

BIRTH through 5

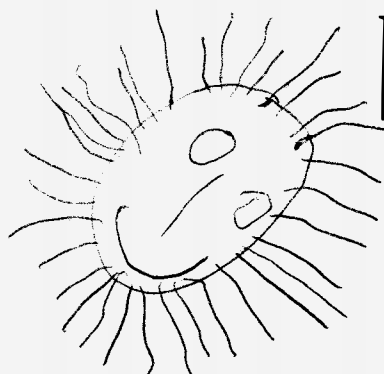
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CONNECTICUT
BIRTH TO THREE SYSTEM

PRESCHOOL SPECIAL
EDUCATION

WORKING TOGETHER FOR CHILDREN WITH DISABILITIES

A Newsletter for Families and Professionals • Volume 1, Number 4



A Thousand Delightful Hours

By Patricia H. Estill
Connecticut Commission
on Children

What is the very best investment we can make in our children's future that is relaxing, fun and free? It's reading and other experiences with books, songs, rhymes, games, exploring letters and shapes, and talking and listening. In fact, research indicates that children who become successful readers have had 1000, or more, hours of reading experiences before starting school. (Cunningham and Allington, 1994)

When should we begin sharing 1000 hours of preschool reading with our children? Start the day the child is born. Babies love their parents' voices and recognize their special sounds. Talk, coo, babble, giggle and play peek-a-boo. Talk while giving a bath, changing a diaper, shopping, cooking and feeding. The simple back and forth between parent and baby cooing is the beginning of conversation that will grow in complexity as children develop as true language partners.

The beginning years are the time for children to collect all kinds of words – silly words with wonderful sounds like “roly-poly,” “iggle-wiggle;” important words like “stegosaurus;” and wonderful words like “I

love you” and “You are special.” It's a time for children to collect story friends, like *Peter Rabbit*, *Pooh Bear* and the *Velveteen Rabbit*. It's the time to collect family stories that are told and retold about when grandpa was a little boy, about special family holidays and wonderful family treats! This is the time to tie language and family history together in a very special package.

Where do we find the books to share with our children? The children's librarian at the public library is waiting for us to ask for help. She, or he, can help select books for any age child and for us as parents, too. Best of all, the books, tapes and videos are free.

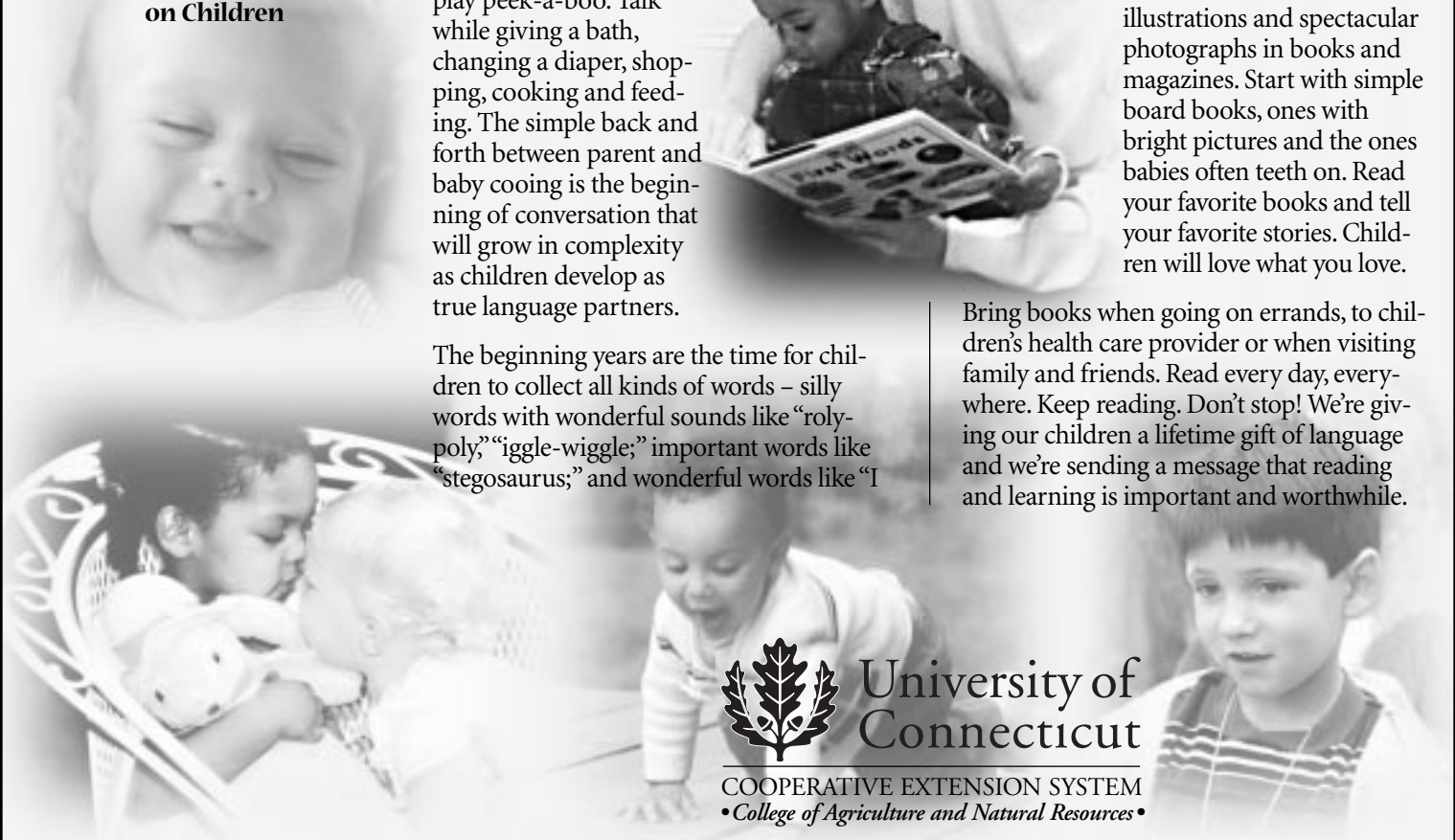
Show children the wonderful illustrations and spectacular photographs in books and magazines. Start with simple board books, ones with bright pictures and the ones babies often teeth on. Read your favorite books and tell your favorite stories. Children will love what you love.

