



Pre-School Pages



A newsletter for parents of pre-schoolers
packed with food, facts & fun
from your local county extension office

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Play Time

Reading Early to Children

Children who are exposed to early reading have better educational outcomes later in life. Reading early to children helps them develop their language skills and creativity. Reading can also foster intimacy and strengthen parent-child relationships. A common question parents might ask is "what should I read to my child?" But before deciding what books to read, parents must be aware of the developmental stage and the literacy capabilities of their child. By knowing that, they can be more effective in selecting the right books to read.

This is what you should know:

A baby between 6 and 12 months old is able to: hold head steady, sit in lap without support, grasp books, put books in mouth, drop and throw books, like and want to hear their parents' voice, like pictures of baby faces, begin to say "ma", "ba", "da," pat pictures to show interest and respond to his own name. Some suggestions for books to read at this stage include: colored board and cloth books, books with baby faces, illustrations or photos and nursery rhyme books.

A child between 12 and 24 months old can: hold and walk with a book, no longer puts books in mouth right away, turn board book pages, say single words and then 2- to 4-word phrases, give books to adults to read, point at pictures, turn books right-side up, name pictures and follow simple stories. At this stage you should read board books, rhyming books, picture books; and books that name things.

A toddler between 2 and 3 years old is able to: turn 2 to 3 paper pages at a time, start to scribble, add 2 to 4 new words per day, name familiar objects, ask you to read the same book again and again, complete sentences and rhymes in familiar stories. Books appropriate to this developmental stage are rhyming books, picture books that tell stories and search-and-find books.

Children 3 to 4 years old are able to: turn pages one at a time from left to right, sit still for longer stories, scribble and draw, recite whole phrases from books and start recognizing letters. They also begin to detect rhyme, and pretend to read to dolls and stuffed animals. Some suggestions for books include picture books that tell longer stories and counting and alphabet books.

Children between 4 and 5 years old may begin to: copy letters and numbers, sit still and listen for even longer stories, recognize



numbers and letters, repeat familiar stories, make rhymes and learn letter names and sounds. At this stage your child may want to read fairy tales and legends and longer story books, with fewer pictures.

Reading to and with your child at an early age can help children with language acquisition and literacy skills. Just remember, reading is an ongoing process that builds upon different developmental skills. Your child will move through each of the phases of reading development at his or her own pace.

References:

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Reach out and Read. (N. d.). Milestones of early literacy development. Retrieved from http://www.reachoutandread.org/FileRepository/RORmilestones_English.pdf

Source: Angelica S. Reina, UK Senior Extension Specialist for Child Development and Parenting Education

Kids Care

Limiting the use of Technology

While it is true that technology is a source of learning and entertainment for children, intensive technology use can cause unhealthy side effects such as sleep deprivation, attention deficit, cognitive delays and impaired learning. The American Academy of Pediatrics recommends that infants, age 0–2 years, have no screen time, children older than 2 be restricted to one hour per day and that children older than 6 should be restricted to 2 hours per day. If you think your child spends too much time around technological devices, here are some suggestions to limit technology use at home:

Limit the number of device-using hours

– Keep technological devices out of your child’s bedroom and turn them off during

meals. In the case of older children you can tell them that the use of technology devices is allowed only after chores and homework are finished.

Help your child choose a videogame or a show – Read the reviews or previews and ask other parents or caregivers to make sure that games or shows are appropriate.

Come up with alternatives to technology activities – Offer other options and spend time together as a family. Some ideas include: listening to music and dancing, playing board games or reading good books.

Be a good role model. Limit your own technology-related activities; try to use technology devices when your child is not around.

References:

American Academy of Pediatrics, Committee on Public Education (2001). *Pediatrics*, 107, 423-426.

Healthy habits for TV, video games, and the Internet. Retrieved from http://kidshealth.org/parent/positive/family/tv_habits.html#

Wartella, E. A., & Jennings, N. (2000). Children and Computers: New Technology. Old Concerns. *The Future of Children*, 10, 31-43.

Source: Angelica S. Reina, UK Senior Extension Specialist for Child Development and Parenting Education

Let’s Eat

Banana Cocoa Yogurt Pops

Ingredients:

- 1 cup low fat vanilla yogurt
- 1 medium banana
- 2 teaspoons cocoa powder

Directions:

Mash banana. Mix banana and yogurt. Stir in cocoa powder. Divide into 4 small paper cups and place Popsicle sticks in the middle. Freeze.

Nutrition Information: 79 calories, 1 g fat, 41mg sodium, 15 g carbohydrate, 3 g protein

Source: <https://whatscooking.fns.usda.gov/recipes/myplate-cnpp/banana-cocoa-yogurt-pops>

Sincerely,



County Extension Agent for
4H Youth Development