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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  
Erie Dist. #1  
Prophetstown Dist. #3  
Sterling Dist. #5  
Morrison Dist. #6  
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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### **TOY LENDING LIBRARIES**

The Parents As Teachers libraries at Merrill and Wallace are now closed for the summer.

If you were unable to come to the library in May to bring back your borrowed items, please call Pat at 625-1495 to make arrangements for their return.

The libraries will reopen in September.

### **HOME VISITS**

May was the last month for home visits with your parent educator until next fall. She will contact you in August to set a time for a September visit. If you should move or change your phone number during the summer, please let her know.

### **ENROLLING NOW FOR FALL**

Each year we have families leave our program because their youngest child is entering kindergarten in the fall. This enables the parent educators to enroll new families.

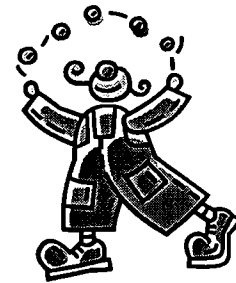
The only requirements for enrollment are that the family lives in Whiteside County and has a child birth to age five. We also will enroll a family who is expecting their first child within three months.

You will find a Parents As Teachers program information page in the back of this newsletter. Please pass it on to someone who you think may be interested in enrolling.

### **PICNIC IN THE PARK**

We had a great time at our end-of-year picnic on May 18 at Centennial Park. It was so good to see so many of you come out for this event.

A special thanks to the Rock Falls Culver's Restaurant for providing the custard and the juggling group *Gravity* for entertaining us.



### **PARK IT WITH A BOOK**

Do you have a neighbor, friend, or relative who would like to be a part of Parents As Teachers? If so, this month would be a good time to introduce them to the program by bringing them to one of our summer events.

Check the enclosed activity schedule for PARK IT WITH A BOOK dates, times, and locations.



# Children's Social Competence Checklist



*Social competence refers to a person's ability to get along with others. The checklist below was created to help teachers and caregivers assess preschool children's social competence. The intent of the checklist is not to prescribe correct social behavior but rather to help teachers observe, understand, and support children whose social skills are still forming. If a child seems to have most of the traits in the checklist, she is not likely to need special help to outgrow occasional difficulties; however, a child who shows few of the traits on the list might benefit from adult-initiated strategies to help build more satisfying relationships with others.*

## ★ I. Individual Traits. The child:

- Is usually in a positive mood.
- Usually comes to the program willingly.
- Usually copes with rebuffs or other disappointments adequately.
- Shows interest in others.
- Shows the capacity to empathize.
- Displays the capacity for humor.
- Does not seem to be acutely lonely.

## ★ II. Social Skills. The child usually:

- Interacts nonverbally with other children with smiles, waves, nods, etc.
- Expects a positive response when approaching others.
- Expresses wishes and preferences clearly; gives reasons for actions and positions.
- Asserts own rights and needs appropriately.
- Is not easily intimidated by bullying.
- Expresses frustrations & anger effectively, without escalating disagreements or harming others.
- Gains access to ongoing groups at play and work.
- Enters ongoing discussion on a topic; makes relevant contributions to ongoing activities.
- Takes turns fairly easily.
- Has positive relationships with one or two peers; shows the capacity to really care about them and miss them if they are absent.
- Has "give-and-take" exchanges of information, feedback, or materials with others.
- Negotiates and compromises with others appropriately.
- Is able to maintain friendship with one or more peers, even after disagreements.
- Does not draw inappropriate attention to self.
- Accepts and enjoys peers and adults who have special needs.
- Accepts and enjoys peers and adults who belong to ethnic groups other than his or her own.

## ★ III. Peer Relationships. The child:

- Is usually accepted versus neglected or rejected by other children.
- Is usually respected rather than feared or avoided by other children.
- Is sometimes invited by other children to join them in play, friendship, and work.
- Is named by other children as someone they are friends with or like to play and work with.

## ★ IV. Adult Relationships. The child:

- Is not excessively dependent on adults.
- Shows appropriate response to new adults, as opposed to extreme fearfulness or indiscriminate approach.

[Adapted from *Assessing Young Children's Social Competence* by Diane E. McClellan and Lilian G. Katz. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.]

★ For related Web resources, see "Children's Social Competence Checklist" at <http://illinoisearlylearning.org/tips.htm>.