Bring books when going on errands, to children's health care provider or when visiting family and friends. Read every day, everywhere. Keep reading. Don't stop! We're giving our children a lifetime gift of language and we're sending a message that reading and learning is important and worthwhile.



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COOPERATIVE EXTENSION SYSTEM
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For many of us, our children will be in some form of childcare while we work. When looking for the best setting for our children, ask about their program. Do they read to children every day? Do they provide a print-rich environment? Are there many books, puzzles, musical instruments and art projects for children? Do they talk and sing and listen to the children in their care? Do they invite the children's librarian in the area to visit or do they plan trips to the library? Do they encourage families to have library cards and to go the library as a family? Are they helping to give your children some of those important 1000 hours of preschool reading experiences?

Mil horas deliciosas

By Patricia H. Estill
Connecticut Commission on
Children

¿Cuál es la mejor inversión que podemos hacer en el futuro de nuestros hijos, una que sea relajante, divertida y además gratuita? Pues es la lectura, combinada con otras experiencias con libros, canciones, versos, juegos, exploración de letras y formas, y el mero hablar y escuchar. Parece comprobado que los niños que se destacan como lectores son los que han tenido 1000 o más horas de experiencia de oyentes de lecturas antes de comenzar en la escuela (Cunningham y Allington, 1994)

¿Cuándo debemos comenzar las 1000 horas de lectura preescolar con nuestros hijos? El día en que nacen. Los infantes adoran la voz de sus padres y reconocen sus sonos peculiares. Debemos arrullarlos, hacer gorgoritos con ellos, balbucear, reír tontamente, jugar. Hablarles mientras los bañamos, mientras les cambiamos el pañal, cuando estamos de compras con ellos, cuando cocinamos y cuando los alimentamos. El simple intercambio de sonidos con el bebé es una conversación embrionaria o rudimentaria, el inicio de un proceso de creciente complejidad que eventualmente hace del niño un verdadero interlocutor.

FREE MATERIALS

Every Grown-Up is a Famous Storyteller, photographs, ideas and a guide for parents on the importance of early language before kindergarten. For a free copy, call the **Commission on Children**, 860-240-0290.

