infant shows excitement over pictures next to his crib, or a toddler turns the pages of a board book, or a preschooler recognizes the first letter of his name on a cereal box, each is demonstrating emerging literacy skills. Reading to your child from birth is the best way to make him a successful reader when he starts school.

Early stages

Developing language is the first step in learning to read, and it occurs very early in life. When you read to your child from the time she is born, you provide a rich language environment for her. Your child hears words that may not occur in the normal course of a day, increasing her exposure to a wide variety of speech sounds. When you cradle your baby and read with inflection in your voice, your child learns to associate reading with love, comfort and pleasure — the beginning of a positive attitude which provides motivation for learning to read.

Toddler years

Toddlers have the reputation for being on the go, and you may be discouraged in your attempts to read to your child during this stage of development. But toddlers learn important things from reading — they just learn them standing up! Children this age like books that have photographs of objects and text that names the pictures. Nursery rhymes and books with rhyming text are important because rhyming promotes the awareness of letter sounds, which is necessary for reading. Toddlerhood is the time to learn how to handle a book, such as hold-

ing the book right side up and turning paper pages.

Preschool

As children enter the preschool years, they develop an appreciation of the plot and characters of a story. Exposure to quality picture books increases your child's enjoyment of reading and engages his imagination. More complex stories build your child's comprehension skills and provide a knowledge base from which he can understand concepts and new ideas. Skills such as identifying the title of a book, tracing text with a finger while it is read, talking about pictures, and speculating about where the plot is going are setting the stage for learning to read in the early years of school. Literacy also develops when your child sees printed words in his environment, such as signs, lists, menus or labels. When you read this "environmental print" to your child, you show him that reading is important in every day life.

Read to your child each day, no matter how young she is. You will be giving her just the right experiences she needs to become a good reader in the future!

Experts say...

Reading experts Susan Hall and Louise Moats sum up the benefits of reading aloud to your child in the early years.

Your child:

- ▶ develops background knowledge for more complicated learning
- ▶ builds vocabulary
- ▶ is exposed to rich language patterns
- ▶ learns the structure of a story
- ▶ learns how to handle books and becomes familiar with reading
- ▶ identifies reading as a pleasurable activity

Want to read more about the importance of reading to your child? Look for these resources:

- ▶ *Straight Talk About Reading* by S. Hall and L. Moats
- ▶ *Helping Your Child Become a Reader* by U. S. Department of Education Office of Intergovernmental Affairs

Niño E L Bien CENTRADO

Abrigándoles Para El Invierno

La llegada de la primavera puede aparecer muy lejana ahora mismo, pero sin duda, volverá. Y con la primavera viene la posibilidad de simplemente abrir la puerta y salir con su hijo. Imagínese: ¡Sin botas! ¡Sin gorras! ¡Sin mitones! Y, al cabo del tiempo, ¡sin chaquetas!

Mientras tanto, hay ciertos pequeños problemas que enfrentamos diariamente por tener que salir a fuera. Como la mayoría de padres, usted probablemente descubrió unas maneras ingeniosas para acelerar el proceso de abrigar a sus hijos y alistarles para salir. He aquí unas sugerencias de otros padres que usted puede añadir a sus propias soluciones:

Problema #1: “¿Dónde está mi gorra? ¿...Mis mitones? ¿...La otra bota?”

Posibles soluciones:

- Enséñele a su hijo cómo guardar la gorra y los mitones en la manga cuando se quita la chaqueta.
- Asegure que su hijo tenga su propio gancho a nivel bajo donde puede colgar su ropa.
- Ayude a su hijo a diseñar un “garage de botas” decorando una caja de cartón con marcadores. Coloque la caja en el piso por debajo de su gancho. Recuérdele que estacione sus botas allí inmediatamente después de quitárselas.

Problema #2: Hace mucho frío afuera pero su hijo protesta por la chaqueta.