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# Lista de verificación de la competencia social de niños



*'Competencia social' se refiere a la capacidad de llevarse bien con los demás. A continuación se presenta una lista de verificación para ayudar a maestros y cuidadores a evaluar la competencia social de los niños preescolares. La lista no está destinada a prescribir el comportamiento social correcto, sino a ayudar a los maestros a observar, comprender y apoyar a niños que todavía están formando las habilidades sociales. Si un niño o niña parece manifestar la mayoría de las características de la lista, es poco probable que necesite ayuda especial para sobrellevar las dificultades ocasionales. Por otro lado, un niño que manifiesta pocas de las características de la lista, podría sacar provecho de estrategias iniciadas por adultos que lo ayuden a entablar relaciones más satisfactorias.*

## ★ I. Características individuales. El niño...

- Usualmente tiene buen estado de ánimo.
- Usualmente viene al programa de buena gana.
- Usualmente hace frente adecuadamente a los rechazos y a otras decepciones.
- Evidencia interés en otras personas.
- Manifiesta la capacidad de tener empatía.
- Demuestra tener sentido del humor.
- No parece tener sentimientos extremos de soledad.

## ★ II. Habilidades sociales. El niño usualmente...

- Se relaciona en formas no verbales con otros niños sonriendo, diciendo adiós con la mano, meneando la cabeza, etc.
- Espera una respuesta positiva al acercarse a otras personas.
- Expresa sus deseos y preferencias claramente; menciona los motivos de sus acciones y posturas.
- Sostiene sus propios derechos y necesidades de forma apropiada.
- No se deja intimidar fácilmente cuando otros niños lo acosan.
- Expresa las frustraciones y el enojo efectivamente, sin discusiones que se intensifican y sin lastimar a otras personas.
- Puede acceder a grupos mientras están jugando o trabajando.
- Entra en una conversación sobre cierto tema que ya está en marcha; hace contribuciones relevantes a actividades ya en marcha.
- Se turna con bastante facilidad.
- Mantiene relaciones positivas con uno o dos compañeros; manifiesta la capacidad de interesarse sinceramente por ellos y los extraña si están ausentes.
- Tiene intercambios con otras personas en los que ofrece y recibe información, sugerencias o materiales.
- Negocia y hace compromisos con otras personas de maneras apropiadas.
- Puede conservar amistades con uno o más de sus compañeros, aún después de tener desacuerdos.
- No llama la atención sobre sí mismo de maneras inapropiadas.
- Acepta a compañeros y adultos que tienen necesidades especiales y goza de su compañía.
- Acepta y goza de la compañía de compañeros y adultos que pertenecen a grupos étnicos diferentes del propio.

## ★ III. Relaciones con los compañeros. El niño...

- Usualmente es aceptado por otros niños en vez de ser descuidado o rechazado.
- Usualmente es respetado por otros niños en vez de ser temido o evitado.
- A veces es invitado por otros niños a unirse a sus juegos, sus amistades o su trabajo.
- Es mencionado por otros niños como un amigo o como una persona con quien les gusta jugar o trabajar.

## ★ IV. Relaciones con los adultos. El niño...

- No depende excesivamente de los adultos.
- Manifiesta respuestas apropiadas ante los adultos desconocidos, en vez de miedo extremo o acercamiento indiscriminado.

[Esta información se adaptó de *Assessing Young Children's Social Competence* (Evaluando la competencia social en los niños) por Diane McClellan y Lillian G. Katz. Champaign (Illinois); Servicio Informático de ERIC sobre la Educación Primaria y de Niños Pequeños.]

### English Title: Children's Social Competence Checklist



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# Fun at Home with Preschoolers: Play with Light and Shadow



*Young children often like to find out about the sun, the moon, and the clouds in the sky. In any season, help your preschooler dress for the weather, put on sunscreen, and then turn your yard or the park into an outdoor science lab!*

## ★ Everyday sky activities

- Before going outside, talk with your child about things you and he have noticed about the sky. Share books with him that mention the sky (for example, Carolyn Lesser's *What a Wonderful Day to Be a Cow*).
- When the sun is not overhead, lie down and look up at the sky with your child. **Remind your child to never look straight at the sun, even when wearing sunglasses!** Talk together about the colors, clouds, and flying things that come into view. Repeat the activity on overcast, partly cloudy, misty, or snowy days. Bring along paper, pencil, and a clipboard to make sketches of clouds while lying down.
- Try the same activities at night. Look for the moon, stars, constellations, and clouds. Children can't observe the night sky during preschool. That means nighttime investigation can be a special way for you and your child to learn together.