The 100-Plus Picture Books Every Young Child Should Know, can be printed from www.state.ct.us/coc/

Raising a Reader, by the National Association for the Education of Children, is a one-page flyer of activities for preparing successful readers. Download it from their Web site www.naeyc.org

MATERIALES GRATUITOS

Every Grown-Up is a Famous Storyteller (Todo adulto es un narrador de cuentos famoso), fotografías, ideas y guía para los padres en la importancia del lenguaje con anterioridad al kindergarten. Para una copia gratuita, llamar a la **Commission on Children**, 860-240-0290.

Los *100-Plus Picture Books Every Young Child Should Know (Los cien y más libros de grabados que todo niño tierno debe conocer)* puede sacarse de www.state.ct.us/coc/

Raising a Reader (La crianza de un lector) por la Asociación Nacional para la Educación de los Niños, hoja de actividades para la preparación de buenos lectores. Bajarlo del www.naeyc.org



Soon, our children will be off to school ready for success with formal reading instruction, with a story bag packed with more than 1000 hours of rich reading experiences and loving time shared with the first and most important teacher, a parent, and enhanced by the enriching programs of childcare providers.

Patricia H. Estill is the Special Projects and Media Director for the Connecticut Commission on Children. (860-240-0024) She has been a teacher, consultant for the *Captain Kangaroo Show*, Executive Editor of Language Arts for Harcourt Brace Jovanovich and editor for *My Weekly Reader*.

Los años iniciales son la etapa en que los niños recogen toda clase de palabras – palabras tontas con sonidos musicales, palabras que impresionan, y palabras y frases maravillosas como “te quiero” y “eres especial.” Es la etapa en que los niños se hacen amigos de personajes de cuentos. Es la etapa de repasar historias de la familia que se cuentan y recuentan. . . , de cuando el abuelo era niño, de ocasiones especiales de regocijo, etc. Es el momento de vincular el lenguaje a la familia.

¿Dónde encontrar los mejores libros para compartir con los niños? Los bibliotecarios de niños en la Biblioteca Pública están ansiosos por ayudarnos. Están capacitados para sugerirnos y conseguirnos libros apropiados para la edad de cada niño, y también para nosotros los padres. Y lo mejor de todo, la utilización de esos libros, cintas grabadas y videos, es gratuita.

Mostremos a los niños las fantásticas ilustraciones y fotos espectaculares de libros y revistas. Comencemos con simples libros de hojas rígidas de cartón, los que tienen grabados de colores brillantes y que los bebés tienden a llevarse a la boca. Leámosles nuestros libros favoritos y contémosles nuestros cuentos favoritos. A los niños les va a gustar lo que a los padres nos gusta.

Llevemos libros cuando vayamos con los niños a hacer recados, al pediatra o a visitar parientes o amigos. Leámosles

a diario, en todas partes, sin parar. Al hacerlo les estamos dando a los niños un regalo para toda la vida, el regalo del lenguaje, y les estamos inculcando que leer y aprender son importantes y valen la pena.

Muchos de nosotros tendremos que tener los niños al cuidado de otros mientras trabajamos. En el proceso de elegir una guardería infantil o quien nos cuide un niño, indagemos sobre su programa. ¿Les leen todos los días? ¿Se ve abundancia de letra impresa en el ambiente? ¿Hay abundancia de libros, rompecabezas, instrumentos

músicos y proyectos de arte para niños? ¿Les hablan y les cantan? ¿Los escuchan? ¿Invitan al bibliotecario de niños del área a visitarlos, o hacen excursiones a la Biblioteca? ¿Estimulan a las familias a tener tarjetas de la Biblioteca y a ir a la Biblioteca en familia? ¿Ayudan a los padres a proporcionar a los niños una buena parte de esas importantes 1000 horas de experiencia preescolar de lecturas?

Pronto, nuestros hijos estarán en el colegio, bien preparados para la instrucción formal, con un bagaje de más de 1000 horas de rica experiencia

de lecturas y de amoroso tiempo compartido con su primer y más importante maestro – el padre o la madre – intensificadas por los programas de la guardería infantil o del proveedor de servicios equivalentes.

