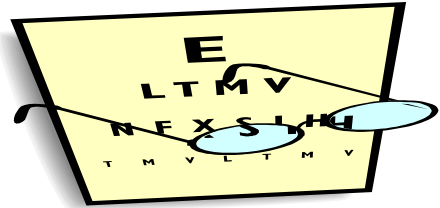


Summer PreK-12 Newsletter



CELEBRATIONS



July is...

Anti Boredom Month
Hitchhiking Month
Purposeful Parenting Month
Fireworks Safety Month
Hemochromatosis Screening Awareness Month

Baked Bean Month
Hot Dog Month
Recreation and Parks Month

Blueberries Month
Ice Cream Month
National Tennis Month

USA Independence Day (7/4)
Moon Day (7/20)

National Hot Dog Day (7/22)
Parents' Day (7/25)

August is...

Family Eye Care Month
Medic Alert Month
National Parks Month
Romance Awareness Month
Spinal Muscular Atrophy Awareness Month
National Child Support Enforcement Month

Foot Health Month
National Catfish Month
National Water Quality Month
Watermelon Month

Harvest Month
National Golf Month
Peach Month

National Minority Donor Awareness Day (8/1)
Coast Guard Day (8/4)
Hearing Aid Awareness Week (8-29 – 9-4)

World Breastfeeding Week 1-7
Sisters Day (8/8)

September is...

Baby Safety Month
Cable TV Month
Classical Music Month
Health in Aging
National Chicken Month
National Literacy Month
Organic Harvest Month

Be Kind to Editors & Writers Month
Children's Eye Health and Safety Month
Sickle Cell Month
Library Card Sign Up Month
National Courtesy Month
National Piano Month
Pediculosis (Head Lice) Prevention

Youth Month
National Bed Check Month
National Honey Month
National Rice Month
Read A New Book Month

National Cholesterol Education and Awareness Month
National Hispanic Heritage Month (9/15 thru 10/15)

Labor Day (9/6)
Grandparent's Day (9/12)
Rosh Hashanah (9/16)

National Flower Week (9/19-9/25)
Fall Equinox (9/23)
Yom Kippur (9/25)

SITES TO SEE



Learn more about ...

Declaration of Independence

http://www.archives.gov/national_archives_experience/declaration.html

The Star Spangled Banner <http://www.bostonharbor.com/july4.html>

Families of Spinal Muscular Atrophy <http://www.fsma.org/>

National Park Service <http://www.nps.gov/parks.html>

Water Quality <http://www.cprl.ars.usda.gov/nwqm.htm>

The Heart of Health Education http://www.p-h.com/phcatalog/cal_aug.htm

Pediculosis (Head Lice) Prevention www.headlice.org

Cholesterol Education www.nhlbi.nih.gov

Children's Eye Health and Safety www.preventblindness.org

Health and Fitness www.fitnessday.com

Literacy and Reading <http://www.reading.org/meetings/ild/>

“IRREDUCIBLE NEEDS OF CHILDREN”

What are the irreducible needs of children? Drs. T. Berry Brazelton and Stanley I. Greenspan suggest that in order for children to grow, develop and flourish, seven areas in a child's development must be addressed. Briefly, the irreducible needs of children include:

1. A safe, secure and nurturing environment that includes a daily relationship with at least one stable, predictable, comforting and protective adult
2. Emotional interactions geared to the child's developmental needs and level
3. Ongoing intense relationships with the same caregivers, including the primary one, early in life and throughout childhood
4. Sights, sounds, touches and other sensations tailored to the baby's unique nervous system to foster learning, language, awareness, attention, and self-control
5. Experiences that build a sense of initiative and competency including risk-taking and failure
6. Limits and expectation/structure and clear boundaries
7. Stable neighborhoods and communities within which families can achieve these goals

