Ludington Area Schools
Early Childhood Center

December 2023

As we are gearing up for winter break, you will find this issue of our newsletter packed with information and fun for the whole family. The field of early childhood education is constantly evolving, with new research and practices emerging regularly. Professional development allows us to stay up-to-date with the latest research and ensure that we are using the most effective teaching methods in the classroom. One item of focus for us this year will be Advance Language. We want to invite you to join us from home, too! Our teachers have been discussing fun and innovative ways to incorporate new language in ALL that we do, check out the attached information for ways to join in at home!

This month also starts our Great Start to Quality (GSQ) renewal process, under the State's new system. GSQ's goal is to improve quality in early education and impact children's futures for the better. You will find high-quality programs reflect on their practices, align with research-based best practices, make improvements based on the needs of the children, and partner with families to help each child learn and thrive. For more information about Great Start to Quality, check out their website at greatstarttoquality.org.

As always - let me know if there is anything I can do to support you and your family!

Ashela Trevino
Preschool Director,
231-845-3850, ext #3707, atrevino@lasd.net

As the weather has turned cold, please be sure to send your child to school with the appropriate cold weather gear. If your family needs assistance obtaining any of these items, reach out to your child's teacher.

Send an email to atrevino@lasd.net with the subject line NEWSLETTER for a chance to win a Free Single Scoop of Culver's Custard for your whole family! No email? No problem! Leave a voicemail with your name and your child's name to 231.845.3850 to be enteredf to win!

A Note from Miss Trish:

Wow! It is hard to believe that our break is just around the corner. I was reading some articles that covered some tips on managing the holidays with young children. Here are some ideas that I just wanted to share:

*Pack some pajamas for your children when you attend evening events or family get-togethers. You can put them on before you head home and then your children will already have a start of their bedtime routine before you even get home. *Preschoolers and young children need a lot of sleep. This may help them from becoming overly tired by all the excitement during the day and also help with their transition back to school once break is over. *Try to keep as many of your daily routines as consistent as possible. Routine help your child know what is expected of them. If you are having some significant changes in your schedule, make sure you help your child adjust by talking through your day in advance. The more consistent or "normal" your day is, the less stress everyone will experience and you may even minimize some holiday meltdowns.

Enjoy the Holiday Season with your children. Celebrate those family traditions or make new ones! This is a perfect time to find things your family can all enjoy doing together. Wishing you all a Happy, Healthy Holiday Season! ~ Miss Trish

Trish Hanlon, LMSW

Communication Corner

Tips for Language Activities During the Holidays

- Cooking and baking are great times for language learning.
- Talk about the recipe and the steps when you cook and bake. Talk about favorite family foods (do different family members like different foods and why)?
- Play games and sing songs together.
- Talk about the game rules. Talk about the rhymes in songs.
- Make and shop for gifts together.
- Talk about what gifts they think family and friends would like. How does it compare to gifts they like?
- Talk about words to use if your child gets a gift they don't like.

Talk It Up!

Why is a large vocabulary important for children? Because it's linked to their reading and school success.

Help your child learn new words through conversations, reading aloud, and singing. In class, we like to sing _____.

Try these vocabulary-building ideas at home.

Describe what you are doing. *I'm putting the food out for breakfast. I made scrambled eggs because we all like them. There is some tangerine juice to drink. Tangerine juice tastes a lot like orange juice that you think is so yummy.*

Sing with children to introduce and reinforce new vocabulary. *After we read the book* I Know an Old Lady Who Swallowed a Fly, *we can sing the song.*

Narrate your adventures in the car, at the grocery store, or on a walk. *Look how many plums are in the bin. They are all round and purple, except for this one on top.*

Talk about what your child is doing. *Look how high you made that LEGO skyscraper. Let's count how many pieces are in your construction.*

Talk, talk, talk. Ask your child open-ended questions and give him time to respond. *What was your favorite part of our trip to the zoo?*

Read aloud to your child every day. *What do you think it means that the spider wriggled and jiggled and tickled inside the old lady?*

A message from your child's teacher _____

Listen, Talk, Answer— Support Your Child's Learning

Your child comes home every day with stories to share. Do you stop what you are doing and listen carefully? Your child probably asks a lot of questions. Do you try to answer them? If you can respond yes to these questions, then you already know the benefits of giving your child time and attention. Teachers call these daily communication opportunities *powerful interactions.* They help adults and children keep in touch and enjoy being together. These interactions also support children's learning. Here are some communication tips and examples of the types of things to say.