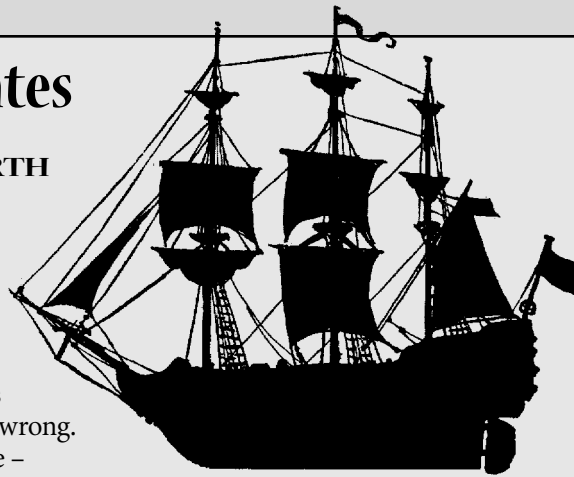
Patricia H. Estill es la Directora de Proyectos Especiales y Medios para la Connecticut Commission on Children (860-240-0024). Ha sido maestra, consultora para *el programa de Captain Kangaroo*, Editora Ejecutiva de Artes del Lenguaje para Harcourt Brace Jovanovich y editora de *My Weekly Reader*.

Program Updates

UPDATE FROM THE BIRTH TO THREE SYSTEM

By Linda Goodman,
860-418-6147

Some people might think that early literacy is not an appropriate topic for infants and toddlers, but they'd be very wrong. The process of becoming literate – learning about all the print forms of language and using them to communicate – begins at birth. Our children come into contact with written language from infancy when the adults in their lives consciously bring them into contact with print (such as when adults read to children or give them toys with print). Because we live in a print-rich society, young children soon learn to read signs, such as labels on cereal boxes, names of restaurants and logos on clothing. In addition, young children who have been read to, who have had opportunities to “read” their own stories, who regularly see others reading and writing and who tend to experiment with writing, begin to understand that print has meaning. They will have observed adults reading in functional ways (such as writing notes, referring to shopping lists, reading for pleasure, stopping the car at the stop sign, and using coupons to select items at the grocery store). When these children enter preschool programs, they will have had extensive exposure to reading



and writing as a useful process and will be on their way to becoming life-long readers.

The Birth to Three System, along with the Department of Education's Bureau of Special Education, has been notified that the Federal Department of Education is requesting that we complete a self-assessment of our system and submit it to Washington by December, 2000. We will be collecting information and looking at our strengths and, perhaps discovering some weaknesses, in five areas:

1. How we monitor and supervise Birth to Three Programs
2. How well we make people aware of the Birth to Three System and of how to refer children
3. How “family-centered” we are
4. How well we deliver appropriate services and supports in natural settings
5. How smoothly children transition from Birth to Three into preschool

WANTED:

Parents who are interested in helping to train staff who work in the Birth to Three System.

We are looking for parents of children presently enrolled in the Birth to Three System, or who have left the Birth to Three System, who would be able to help us train both new and experienced staff in how to work with and for families. We find that having a parent as part of our training team adds a wealth of examples and real-life experiences no matter what the topic.

We can offer an hourly fee plus reimbursement for child care and mileage.

If you are interested or if you need more information, please contact **Deb Resnick** at 860-418-6151 or by e-mail: deb.resnick@po.state.ct.us

special education or other community programs

We will be joining with the Department of Education, who also has to submit a self-assessment of special education, to form a steering committee that will oversee the process. After we send the results to Washington, the federal Office of Special Education Programs will decide whether they wish to make an on-site monitoring visit to Connecticut.

LOCAL COUNCILS PROMOTE LITERACY

By Eileen McMurrer-Kaminer
LICC Liaison and Birth to Three
Coordinator, 860-418-6134

Connecticut's Local Interagency Coordinating Councils (LICCs) have developed many creative ways to support children and families over the years. Popular initiatives that promote early literacy and young children with special needs at the same time have brought LICCs together with libraries and doctors' offices to enhance the collection of books available in the local community. The Northwest Collaborative for Families and Young Children based in Torrington completed a fun project that involved surveying eight libraries in the Northwest corner of Connecticut about the types of books they had available for families. The LICC team then reviewed catalogs of books and videos and compiled lists of recommended items with top-notch information on general parenting issues and children with special needs. Each library received a list and a check for \$200, delivered by an LICC member.

Anne Giordano, LICC co-chair with Dianne Martin at the time, said, "We got such a great response! They were thrilled to get the donations, and we received many thank yous. They sent back lists of what they had purchased, and we felt really good about enhancing the community's capacity to meet the needs of their own young children and families."

The Southeast Parent/Provider Partnership based in Old Lyme had observed that parents with young children often spend time in doctors' waiting rooms. They decided to purchase books for infants and toddlers and distributed them to local pediatrician and family practitioner offices for families to enjoy with their little ones. The books helped to promote early literacy while making the long wait with a sick child easier for both parents and children.