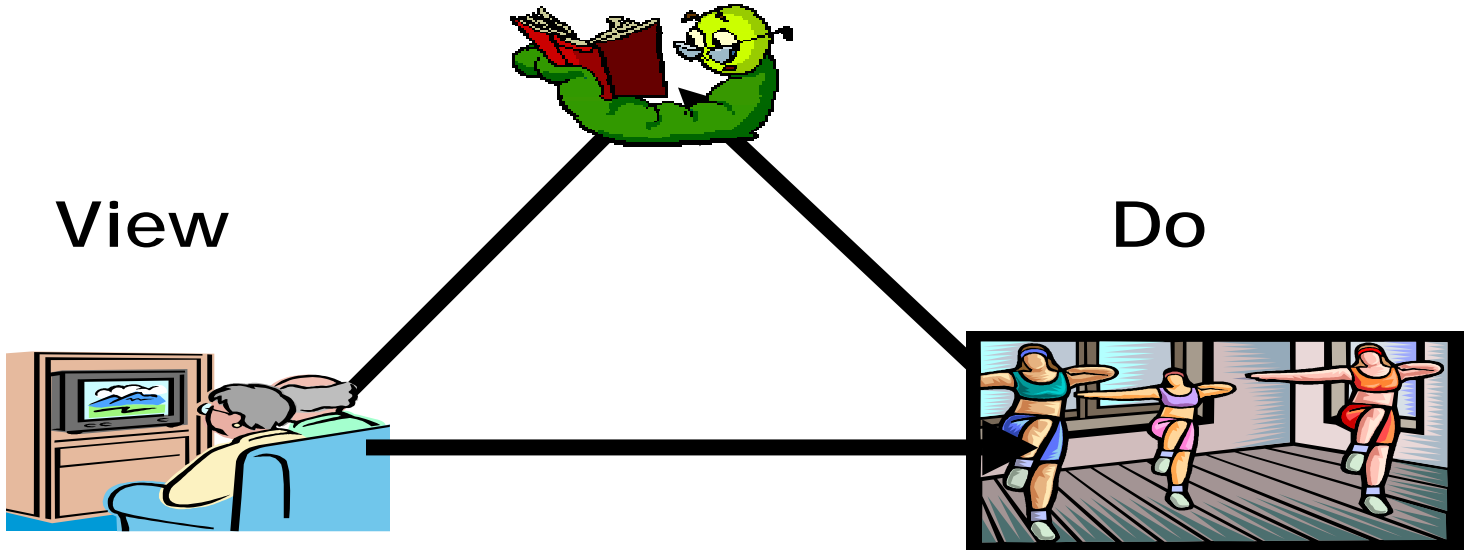
The recognition that certain "irreducible needs" of the child must be met at various stages of development requires a fundamental reconsideration of how children are being raised in contemporary societies.

Early Intervention Booklist—Meeting Children’s Needs

- **Bagnato, S. J., & Munson, S. M.** (1997). *Linking assessment and early intervention: An authentic curriculum-based approach*. Baltimore, MD: Paul H. Brookes Publishing Company.
- **Brazelton, T.B., & Greenspan, S.I.** (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish*. Cambridge, MA: Perseus Publishing.
- **Bredenkamp, S., & Copple, C.** (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.
- **Bricker, D., & Cripe, J. J. W.** (1992). *An activity-based approach to early intervention*. Baltimore, MD: Paul H. Brookes Publishing Company.
- **Coleman, J. G.** (1999). *The early intervention dictionary* (2nd ed.). Bethesda, MD: Woodbine House.
- **Coleman, M.J.S., & Krueger, L.** (1999). *Play & learn: A motor-based preschool curriculum for children of all abilities*. Minneapolis, MN: Ablenet.
- **Cross, A. F., & Dixon, S. D.** (1997). *Adapting curriculum and instruction in inclusive early childhood classrooms*. Bloomington, IN: Indiana University, Institute for the Study of Developmental Disabilities.
- **Cumine, B., Leach, J., Stevenson, J.** (2000). *Autism in the early years: A practical guide*. London: David Fulton Publishers.
- **Dixon, S. D., Davis, K., & Schmidt, M. K.** (1994). *Assessment in action: Ongoing observation in the classroom*. Bloomington, IN: Indiana University, Institute for the Study of Developmental Disabilities.
- **Giangreco, M., Cloninger, C. J., & Iverson, V. S.** (1998). *COACH: Choosing outcomes and accommodations for children* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Company.
- **Gould, P., & Sullivan, J.** (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House.
- **Greenman, J., & Stonehouse, A.** (1996). *Prime times: A handbook for excellence in infant and toddler care*. St. Paul, MN: Red Leaf Press.
- **Greenspan, S.** (1992). *Infancy and early childhood: The practice of clinical assessments and intervention with emotional and developmental challenges*. Madison, CT: International Universities Press.