Posibles soluciones:

- En un termómetro afuera, marque la temperatura mínima para ponerse la chaqueta. Muestre el termómetro a su hijo antes de colgarlo afuera, cerca de una ventana. Cuando su hijo proteste por la chaqueta, deje que decida el termómetro.

- A algunos niños no les gusta la sensación que da la ropa pesada del invierno o simplemente no entienden por qué es necesario ponérsela. En lugar de esto, deje que su hijo se vista con capas de suéteres calientes y una chaqueta ligera. Permita esto sólo bajo la condición de que su hijo se pondrá su chaqueta de invierno si tiene frío. (Sin embargo, asegúrese de mandar una chaqueta caliente a la escuela o centro de cuidado de su hijo cada día.)

Problema #3: Más de dos niños pequeños: El primer niño que usted abrigó tiene calor y comienza a sudar mientras usted abriga a los demás.

Posibles soluciones:

- Abrigue a sus hijos en el siguiente orden: primero los pantalones de invierno, luego las botas, las gorras y como último, las chaquetas.
- Deje que los niños mayores se ayuden uno al otro a abrigarse mientras usted abriga al bebé. Por lo menos, esto ayudará a mantenerles ocupados y que se queden cerca. Y mientras estén trabajando con los cierres y botones, es posible que mejoren en su habilidad de abrigarse.

Problema #4: Su pequeñito tiene “piernas de gelatina” cuando usted intenta ponerle las botas.

Posibles soluciones:

- Primero, asegure que todavía le queden. Los pies de los niños pequeños crecen rápidamente. Tal vez usted querrá sugerir que la escuela o centro de su hijo haga una venta de botas usadas a medias del invierno.
- Ponga bolsas pequeñas de plástico en los pies de su hijo para que las botas se deslicen fácilmente cuando se las ponga.

- Póngale una bota hasta donde pueda. Luego, pídale a su hijo que se pare. Tómense de las manos y jueguen de brincar hasta que se meta el pie. Luego, haga lo mismo con la otra bota.

Problema #5: Su hijo se viste a sí mismo: Se pone la chaqueta al revés. Los pulgares no están en los dedos de los mitones. Las botas no están en los pies correctos.

Posibles soluciones:

- Enséñele la “manera mágica” de ponerse la chaqueta. Coloque la chaqueta con la parte trasera en el piso. Pídale a su hijo que se pare en el extremo donde está el cuello de la chaqueta. Dígame que meta las manos a las mangas y que tire la chaqueta por encima de la cabeza.
- Mientras su hijo esté poniéndose los mitones, invente un ritmo y cante esta canción: Pulgares en los dedos de los mitones. Dedos todos juntos. Esta es la canción que cantamos en el invierno. (Olvidese de usar guantes con niños pequeños. La maestra de su hijo le agradecerá.)
- Coloque calcomanías o dibuje unos puntos con marcador permanente en la orilla interior de las botas de su hijo para que pueda emparejarlas antes de meter los pies.

Problema #6: Usted está cansado de batallar día tras día con los niños en cuanto a la ropa de invierno.

Posibles soluciones:

- Ponga su música favorita mientras les abrigan.
- Planee el doble del tiempo de lo que usted espere necesitar.
- Considere el abrigar a su hijo para salir afuera como una oportunidad para darle atención cara a cara, para abrazarle y conversar.

T H E

Well-Centered CHILD

Getting Dressed to Go Outdoors

It may seem a long way off right now, but spring *will* come again. And with spring comes the possibility of simply opening the door and walking outside with your child. Imagine: No boots! No hats! No mittens! And eventually, no jackets!

In the meantime, however, there are certain small daily hassles involving going outside. Like most parents, you've probably figured out some ingenious ways to speed up the process of getting your kids dressed and ready to go. Here are some suggestions from other parents to add to your own solutions:

Hassle # 1: "Where's my hat? Mittens? Other boot?"