To learn more about your Local ICC,

visit the Birth to Three Web site @ www.birth23.org or call Eileen at 860-418-6134.



UPDATE OF STATE ICCS NATIONAL MEETING

By Faith Vos Winkel, ICC Vice Chair
and Office of Protection and
Advocacy

On Saturday, January 29, 2000, ICC leadership gathered for two days to discuss and learn from each other. From Maine to Alaska, Hawaii to Florida, and Puerto Rico to Connecticut, representatives from 39 ICCs gathered in Washington, D.C. to share what things are working well within our states' ICCs and what things we need to focus on for improvement.

It was a powerful two days. It was also a tremendous opportunity to meet people who are intimately involved in ensuring the most effective early intervention system in their States. There were many strategies that were identified that would enhance the ICC's collaboration with its partners in the community as well as ensure a more effective council. The following are some highlights from the two days together. These are some of the necessary ingredients to establishing a strong ICC:

- Develop a strategic plan, operate under by-laws, establish ground rules, plan retreats and keep a focus

on the mission of the council.

- Each council member needs to feel that they are making a valued contribution and that their presence is purposeful. Work hard to get your governors to fill vacant positions: empty seats are empty voices.
- Parents are key players to the success of the council; get people who need to be at the table there; develop a forum for family leadership.
- Work collaboratively with the lead agency; develop an orientation for ICC members; develop an ICC fact sheet.
- Tell a family story at the beginning of each council meeting; it makes the mission come alive.
- Develop a mechanism for local (LICC) input.

Connecticut has already achieved some of these objectives, and will be working toward others. We need your help to be the best ICC possible. Come to a meeting. Share your voice. Let us know what change might make a difference for your family and for others. I look forward to reaching these goals with you.



HELP CONNECTICUT SHINE!

By Faith Vos Winkel, ICC Vice Chair
and Office of Protection and
Advocacy

Connecticut has a unique opportunity to shine. The federal government has asked us, along with fourteen other states, to complete a comprehensive self-assessment of our early intervention system. There are five focus areas with approximately 100 indicators to use as a barometer of how effective we are in our delivery of services and supports to families and children birth to three, as well as three through five years.

This is a great opportunity for our State to forge ahead with collaborative partnerships involving a broad array of community partners. The self-assessment work group will consist of families, local community organiza-

tions, service providers, LICCs, ICC members and the lead agency staff, and will position themselves to look critically and thoughtfully at the current system.

How will Connecticut fare in a self-assessment process? There is real potential that we will shine. That's not to say that there aren't things to be learned and processes that can be modified. We can always do better in some area. However, having spent time with other states while in Washington in late January, it was clear that Connecticut is doing good work on behalf of our youngest citizens and their families.

If you would like to be part of this dynamic endeavor to assess our system, please drop us a note. We'd love to hear from you.

See Linda Goodman's article, also in this issue, for the five areas of self-assessment. Contact Eileen McMurrer-Kaminer for more information or to volunteer. Call 860-418-6134; write to: Attn. Eileen, CT Birth to Three System, 460 Capitol Avenue, Hartford, CT 06106-1308, or e-mail at eileen.mcmurrer-kaminer@po.state.ct.us

Upcoming Meeting Dates

ICC Meetings:

June 12	9:00 a.m. – 1:30 p.m.	Infoline, Rocky Hill
August 14	9:00 a.m. – 1:00 p.m.	Infoline, Rocky Hill
October 16	6:00 p.m. – 8:30 p.m.	Infoline, Rocky Hill
December 11	9:00 a.m. – 1:00 p.m.	Infoline, Rocky Hill

ICC Executive Committee:

June 12	1:30 p.m. – 4:00 p.m.	After ICC meeting
July 13	10:00 a.m. – 11:30 a.m.	CCMC Room 5A
September 14	6:30 p.m. – 8:00 p.m.	Wallingford DMR, Training Room
November 16	6:30 p.m. – 8:00 p.m.	Wallingford DMR, Conference Room A

All meetings are open to the public. It is expected that all Council members will attend every ICC meeting. Executive Committee meetings are open to any Council member or member of the public. For more information, updates and changes, visit the Connecticut Birth to Three System web site: www.birth23.org

Training Especially for Parents



Orientation to the Birth to Three System

ACES, Hamden July 10, 2000
9:00 a.m - 12 noon

Parents, and anyone else wanting a general overview of the System, are welcome. Contact Kathy Granata at 860-418-6147.