## ★ Sunny day activities

- Ask a librarian to help you find books about shadows. Share them with your child. Then help your child make chalk outlines of shadows cast by trees and other objects. About 30 minutes later, look at your outlines again and talk about what has happened to the shadow. Make new outlines in a different color. Check again 30 minutes later. Each time, notice where the sun is in the sky. You might want to write down your child's comments about sun and shadows. Talk about possible explanations for the changes you observe.
- Help your child create pictures with your own shadows. Suggest challenges: "Can we make our shadows hold hands even if my hand doesn't really touch yours?"
- Bring along clear or translucent objects (for example, plastic containers) and some items that block the sun (an umbrella, cardboard tubes, etc.). With your child, explore what happens when you try to make shadows with these objects.
- On a warm day, set out a bucket of water and brushes. "Paint" the sidewalk, walls, trees, and other objects with your child. After a few minutes, invite her to notice places she painted that have begun to dry. She will probably see that the brush strokes dry faster in sunny areas than in the shade.
- Go to the library to find books about night, sunlight, and shadows to read together.

Some of the above activities were adapted from *Active Experiences for Active Children: Social Studies* by C. Seefeldt & A. Galper (Upper Saddle River, NJ: Merrill, 2000) and the September 2002 *Young Children* article "Science in the Preschool Classroom: Capitalizing on Children's Fascination with the Everyday World to Foster Language and Literacy Development" by K. Conezio & L. French (volume 57, number 5, pp. 12-18).

★ For related Web resources, see "Fun at Home with Preschoolers: Play with Light and Shadow" at <http://illinoisearlylearning.org/tips.htm>.



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9/05

# Diversión en casa con niños preescolares: Juegos con luz y sombra



A los niños pequeños les gusta aprender sobre el sol, la luna y las nubes en el cielo. Independiente de la estación del año, ayude a su niño preescolar a vestirse apropiadamente para el clima y a aplicarse el protector solar, y luego convierta su patio o el parque en un laboratorio científico al aire libre.

## ★ Actividades diarias sobre el cielo

- Antes de salir, hable con su hijo sobre las cosas que ambos han notado acerca del cielo. Comparta con su hijo libros que mencionen el cielo (por ejemplo, *What a Wonderful Day to Be a Cow* por Carolyn Lesser).
- Cuando el sol no está en la parte más alta del cielo, tumbense en el suelo y miren hacia arriba. **Recuerde a su hijo que no debe nunca mirar directamente hacia el sol, ni siquiera con los lentes de sol.** Conversen sobre los colores, las nubes y las criaturas voladoras que alcancen a ver. Repitan la actividad en días despejados, nublados, de niebla y de nieve. Traiga papel, lápices y una tabla con sujeta-papeles para hacer bosquejos de las nubes mientras están tumbados.
- Haga las mismas actividades de noche. Busquen la luna, las estrellas, constelaciones y nubes. Los niños no pueden observar el cielo nocturno cuando están en el preescolar. Por lo tanto, las investigaciones nocturnas pueden representar un momento especial para que usted y su hijo aprendan juntos.

## ★ Actividades para días soleados

- Pida a un bibliotecario que lo ayude a encontrar libros acerca de las sombras, y compártalos con su hijo. Luego, ayúdelo a hacer bosquejos en el suelo de las sombras de los árboles y otros objetos, usando tiza. Después de 30 minutos, más o menos, vuelvan a mirar los bosquejos y hablen sobre lo que ha pasado con la sombra. Hagan nuevos bosquejos en otro color y mírenlos otra vez, 30 minutos más tarde. Cada vez que miren, hágale notar dónde está el sol en el cielo. Tal vez quisiera anotar los comentarios de su hijo acerca del sol y las sombras. Hablen sobre las posibles explicaciones para los cambios que observan.
- Ayude a su hijo a crear dibujos con sus propias sombras. Sugiera desafíos: "¿Podemos hacer que nuestras sombras vayan asidas de las manos aunque realmente mi mano no toque la tuya?"
- Traiga objetos transparentes o traslúcidos (por ejemplo, recipientes de plástico) y algunos objetos que no dejen pasar la luz del sol (un paraguas, tubos de cartón, etc.). Junto con su hijo, explore lo que pasa cuando intenta hacer sombras con todos estos objetos.
- Disponga una cubeta de agua y brochas en un día caluroso. "Pinte" la acera, los muros de la casa, árboles y otros objetos con su hijo o hija. Después de unos minutos, invítela a observar lugares que ya ha pintado y que han empezado a secarse. Probablemente notará que los brochazos que están expuestos a la luz del sol se secan más rápidamente que los que están a la sombra.
- Vayan a la biblioteca para encontrar libros acerca de la noche, la luz del sol y las sombras para leerlos juntos.