PATRICK CAVANAGH / © NAEYC

Powerful interactions are rich gifts you give your child every day.

- **Acknowledge and accept all of your child's emotions.** This helps your child feel safe and secure and willing to share all kinds of feelings with you. "Are you feeling happy? I see a big smile on your face."
- **Tell your child what you see him doing rather than saying "Good job."** He will know that you see and appreciate his efforts. "Wow, you've added lots of squiggly lines and circles to your drawing."
- **Help your child make connections to familiar experiences, ideas, or information.** "Good morning. I know you like pineapple. Today we're having papaya for breakfast. I think you'll like it as much as pineapple. Let's see what you think about it."

Please share a story of a powerful interaction you had with your child. We look forward to hearing about it and talking together about the positive difference you make in your child's life.

- **Offer a small challenge to nudge your child to try something new or a bit harder.** "You ran so fast to the fence. This time, can you think of a really slow way to get there?"
- **Repeat and extend what your child says to you.** As your child looks through a book and says, "I like lizards," you might say, "I know you like lizards. What do you like about them?'
- **Use interesting words to build your child's vocabulary.** "I think this ice cream is delicious. I love the creamy texture and swirls of caramel."

A message from your child's teacher _____

Using Fanciful, Magical Language in Preschool

Holly Seplocha and Janis Strasser

Four-year-old Taylor is the weather person of the day. During morning meeting she carefully draws a big sun on the weather card and, in her most grown-up voice, announces, "The weather today has a sparkly, shiny sun outside. And it's much better than the muddy sky with the whipped cream clouds we had yesterday."

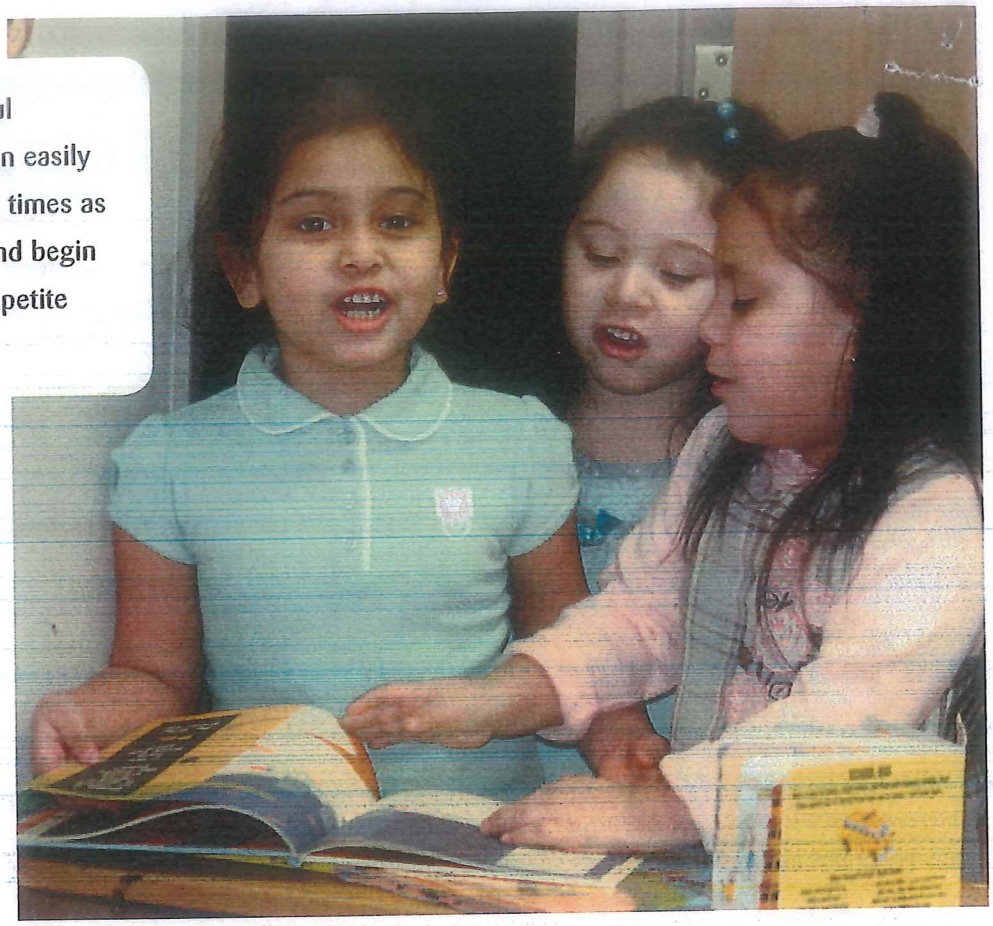
Every day in thousands of preschool classrooms across the country, children discuss the weather. But instead of using words like sunny, cloudy, or rainy, consider the following prompt:

> Teacher: José is our meteorologist for today. José, which big, bold, and beautiful words can you use to describe the weather today? Yesterday, Lola told us that the sky was bluer than her sky blue blueberry ice pop. The day before, Shamika told us the rain was drizzly, damp, and misty, like a big fat dinosaur crying tears.

By adding fanciful language to daily routines and conversations, teachers can help children expand their thinking skills, vocabulary, and creativity as they describe the world around them in new ways.

Start a list of great descriptive words to hang near your morning meeting rug and in your learning centers. Use them throughout the day during activities, transitions, and routines. Add to the list as the children use new and wonderful words of their own. We've included some words to get you going.

When children are exposed to fanciful language in one experience, many can easily apply it in other centers and at other times as well. When children regularly hear and begin using these delicious words, their appetite grows for creative descriptions.



Library

spine, characters, illustrator (illustrations), resolve (resolution), intention, genre, rhyme, rhythm, alliteration, summarize, dramatize, fable, fiction, nonfiction, biography, research, quote, text, definition

Blocks

architect, symmetrical, balance, structure, foundation, skyscraper, functional, dimension, vehicle, transport, angle, unit (double, quad, and other names for blocks), column, tower, accessible, scaffolding, excavation, blueprints, steeple

"I used three of those curvy **cylinders**, some giant hollow blocks, and little cube blocks to make a **gigantic** jet plane."

Art

palette, hue, variation, technique, marbleized, adhesive (adhere), frame, symmetry, critical, perspective, indigo (fuchsia and other non-basic colors), landscape, detail, masterpiece, gallery, magnificent, gorgeous, exquisite

Dramatic play

domestic, relatives, ingredients, recipe, boil (knead, sift, and other non-basic cooking terms), accessories (accessorize), utensil, platter, espresso, memo, fashionable, skillet, feast, buffet

For a list of children's books that feature fanciful language go to **tyc.naeyc.org/articles.**

Ten Ways to Support Vocabulary Development

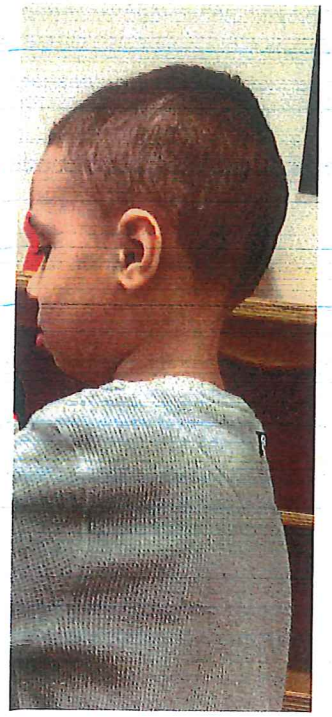
- Create an atmosphere in which children hear and use lots of interesting words.
- Expose children to lots of new and rich vocabulary throughout the day.
- Use investigations and themes to introduce new words.
- Use books, poems, and songs to introduce new vocabulary.
- Use a variety of words for common objects (trash, garbage, litter).
- Connect language to thinking; invite children to describe size and amounts, make comparisons, define sets, and explain reasoning.
- Talk with children about synonyms and definitions.
- Link new vocabulary to learning centers and include materials in centers that spark new vocabulary and thinking.
- Use the morning message to introduce new and colorful vocabulary.
- Help children link new words to familiar words and use new words frequently.