- **Greenspan, S.** (1995). *The challenging child: Understanding, raising and enjoying the five “difficult” types of children*. Reading, MA: Addison Wesley.
- **Greenspan, S. I.** (1996). *The growth of the mind*. Reading, MA: Perseus Publishers.
- **Greenspan, S. I., & Wieder, S.** (1998). *The child with special needs: Encouraging intellectual and emotional growth*. Reading, MA: Addison-Wesley.
- **Guralnick, M. J.** (1997). *The effectiveness of early intervention*. Baltimore, MD: Paul H. Brookes Publishing Company.
- **Handleman, J. L., & Harris, S. L.** (2001). *Preschool education programs for children with autism* (2nd edition). Austin, TX: PRO-ED, Inc.
- **Harris, S. L., & Weiss, M. J.** (1998). *Right from the start: Behavioral interventions for young children with autism*. Bethesda, MD: Woodbine House.
- **Hohmann, M., & Weikart, D. P.** (1995). *Educating young children: Active learning practices for preschool and child care programs*. Ypsilanti, MI: High/Scope Press.
- **Janert, S.** (2000). *Reaching the young autistic child: Reclaiming non-autistic potential through communicative strategies and games: A practical resource book for parents, nursery workers, early years teachers and others*. New York, NY: Free Association Books.
- **Linder, T.** (1993). *Transdisciplinary play based assessment: A functional approach to working with young children*. Baltimore, MD: Paul H. Brookes Publishing Company.
- **Lovaas, O. I.** (1981). *Teaching developmentally disabled children: The “me” book*. Austin, TX: PRO-ED, Inc.
- **Maurice, C.** (1996). *Behavioral intervention for young children with autism: A manual for parents and professionals*. Austin, TX: PRO-ED, Inc.
- **Maurice, C., Green, G., & Foxx, R.M.** (2001). *Making a difference: Behavioral intervention for autism*. Austin, TX: PRO-ED, Inc.
- **McWilliam, R. A.** (Ed.). (1996). *Rethinking pull-out services in early intervention: A professional resource*. Baltimore, MD: Paul H. Brookes Publishing Company.
- **Newman, S.** (1999). *Small steps forward: Using games and activities to help your pre-school child with special needs*. London: Jessica Kingsley Publishers.

READ—VIEW—DO
Read



UNC-TV AND PBS TEACHERSOURCE
LESSON PLANS, ACTIVITIES AND GAMES

All lesson plans match national standards in the area designated.

1. [Anne of Green Gables: The Animated Series - Babysitter Blues](#)

Children learn about their own **needs** when learning their role as a caregiver. Discussions and activities including the establishment of a mentor reading program will help build life skills.

Subject: Health & Fitness **Grade Level:** 3-5

Topic: Social & Emotional Health **Resource Type:** Lesson Plan

2. [Children's Hospital - Nutrition Decision](#)

The class will research and determine the nutritional **needs** of young **children**, teenagers, and adults. The students will compile their finding in a nutrition portfolio.

