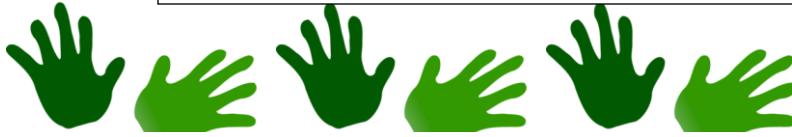


Winter, 2018



SESAME SPEAKS!

The Director's Corner: Bedtime Stories - Precious Moments For Every Child and Family

My most tender, precious memories of my own three children when they were toddlers and preschoolers, revolved around reading them bedtime stories. As we read old favorites and new adventures, the world opened up for us, and a tender loving moment was created each night that we will never forget. I promised myself, in the middle of the crazy daily routine of taking care of three young children; working and trying to keep our home organized and clean, let alone having a quiet moment to myself to breathe before I fell asleep exhausted each night - that I would never miss their bedtime stories. Dishes could sit in the sink. Phone calls could stay unreturned. But what I could never do was tell my children, who were waiting in bed with their favorite book, that I was too busy to read it to them.

When I curled up with them and began reading in a deep Daddy-Bear voice or a tiny high pitched Baby-Bear voice, my stress began to melt away with each turned page. As my children went off to college, and even now as my children move out on their own into the world, they pack their favorite books from childhood along with their new favorite books, to store away until they have children of their own to read them to. And the habit of reading every day has stayed with them like a treasured gift of time.

As you have observed with your own children as you read and talk together, they prove what research says: the more children are spoken to and read to, the better readers they will become and the better they will perform in school and in life.

This newsletter is devoted to teaching families how to encourage the love of reading for different learners, who may also have learning challenges. Often children who need to work harder to understand language, to pay attention and focus their bodies, struggle to build a love of reading. Often children with learning delays or with challenges in hearing, vision, attending, language and social skills need extra support to enjoy and learn from being read to, which then prepares them to begin to learn to read on their own during their school-age years.

Happy Reading!

Celia Exelbert, Director



Upcoming Dates:

- ♥ **Monday, February 5th, 2018 through Friday, March 30th, 2018:** PreK For All
Registration for 2014
birthdays for the 2018-2019
School Year.
- ♥ **Wednesday, February 14th, 2018:** Valentine's Day Family
Activity 2:30-4:00.
- ♥ **Monday, February 19th, 2018 through Friday, February 23rd, 2018:** Mid-Winter
Recess (School Closed)
- ♥ **Thursday, January 25th, 2018:**
Family Meeting – Nutrition:
2:30-4:00
- ♥ **Monday, January 29th, 2018:**
Family Meeting-'Positive
Solutions for Families-Teach
Me What To Do'
- ♥ **Friday, March 30th, 2018 through April 6th, 2018:**
Spring Recess: School Closed
- ♥ **Tuesday, April 24th, 2018:**
Staff Development Day:
School Closed for Students

Guidance to Families: A Menu of Activities to Encourage Literacy!

For Infants and Toddlers		
Through Talking...	Through Play...	Through Modelling...
<ul style="list-style-type: none"> -Respond to your baby's babbles and coos-have back and forth conversations. -Play touching and singing games with your baby's body parts. -Music builds memory and language skills-singing lullabies can calm. -Replace television and technology time with name games, reading and outdoor activities. 	<ul style="list-style-type: none"> -Play peek-a-boo, patty-cake and puppet games. -Point to and name objects around your baby -Explore infant/toddler programs at your library -Cuddle your baby often. Smile and make eye contact-Use books to help with transitions. 	<ul style="list-style-type: none"> -Read daily to your toddler, re-reading his/her favorite books for at least 5-10 minutes. -Make sure the people who take care of your baby make reading and conversations important. -Make it easy for your toddler to reach his/her own books. -Reinforce the sounds of your home language with stories, songs and poems.
For Preschool and School-Age Children		
Through Access...	Through Routine...	Through Modelling...
<ul style="list-style-type: none"> -Allow your child to build a personal library of books. -Have your child apply for his own public library card. -Talk about colors, numbers, letter names, and sounds on street signs, cereal boxes, T-shirts, and other things around your child. 	<ul style="list-style-type: none"> -Increase daily reading to 30 minutes. -Once your child is reading, take turns reading to one another. -Build your child's listening skills by reading books with fewer pictures such as <u>Charlotte's Web</u> or <u>The Trumpet of the Swans</u>. -Keep reading with, and to, your child even once he masters reading. --Bring books in the car, on the bus, to the doctor's office, and anywhere your child is required to wait. 	<ul style="list-style-type: none"> -Make sure your child sees and hears you reading. -Daily reading routines and reading practice are essential. -Write simple notes to your child using letters and pictures. Have him write back to you. -Word play and rhyming are powerful ways to prepare your child to learn to read. -Deepen your partnership with our child's teacher by agreeing on frequent specific modes of communication.