Possible solutions:

- Teach your child to tuck hat and mittens into her sleeve when she takes off her jacket.
- Be sure your child has her own low hook to hang outdoor clothing on.
- Help your child design a "boot garage" by decorating a cardboard box with crayons. Put the box on the floor below her coathook. Remind your child to park her boots as soon as she takes them off.

Hassle # 2: It's freezing out, but your child refuses to wear a jacket.

Possible solutions:

- On an outdoor thermometer, mark a minimum temperature for jacket-wearing. Show it to your child before hanging it outside a window. When he objects to wearing a jacket, have the thermometer decide.

- Some children dislike the bulky, confining feeling of heavy winter clothes or just don't understand the need for them. Have your child try wearing layers of warm sweaters under a light-weight jacket instead. Do this only under the condition that she's to put her winter jacket on if she gets cold. (Be sure to send a warm jacket along to your child's school or child care center every day, however.)

Hassle # 3: More than two young children: The first kid you finish bundling up gets hot and sweaty, waiting while you get the others buttoned and zipped.

Possible solutions:

- Do everyone's snowpants first, then everyone's boots, and everyone's hats. Do jackets last.
- Have the two oldest work on dressing each other while you get the baby ready. It will, at least, keep them busy and nearby. And while they're working on zippers, buttons and snaps, they may actually make some progress.

Hassle # 4: Your toddler develops "Jello legs" when you're trying to pull his boots on.

Possible solutions:

- First, check to make sure they still fit. Young children's feet grow fast. You might suggest a midwinter used-boot sale at your child's center.
- Small plastic bags over your child's feet can help boots slide on more easily.

- Put one boot on as far as possible. Then have her stand up. Hold onto each other and play a game of jumping until her foot slides in. Then do the other boot.

Hassle # 5: Your child dresses himself: Jacket on backwards. Thumbs not in mittens' thumbholes. Boots on wrong feet.

Possible solutions:

- Show him the "magic way" of putting a jacket on. Lay his jacket on its back on the floor. Have your child stand at the collar end. Tell him to put his hands in the sleeves and flip the jacket over his head.
- While your child is putting on his mittens, make up a tune and sing this mitten song: "Thumbs in the thumb hole. Fingers all together. This is the song we sing in winter weather." (Forget gloves with young kids. Your child's teacher will thank you.)
- Put stickers or permanent marker dots on the inner edges of your child's boots so she can match them up before slipping his feet in.

Hassle #6: You're just plain tired of wrestling them into and out of winter clothes day after day.

Possible solutions:

- Put your favorite music on while you're all getting dressed.
- Allow twice as much time as you think you'll need.
- Think of getting your child dressed to go outside as a chance for one-on-one attention, hugs, and conversation.

February Parent and Child Activities For all P.A.T. Families and Friends

RUN AND PLAY IN THE GYM

Date: Thursday, February 5
Time: 6 - 7 p.m.
Place: East Coloma School Gym
Rock Falls

It is still cold outside so come join us for an evening of fun in the gym. We will end the evening with a special Valentine treat.

Hosted by Linda and Sandy

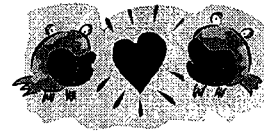


VALENTINE MAKE AND TAKE

Date: Monday, February 9
Time: 1- 2 p.m.
Place: Parents As Teachers Lending Library
Wallace Education Center, **Sterling**

Bring your children for a fun afternoon of stories, Valentine crafts, and a special make and eat treat.

Hosted by Sue, Deb, and Mary



San Valentín Hacer y Lleva

La Fecha: Lunes, 9 de Febrero
Hora: 1 - 2 pm.
El Lugar: P.A.T. Biblioteca en Wallace
Sterling

Por favor, Lleven a a sus hijos por una tarde de cuentos, artesanías, y una dulce especial para hacer y llevar.