Subject: Health & Fitness **Grade Level:** High, Middle

Topic: Diet & Nutrition **Resource Type:** Lesson Plan

3. [Sound and Fury - Deaf and Diverse](#)

Students will be introduced to **children** who are deaf to understand their special communications **needs**. Students will come to appreciate deaf culture and the role that American Sign Language plays in forging a sense of community.

Subject: Health & Fitness, Science & Technology, Social Studies **Grade Level:** Middle

Topic: Archaeology & Anthropology, Communications & Computing, Sound, Medicine & Treatments, Design & Invention, Illness & Disease

Resource Type: Lesson Plan

4. [**Affluenza - What is Affluenza?**](#)

Students interview family members about their material wants, **needs**, and expenditures, in years past and today.

Subject: Social Studies **Grade Level:** 3-5, High, Middle
Topic: Economics **Resource Type:** Lesson Plan

5. [**Affluenza - Who Are Advertisers Selling?**](#)

Learn about how advertising is created and about the organizations that conduct market research, particularly with **children** and teenagers.

Subject: Arts & Literature **Grade Level:** 3-5, Middle
Topic: Media Studies **Resource Type:** Lesson Plan

6. [**Anne of Green Gables: The Animated Series - Anne's Disappearing Allowance**](#)

Discuss and evaluate the difference between **needs** and wants. Develop math skills by sorting, counting, and patterning with play money.

Subject: Math, Social Studies **Grade Level:** K-2
Topic: Patterns & Shapes, Economics, Numbers & Operations **Resource Type:** Lesson Plan

7. [**Anne of Green Gables: The Animated Series - Bully By The Horns**](#)

Talking about bullies and ways in which to welcome **children** into a classroom or playgroup can help **children** expand their social and emotional skills. Sharing with a new friend.

Subject: Health & Fitness **Grade Level:** 3-5, K-2
Topic: Social Skills, Social & Emotional Health **Resource Type:** Lesson Plan

8. [**Anne of Green Gables: The Animated Series - Idle Chatter**](#)

Discuss what it means to believe the best in one another. Play the telephone game to show how facts can become distorted. Expand students understanding of "factual" information by introducing **children** to the idea of fiction and non-fiction.

Subject: Arts & Literature, Health & Fitness **Grade Level:** 3-5, K-2
Topic: Books & Stories, Social Skills, Listening & Speaking, Social & Emotional Health
Resource Type: Lesson Plan

9. [**Anne of Green Gables: The Animated Series - No Anne Is An Island**](#)

Help **children** learn to work cooperatively through democracy and sharing. Divide **children** into groups, giving each child art supplies - but not enough for everyone to have their own. Have them work cooperatively to build a model of a clubhouse.

Subject: Health & Fitness **Grade Level:** K-2
Topic: Social Skills **Resource Type:** Lesson Plan

10. [**Anne of Green Gables: The Animated Series - One True Friend**](#)

Encourage **children** to take responsibility for classroom and personal cleanliness. Discuss how communicable diseases such as lice are spread and spend some time cleaning the classroom.

Subject: Health & Fitness **Grade Level:** 3-5, K-2
Topic: Illness & Disease **Resource Type:** Lesson Plan

11. [Anne of Green Gables: The Animated Series - The Swim of Things](#)

Encourage **children** to learn more about balanced diet and exercise by researching nutrition and physical fitness. Create a related picture dictionary. Invite an aerobics or square dance instructor to teach the fun and importance of exercise.

Subject: Health & Fitness **Grade Level:** 3-5, K-2

Topic: Fitness & Nutrition, Food & Nutrition, Fitness **Resource Type:** Lesson Plan

12. [Arthur - Advice for Arthur](#)

Role play helps **children** decide what they'd do if they became lost in an unfamiliar place.