Water and sand table

measure, depth, volume, sift, funnel, container, gradually, fluid, texture, rapidly, consistency, grain, gauge, tepid, estimate, countless, sensory, permeable, integrated, saturation, delicious, creamy, refreshment, appetizing, tasty

Manipulatives

classify, seriate, differentiate, similar, actually, pattern, challenge, cube (pyramid, octagon and other non-basic 2- and 3-dimensional shapes), create, attributes, cohesive



"I'm making a tunnel in the sand so the bear can **hibernate**. Do bears dream, Teacher? I **estimate** he will sleep for 100 days. That's a lot of dreams!"

Weather

frigid, misty, gloomy, gray, hazy, stormy, drizzling, crystal clear, balmy, spectacular, atmosphere, stupendous, exhilarating, sloshy, veil, wisp, vigorous, cumulous, Fahrenheit, meteorologist, climate, degree, condensation, precipitation, drought, forecast, humid

"I think the sun is a **hero**. It makes everyone feel calm and warm inside. Today is just a **crystal** clear blue sky day, with the sun making everyone warm and sunny."

Breakfast/snack/lunchtime

ingredients, cutlery, condiments, nutritious, scrumptious, entrée, delectable, digestion, place setting, platter, flatware, trivet, robust, metabolism, protein, carbohydrates, poultry

"The yard was so **sloshy** coming into school today. It was like walking in this soup, and the grass could be like **green noodles**. I think we need a **drought**."

SUPPORTING DUAL LANGUAGE LEARNERS

Feel free to enjoy wonderful words with dual language learners. Although we generally advise teachers to start with simple language for children who are new to English, it is just as easy to demonstrate *huge* or *gigantic* as it is *big*. Focus on a child's interests and prior knowledge to make this strategy successful. For example, when you notice a dual language learner is fascinated with art, choose some sophisticated words to emphasize with the child during an art project. To further build content knowledge and early literacy, learn to use more advanced and interesting words in the child's home language as well.

WINTER 2023-2024 HEALTH INFORMATION

WINTER NEWSLETTER

As the seasons change, it is important to stay healthy! This newsletter has resources and tips! Please contact your Health Resource Advocate if you would like more information!

GATHERINGS AND COVID-19

Make sure you and your children are up to date on all of your routine vaccines.

Remember to follow the current COVID-19 guidelines if you have tested positive for COVID-19 or if you have been exposed.

https://www.dhd10.org/coronavirus/

District Health Department #10 staff are available for free on-site COVID-19 testing for staff & students before and after any events.

Contact your HRA for free rapid antigen testing.

Residents can also schedule their Flu and COVID-19 vaccines by visiting https://www.dhd10.org/schedule or by calling 888-217-3904. If no appointments are available, consider going to a pharmacy or your primary health care provider. Additional vaccination sites can be found at https://www.vaccines.gov/search

HAND HYGIENE

Spread kindness, not germs!
If soap and water aren't available, use hand sanitizer with 60% alcohol or more.
Make handwashing a healthy habit at home, school, and at play.

When to wash your hands:

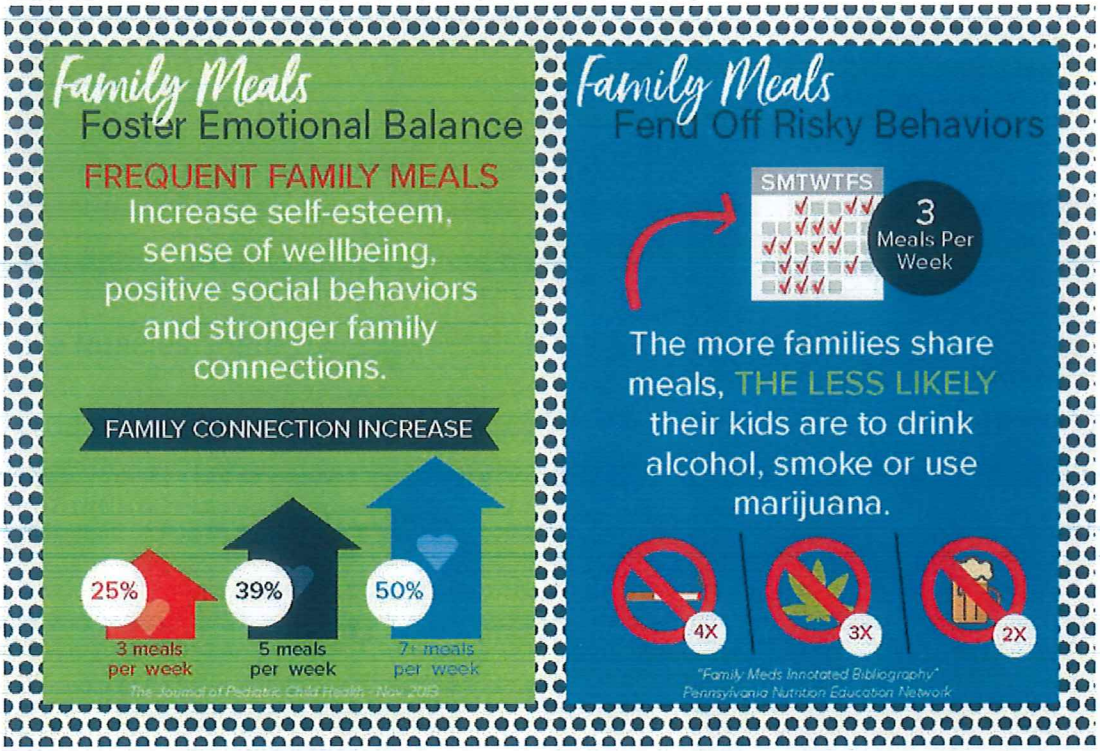
- Before, during, and after preparing food
- Before and after eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

Follow these five steps every time:

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or an air dryer.

Visit https://www.cdc.gov/handwashing/when-how-handwashing.html for more information.

FAMILY MEALS



This information comes from Talksooner.org brought to you by Lakeshore Regional Entity

Scan here to view their website

HOLIDAY RECIPE

PETER PUMPKIN SQUARES

A perfect treat for pumpkin lovers. A seasonal treat for the holidays or any time of year that you're craving pumpkin.

INGREDIENTS

- 1 can pumpkin (15 ounces)
- 1 1/2 cups brown sugar, packed
- 4 eggs
- 3/4 cup oil (cooking)
- 1 1/2 cups flour (all-purpose)
- 1 1/2 cups rolled oats
- 1 tablespoon ground cinnamon
- 2 teaspoons baking powder
- 1 teaspoon baking soda
- 1 teaspoon margarine or butter (to grease the pan)

DIRECTIONS

1. Wash hands with soap and water.
2. Preheat oven to 350 °F.
3. In a medium bowl, stir together the pumpkin, brown sugar, eggs, and oil. Mix well.
4. In a large bowl, mix the flour, oats, cinnamon, baking powder, and baking soda.
5. Add the pumpkin mix to the flour mix. Stir well.
6. Grease a 9x13 inch baking pan with butter or margarine.
7. Pour the batter into the greased baking pan.
8. Bake for 30 minutes.

Visit https://www.myplate.gov/myplate-kitchen/recipes for more recipes or scan the QR Code below

IMPORTANT COVID-19 UPDATES

The CDC recommends testing if you are experiencing symptoms of COVID-19.

If you were exposed to COVID-19, wear a mask for 10 days and get tested after at least five (5) days. Monitor yourself for symptoms. Regardless of vaccination status, you should isolate from others for at least five (5) days when you have COVID-19.

Click here to order at-home COVID-19 test kits or visit https://special.usps.com/testkits

Don't forget to report any positive at-home COVID-19 tests! Scan this QR code to self-report a positive at-home test.