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Guidance to Families: Teaching Reading to Different Learners!

Developmental Differences

Remember, when you read to your child often and combine reading time with cuddle and play time, your child will link books with fun times together.

speech and language problems

-Books that rhyme and/or repeat are particularly important.

-Discuss the story with your child. ("Why do you think the monkey stole the key?")
-Help your child become aware of letter sounds. (While pointing to a picture of a snake, ask: "What sound does a snake make?") As your child develops, ask more complex questions. (While pointing to a picture of a ball, ask: "What sound does 'ball' start with?")

Suggested books:

Does a Chimp Wear Clothes? By Fred Ehrlich, M.D.
Hippos Go Beserk! By Sandra Boynton
Mr. Brown Can Moo! Can You? By Dr. Seuss

autism spectrum disorder (ASD)

-Have conversations to build oral language and reciprocity. Explore books about feelings..

-Sit on the floor next to your child.
-Read aloud. Talk about the pictures and read the text.
-Find books on topics that interest your child, such as books on animals or sports.
-Find books that have buttons to press that make sounds. Borrow library audio books that your child can start or stop by pressing a button.

Suggested books:

-Books by Simms Taback such as There Was an Old Lady Who Swallowed a Fly and This is the House that Jack Built.
Lyle Lyle Crocodile by Bernard Weber

intellectual disabilities

-Frequency of reading, rhyming, and word play will be very important.

-Borrow books from the library on topics that can strengthen your child's daily living skills, such as books about bedtime or going to the dentist. Also, pick books about things your child enjoys, such as animals.

-Read aloud and talk about the pictures. Ask your child to name objects or read aloud.

-Praise your child's efforts at reading.

-Find books that have buttons to press that make sounds, and buy audio books.

Suggested books:

At The Sea Shore by Ruth Koepell
Poke-A-Dot Old MacDonald's Farm by Travis King
Sounds On The Go! by Gail Donovan

cerebral palsy

-Make sure books are accessible. Lap reading may be difficult.

-Find books on topics that interest your child, such as books on animals or sports.
-Position your child next to you on the couch. If your child is in a wheelchair or special chair, sit close enough so he can see the book and hear you. Ask your child's occupational and/or physical therapist about special tools to help your child prop up the book.

Suggested books:

Harold and the Purple Crayon by Crockett Johnson
We Are Going on a Bear Hunt by Helen Oxbury
The Napping House by Audrey Wood

low vision or blindness

-Explore word window margins that track the line of print; create sufficient lighting.
Touch-Texture books are fun.

-Sit your child next to you. If your child has low vision, make sure there is plenty of light to help your child see the page.
-Read aloud. Talk about the pictures and read the text.
Find large print books on topics that interest your child, such as books on animals or sports.
-Find books that have buttons to press that make sounds. Buy audio books that your child can start or stop by pressing a button.
-Find Braille books if your child reads Braille.
-Praise your child's efforts at reading.

Suggested books:

The Wheels on the Bus by Paul O. Zalinsky (and other books with wheels that move).
Children's Book of Nursery Rhymes and other children's poetry books.
Mr. Brown Can Moo, Can You? By Dr. Seuss (use with plastic or stuffed animals)

hearing loss or deafness

-Signing and speaking the story may help the child understand books with and without words. Children can tap out rhythm in music books.

-Read the same story again and again. This will help your child catch words he may have missed before. Explain the story as needed.
-Make sure your child can see your face and the pictures. This will help your child follow the story, even if he doesn't catch all the words.
-Use stuffed animals to act out the story.
-Continue to teach your child to sign.

Suggested books:

Each Peach, Pear, Plum by Allan and Janet Ahlberg
Jamberry BY Bruce Degnan
Sheep in a Jeep by Nancy Shaw

attention deficit hyperactivity disorder (ADHD)

-Reduce background noise and other distractions.

Explore books that increase self-awareness.

-Turn off the TV and radio and find a quiet spot to read without distraction.

-Choose books that interest your child, such as books on animals or sports.

-Read aloud and talk about the pictures. Allow your child to pick books too, and ask your child to read aloud.

-Praise your child's efforts at reading.

Suggested books:

Adventures of Taxi Dog by Debra Barracca
Maybe a Bear Ate It by Robie Harris
The Day the Teacher Went Bananas by James Howe

Reading at Sesame Sprout Preschool: Reaching Every Child!

Class A			
Class B			
Class C			
Class D			
Class E			
Class F			
Class G			
Class H			