Subject: Arts & Literature, Health & Fitness **Grade Level:** K-2

Topic: Theater & Dance, Safety **Resource Type:** Lesson Plan

13. [Arthur - Being Brave](#)

Use puppets to help **children** practice conflict resolution skills through role-play. Possible scenarios are included in the lesson plan.

Subject: Health & Fitness **Grade Level:** K-2, PreK

Topic: Social Skills **Resource Type:** Lesson Plan

14. [Arthur - Each One, Teach One](#)

Help **children** think of a skill they possess or something they like to do that can be taught to others.

Subject: Health & Fitness **Grade Level:** K-2, PreK

Topic: Social Skills, Emotional Development **Resource Type:** Lesson Plan

15. [Arthur - Emotion Locomotion](#)

Organize a "Parade of Feelings" and have **children** march and display different emotions.

Subject: Health & Fitness **Grade Level:** K-2, PreK

Topic: Emotional Development **Resource Type:** Lesson Plan

16. [Arthur - Fern, The Effective Detective](#)

Fern invites **children** to play a detective game with her and other characters from Arthur. Using deductive reasoning, Fern models how she finds which character the player has described, then lets the player find the character she describes.

Subject: Arts & Literature, Math **Grade Level:** 3-5, K-2

Topic: Critical Thinking Skills, Problem Solving & Reasoning **Resource Type:** Game

17. [Arthur - Healthy Snacks](#)

Help **children** differentiate between healthy food and junk food by illustrating poster boards with food pictures.

Subject: Health & Fitness **Grade Level:** K-2, PreK

Topic: Food & Nutrition **Resource Type:** Lesson Plan

18. [Arthur - I Can Do That!](#)

Display **children's** illustrations of their new skills in an "I Can" gallery.

Subject: Arts & Literature **Grade Level:** K-2, PreK

Topic: Visual Arts **Resource Type:** Lesson Plan

19. [Arthur - If You're Lost](#)

Ask **children** to provide good safety tips to make a "What To Do If You Are Lost" chart.

Subject: Health & Fitness **Grade Level:** K-2, PreK

Topic: Safety **Resource Type:** Lesson Plan

20. [Arthur - It's a Mystery](#)

Display a collection of small items and encourage **children** to make observations with their hands, ears, noses, and eyes.

Subject: Health & Fitness **Grade Level:** K-2, PreK

Topic: The Body **Resource Type:** Lesson Plan

21. [Arthur - Kooky Cooking](#)

Invite **children** to find pictures of their favorite foods in magazines and cookbooks. Ask them to tell you how to make the food and write down their instructions.

Subject: Health & Fitness **Grade Level:** K-2, PreK

Topic: Food & Nutrition **Resource Type:** Lesson Plan

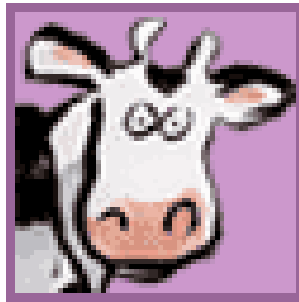


Between The Lions

Cornerstones—Building Blocks of Literacy



Fox and Crow



Click, Clack, Moo



Joseph had a Little Overcoat

Based on *Between the Lions*, the award-winning PBS Kids literacy program for beginning readers, *Cornerstones* offers research-based literacy units for teachers of young students who are deaf and hard of hearing.

Funding was provided by the Steppingstones of Technology Innovation for Students with Disabilities program of the U.S. Department of Education, Office of Special Education Programs.

Cornerstones is a technology-infused approach to literacy development developed by the CPB/WGBH National Center for Accessible Media (NCAM) and designed for early elementary children who are deaf and hard of hearing (and that can be used with other students who learn well visually and struggle with literacy).

Using a video-based story, teachers set high expectations for their students around the following:

- **Identification of Words in Print** - Students will learn to recognize a large repertoire of vocabulary words in print.
- **Word Knowledge** - Students will learn about words conceptually, and understand multiple aspects of each word.