What is an HRA?

Health Resource Advocates (HRAs) provide front-line support for COVID-19 testing and reporting and encourage best health practices.

HRAs can test your K-12 students for COVID-19, serve as a resource for COVID-19 related concerns, and connect students and staff to other services such as mental health, nutrition and wellness, and more!

The goal of having an HRA at your school is to prevent outbreaks and provide early detection to keep your school safe and operating as usual. Click here or visit https://www.dhd10.org/schools/adolescent-health-centers/ to view a list of adolescent health and wellness centers or download a consent form for students.

Additional Resources:

- StayWell Provides mental health resources and support programs for Michiganders- call 1-888-535-6736 and press "8" for free counseling services.
- Community Connections can help with food assistance, income supplements, housing, or applying for benefits- call 1-888-217-3904 and select option "3" to connect with a local community health worker today.

District Health Department #10 School Health

District Health Department #10
Healthy People, Healthy Communities

TIPS TO STOP THE SPREAD OF DISEASE:

- Stay home from school or work when sick
- Cover coughs and sneezes
- Wash your hands before and after handling food, after using the restroom and after coughing or sneezing
- Get vaccinated- click here to schedule an appointment or call 1-888-217-3904.

Contact Your HRA

Manistee
Gracie Kierczynski, Public Health Educator: gkierczynski@dhd10.org

Peter Skimin, MPH, RN: pskimin@dhd10.org

Taylor Pratt, RN: tpratt@dhd10.org

Mason
Suzanne Cressell, RN: scressell@dhd10.org

Missaukee
Shayann Vanhouten, RN: svanhouten@dhd10.org

Lake
Qur'an Griffin, Adolescent Health Coordinator: qgriffin@dhd10.org

Newaygo/Oceana
Deanna Verbanic, Health Educator: dverbanic@dhd10.org

Mecosta
Glynda Szekely, RN: gszekely@dhd10.org

Wexford
Sophia Reaume-Weible, RN: sweible@dhd10.org

Wexford/Crawford/Kalkaska
Maegan Sorenson, Health Educator: msorenson@dhd10.org

Wexford/Missaukee
Emily Jo Mulder Ruetz, Health Educator: eruetz@dhd10.org

School Health Supervisor
George Davis: gdavis@dhd10.org

HRA SCHOOL EDUCATION OPPORTUNITIES

Lunch and Learns are a way students can informally learn about specific topics without interfering with their daily schedule.

The HRA sets up a table during lunch, when a student finishes eating, the students are welcome to come up to the table and learn from the HRA.

Student Lunch and Learn Topics*

Anti-Bullying
Anti-Vaping
Bike Safety
Choose Water-Rethink Your drink
Coping Skills
Hand Hygiene
Heart Healthy
Human Trafficking
Importance of Sleep
Mindfulness
Muscle vs. Fat
MyPlate
Portion Vs Serving
Sports Health
Stay Safe Around Animals
Sun Exposure
Take a Breath
Water Safety

*If there is a topic you do not see and wish to bring it to your school, please reach out to your local HRA.

The Michigan State Police are offering Free De-Escalation Training for Teachers.
The training covers:

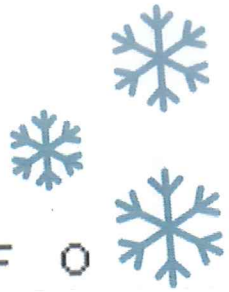
- Conflict and how it can be beneficial
- De-escalation and deflection techniques
- Viewing situations where de-escalation skills were utilized
- Discussions on best courses of action

The District Health Department #10 is offering a FREE First Aid AED CPR Training for K-12 School Faculty and Staff for the 2023-2024 school Year.

HRA's can also provide education to parents and school staff on a variety of topics.

Please contact your HRA to schedule a training or for more information.

WINTER WORD SEARCH



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SNOWPANTS
BOOTS
ICE SKATING
HAT
COAT

SHOVEL
SKI
SNOWBOARD
GLOVES
SNOWMAN

SNOW
ICE
SLED
WINTER
SNOWSHOE
SCARF

Help the Kids get to their Hot Chocolate