

VOLUME 30 MARCH 11, 2024



THE SCOOP



HEAD START NEWS

naeyc
Week of the Young Child™
#WOYC2024

SAVE THE DATE
April 6-12, 2024

As you plan activities for the Week of the Young Child at your school please let your coach know. It will be fun to share the exciting activities each school is planning.

SCHOOL READINESS

- Am I able to take turns?
- Can I solve simple social problems?
- Am I able to follow more than 2 simple instructions?
- Can I climb equipment safely?
- Can I get dressed on my own?
- Am I able to identify my emotions?
- Do I listen to my friends and my teacher?
- Am I able to handle my frustration without harming others?

These skills will help me to learn my ABCs.
My ABCs won't help me learn these skills.



Nature Play at Port Malabar for Ms. Luna's class and at Saturn for Ms. Anderson's class. Our classrooms love the outdoor classrooms the Zoo provides. We are lucky to have such a wonderful partnership with the Brevard Zoo.





Beatrice Benjamin, Family Advocate, setting up for outreach and recruitment during Endeavour's Crockpot Food Tasting and Resource Fair.

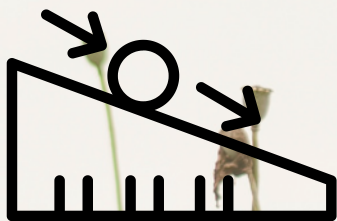


This is the time of year that we are all working on recruitment of new families.



Cindy and Michelle at the Community Services Information Day. The connections that were made helped build community partnership and get the word out about what Head Start can offer. We met so many agencies who support children and families.

FINISHING UP THE TRANSPORTATION UNIT

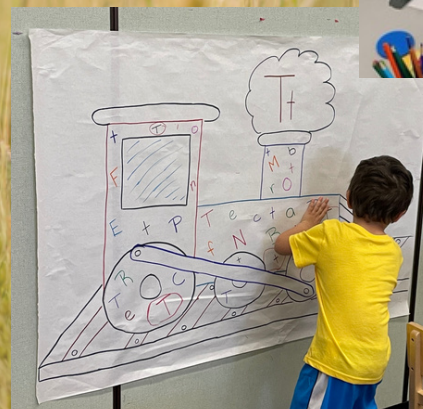
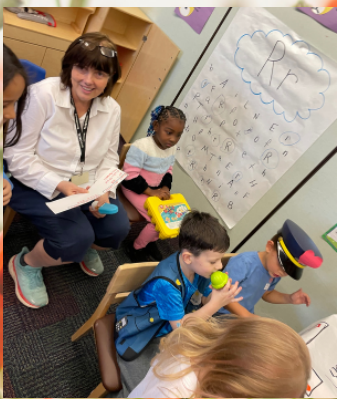


Transportation unit in Ms. Metott's classroom at Mims.





Finishing the Transportation Unit in Ms. Thrower's class at Saturn and Ms. Burns at Enterprise



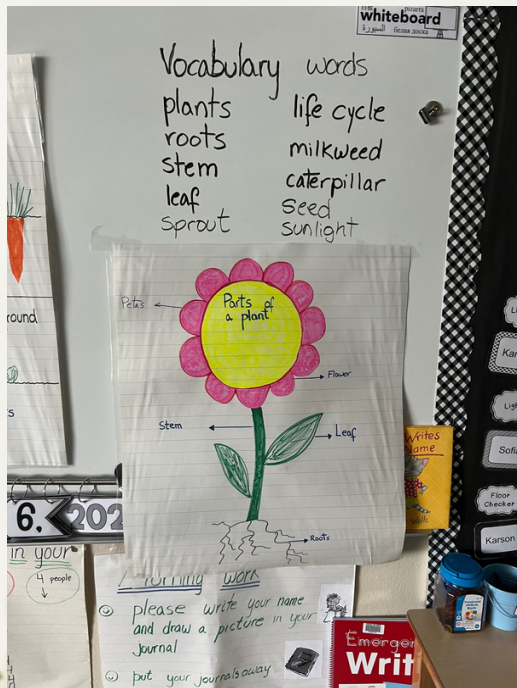
CURRICULUM PACING GUIDE

Monday, March 5

SPRING AND GROWING

Unit 8 Week - 1

SECOND STEP - Week 19



Ms. Smith's
class at
Sherwood
building
language.



Children encode **visuals** into their prefrontal lobes and ultimately internalize them as mental models. Auditory reminders operate differently in the brain and do not create strong mental models. This is why visual routines are **essential**. #iHeartCD





Counting by fives in Ms. Burn's class at Enterprise. This can always be done with manipulatives. They also used a gross motor activity to count while they jumped. Kinesthetic learning for young children is so important.





The Sherwood team has brought recycled tires to use on their playground. The benefits are balance, coordination, cooperation, bouncy, vestibular stimulation, and of course imagination!! The kids love them. They have already thought of several games to play together



GOING DEEPER INTO THE CLASS[®] MEASURE: LANGUAGE MODELING



Language Modeling (LM) is a powerful tool for educators to enhance children's language development and communication skills. This resource provides an overview of LM, its importance, and strategies for effective implementation.

Why Does Language Modeling Matter?

LM aims to promote conversations, provide individualized language support, and use varied descriptive language to help children understand and communicate more effectively. Research shows that educators can significantly enhance language development by actively modeling new language, encouraging verbal expression, providing engaging lessons, and fostering persistence in learning.

Benefits for Children

Children who experience warm relationships, engaging lessons, effective feedback, and LM are more likely to perform better in vocabulary, phonological awareness, letter-word recognition, and reading comprehension. For dual language learners (DLLs), LM promotes gains in language and literacy skills.

Key Considerations

When observing and coding for LM, consider the following questions:

- How successful was the educator at getting children to communicate?
- Was there a balance of educator and child communication?
- Did the educator intentionally model more advanced language?
- Were conversations genuine dialogues or just question-answer exchanges?

Effective LM Strategies

- Encourage educators to converse with children naturally, similar to chatting with a friend.
- Ensure conversations are dialogues, with the sharing of information between both parties.
- Avoid peppering children with questions, as this can discourage engagement.
- Emphasize the importance of educators talking with children, rather than talking to or at them.

Coding Language Modeling

LM is a vital component of language development and communication skills. Educators play a crucial role in modeling language and fostering meaningful conversations that enhance children's learning and development.