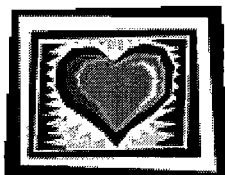
Anfitrionas: Mary, Devorah, y Sue

VALENTINE BOXES

Date: Thursday, February 5
Time: 6 - 7 p.m.
Place: **Tampico** Elementary
Preschool Room

We will join the preschool class to decorate boxes for Valentine's Day. Please bring a box if you have one, and we will furnish the supplies for decorating.

Hosted by Laura







LAPSIT: COOKIES

Date: Friday, February 13
Time: 10:00 - 10:30 a.m.
Place: **Rock Falls** Public Library
1007 - 7th Avenue

Lapsit is a play time designed especially for parents and children ages 1 - 3. You and your toddler will enjoy songs, finger plays, a simple activity, and time to share books.

Sponsored by the Rock Falls Public Library

February Toy Lending Library Hours

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>1</p> 	<p>2</p> <p>Ground Hog Day</p>	<p>3</p> <p>Wallace library 9:00 -10:30 a.m.</p> <p>Wallace gym 10:30-11:30 a.m.</p> <p>Closed in the afternoon Laura McCullough</p>	<p>4</p> <p>Wallace library 1- 3 p.m.</p> <p>Kathy Wolf</p>	<p>5</p> <p>Merrill library 9:00 -11:30 a.m.</p> <p>and</p> <p>12:30-2:00 p.m.</p> <p>Linda Berentes</p>	<p>6</p>	<p>7</p>
<p>8</p>	<p>9</p>	<p>10</p> <p>Wallace library 9:00 -10:30 a.m.</p> <p>Wallace gym 10:30-11:30 a.m.</p> <p>Wallace library 12:30 - 2:00 p.m.</p> <p>Laura McCullough</p>	<p>11</p> <p>Wallace library 1- 3 p.m.</p> <p>Kathy Wolf</p>	<p>12</p> <p>Merrill library 9:00 -11:30 a.m.</p> <p>and</p> <p>12:30 - 2:00 p.m.</p> <p>Linda Berentes</p>	<p>13</p>	<p>14</p> <p>Valentine's Day</p> 
<p>15</p> 	<p>16</p> <p>Presidents' Day</p>	<p>17</p> <p>Wallace library 9:00 -10:30 a.m.</p> <p>Wallace gym 10:30-11:30 a.m.</p> <p>Wallace library 12:30 - 2:00 p.m.</p> <p>Laura McCullough</p>	<p>18</p> <p>Wallace library 1- 3 p.m.</p> <p>Kathy Wolf</p>	<p>19</p> <p>Merrill library 9:00 -11:30 a.m.</p> <p>and</p> <p>12:30 - 2:00 p.m.</p> <p>Linda Berentes</p>	<p>20</p>	<p>21</p>
<p>22</p>	<p>23</p>	<p>24</p> <p>Wallace library 9:00 -10:30 a.m.</p> <p>Wallace gym 10:30-11:30 a.m.</p> <p>Wallace library 12:30 - 2:00 p.m.</p> <p>Laura McCullough</p>	<p>25</p> <p>Wallace library 1- 3 p.m.</p> <p>Kathy Wolf</p>	<p>26</p> <p>Merrill library 9:00 - 11:30 a.m.</p> <p>and</p> <p>12:30 - 2:00 p.m.</p> <p>Linda Berentes</p>	<p>27</p>	<p>28</p> 
<p>29</p> <p>Leap Year Day</p>					<p><u>Prophetstown</u> The toy lending library is located in the preschool room. Talk to Laura about when you may use it.</p>	<p><u>Tampico</u> The toy lending library is located in the preschool room. Talk to Laura about when you may use it.</p>



**Random Acts of Kindness Week
February 9 - 15, 2004**

**Three things in human life
are important...**

The first is to be kind.

The second is to be kind.

The third is to be kind.

Gary J. Steinert
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