Algunas de las actividades mencionadas se adaptaron del libro *Active Experiences for Active Children: Social Studies* por C. Seefeldt y A. Galper (Upper Saddle River, NJ: Merrill, 2000) y del artículo "Science in the Preschool Classroom: Capitalizing on Children's Fascination with the Everyday World to Foster Language and Literacy Development" por K. Conezio y L. French, del número de septiembre de 2002 de *Young Children* (vol. 57, no. 5, págs. 12 a 18).

English Title: Fun at Home with Preschoolers: Play with Light and Shadow



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**June Parent and Child Activities**  
**For All Parents As Teachers Families and Friends**

**PARK IT WITH A BOOK**

Story and play time in the park for you and your children.  
Families attending will receive a copy of the book of the week to take home.

**\*Please bring a blanket for story time.**

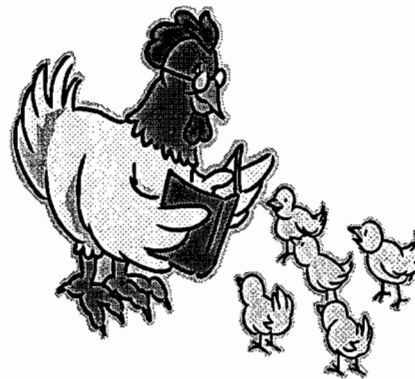
**Date:** Tuesday, June 13  
**Time:** 10 a.m.  
**Place:** Kilgour Park - Sterling

**Date:** Wednesday, June 14  
**Time:** 10 a.m.  
**Place:** Heritage Park - Erie

**Date:** Tuesday, June 20  
**Time:** 10 a.m.  
**Place:** Kelly Park - Morrison

**Date:** Wednesday, June 21  
**Time:** 10 a.m.  
**Place:** Centennial Park - Rock Falls

**Date:** Thursday, June 22  
**Time:** 10 a.m.  
**Place:** Jaycee Park - Prophetstown



**\*All activities will be cancelled if it is raining.**

# WHITESIDE COUNTY PARENTS AS TEACHERS

## What is Parents As Teachers?

PAT is a school-based parent education program which provides developmental information and support to families with children birth through age 5.

It is based on the knowledge that the first three years of a child's life are a critical time in the development of communication, social-emotional, motor, and cognitive skills.

Parents who understand each stage of their child's development and offer materials and experiences that are appropriate at each stage will be giving their child the best possible start in life.

## Why does the Whiteside County Regional Superintendent of Schools offer this program?

Because the way a child grows and learns, beginning at birth, has an enormous impact on later success in school and life.

Parents who feel confident as their child's first and most important teacher will be giving their children the security and encouragement they need to become curious, eager learners and independent, capable persons.

Parents As Teachers is a voluntary program available without charge to Whiteside County families with children birth to age 5.

## Services Offered:

- Personalized home visits by a certified parent educator specially trained in child development.
- Group meetings and playgroups where you can share parenting experiences and gain new insights.
- Information and guidance, beginning even before your baby is born.
- Lending libraries where parents may borrow toys and books for use at home with their child.
- Periodic screening of children to follow growth and development.
- A monthly newsletter.

For more information about Parents As Teachers, contact Pat Rhodes at 815/625-1495.

## **Sterling Municipal Symphony Band**

Concert in the Park  
each Wednesday evening  
7:30 p.m.

beginning June 7

**Grandon Civic Center**  
across from the Sterling Post Office

Bring the family and a blanket and  
enjoy the glorious music.

**FREE admission**



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