- **Story Comprehension** - Students will increase background knowledge to facilitate comprehension of written materials.

Cornerstones is a technology-infused approach to literacy development designed for early elementary children who are deaf and hard of hearing (and that can be used with other students who learn well visually and struggle with literacy).

Teachers can immerse their students in the story for two hours every day over six or seven days, following the Cornerstones Lesson Guide. To maintain students' interest, varying approaches are utilized. For example, sign language, print, still images, and meaningful discussion can all contribute to the understanding of "pride." Reading the word in different contexts, asking and answering questions, and engaging in writing tasks all reinforce that knowledge.

The Cornerstones approach values deep knowledge of words, encouraging children to explore, among other things:

- similarities and differences between words
- hierarchies of words
- sets of words along a continuum
- multiple meanings of words
- The Cornerstones Web site is designed for teachers of students who are deaf and hard of hearing. All materials are accessible to people with significant hearing loss, and some are particularly visual. Many of the classroom materials are not accessible to users with visual impairments.

Check out this new version of an old tale when using the Between The Lions episode “ **HELP!” The Little Red Hen adapted and illustrated by Barry Downard**

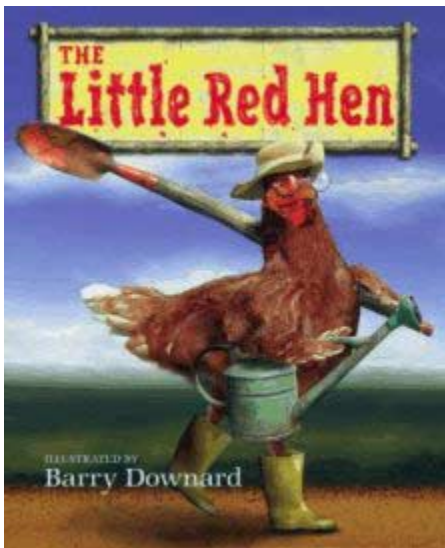


Photo-collages are used to illustrate The Little Red Hen, retold and illustrated by Barry Downard (Simon & Schuster, 2004).

With its farmyard setting, the duck, pig and cat are made even more hilarious as they are shown sunbathing, playing cards, playing pool and watching "Hairy Trotter" on TV-clearly much too busy to help the Red Hen with her baking. The photographs give this familiar tale an amusing twist while still conveying an important message.

(Reading Level: PreK-2/3)

Source: Simon and Shuster Children’s Publishing 2004

IN THE NEWS



How Do Children Learn Best?

Figures show a 49% increase in the number of children under the age of 5 who are using medications to treat ADHD and other behavior disorders. This increase has contributed to an overall increase in spending for medications to treat ADHD and behavior disorders in children, which for the first time, is more than the amount spent per year on antibiotics and asthma medications for children.

http://www.sptimes.com/2004/05/17/Worldandnation/Parents_spend_more_on.shtml

Writing good IEP goals and objectives information from Wrightslaw

http://www.wrightslaw.com/advoc/articles/plan_iep_goals.pf.html

A National Institute of Child Health and Human Development study reveals that after overcoming reading disabilities, the brains of poor readers begin to function more similarly to the brains of good readers. <http://www.educationnews.org/imaging-study-reveals-brain-functioning.htm>

Researchers find new evidence to support the theory that dyslexia is more prevalent in boys.

http://www.signonsandiego.com/uniontrib/20040428/news_1n28dyslexia.html

Ready To Learn and UNC-TV's Children's Programming

SESAME STREET NEWS

Sonia Manzano (Maria) first children's book has finally been published. It is called No Dogs Allowed! Sesame Workshop announced a Sesame Street 35th anniversary sweepstake that will run from June through October where fans will be able to enter to win one of six character-themed prizes. Entrants will "vote" for their favorite Sesame Street Muppet with the chance to win that character's prize. Entry forms are online at www.sesamestreet.com/35