Forum about the Transition out of the Birth to Three System

Greater Hartford LICC August 17, 2000
HARC, Hartford 6:00 p.m.
Contact Elaine Cannon at 860-243-3517.

Preschool Special Education

THE EMERGENCE OF LITERACY

By Maria Synodi, State Department of Education, 860-807-2054



Lately, there has been a proliferation of information about language and literacy and its importance in children's later school success. For parents and professionals who work with young children, literacy development has great importance because the early childhood years are crucial in developing children's literacy skills.

Children begin to learn about reading and writing as babies when they come into contact with print in their environments, when parents read to them,

and when they work to develop sounds and language to communicate. As children grow and their language skills and vocabulary increase, they begin to understand that reading and writing are purposeful activities.

The basic tenets of fostering literacy in young children are relevant and important regardless of whether the child has a disability or the child is typically developing.

Whether in a preschool classroom or at home you can promote literacy by doing the following:

- Encouraging children to convey their feelings and desires through communicating and interacting with others.
- Getting children to ask questions, encouraging them to think about things, getting them to express what they know, and getting them to talk about imaginary play situations.
- Engaging children in play that is both representational and symbolic

because letters and words are symbols and represent thoughts and objects.

- Using books and various writing media such as paints and brushes, crayons, markers or pencils to extend children's experiences and knowledge of the writing process.
- Creating a cozy corner where children can read on their own, or be read to by an adult, and can enjoy a variety of picture and print books that reflect the language and culture of the child.
- Reading aloud to children on a regular basis.

It is essential to have realistic expectations of children's abilities based upon their age and stage of development. Remember that all children will differ in the way that they develop and acquire language and literacy skills.

For additional information and/or for a copy of the Department's paper on *Early Literacy Development: A Focus on Preschool*, please call 860-807-2054.

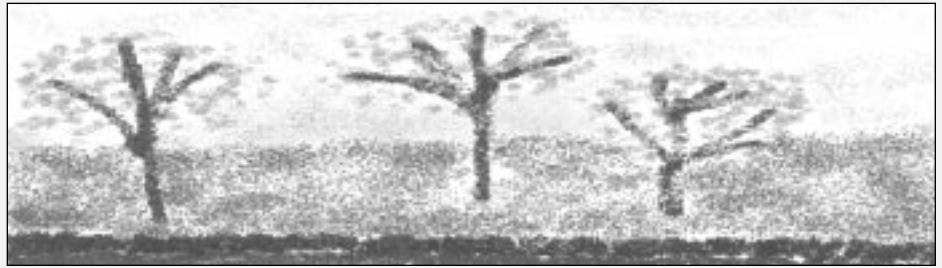
"SNIPPETS"

The Parent Perspective

PARENT TIPS: WHAT YOU CAN DO TO PROMOTE LITERACY AT HOME!

Contributing parents include
Karen Biernat, Katrina Fazzina and
Linda Fox

- Talk with your child about pictures and everyday routines and events. You don't have to read a book to tell a story. Encourage your child to tell his own story too!
- Listen to books on tape. Most children love to listen to a tape as they read along in the book; or get books that go along with favorite songs.
- Let your child turn the pages as you read.
- Remember that young children may not sit still through a whole book, even a short one, and that is okay.
- Encourage older brothers and sisters to read aloud to their younger siblings.
- Start a neighborhood book-sharing group (the SERC library has a book to tell you how called *Family Book Sharing Groups: Start One in Your Neighborhood* by M.R. Simic. Call SERC at 860-632-1485.
- Ask babysitters and child care providers to read to your child regularly.
- Have your child's hearing and vision tested every year.
- Ask grandparents and other relatives to share family stories with your child.
- Try reading with rhythm. It makes reading extra fun! Look for books with bold colors and simple, rhythmic text; or ask your local librarian to help select these books.
- Play lots of sorting and matching games.
- When your child makes a sound or says a new word say it back to her. Repetition helps children make words their own!
- Do lots of singing, with plenty of inflection. Make it fun!



- Display your child's artwork and writing at his eye level.
- Gather pictures of your child's favorite things or write down your child's stories and put them together in her own book. Or, take pictures of your toddler brushing his teeth, eating supper, playing with friends, reading a book and make a book all about him!
- Give and request books and magazines as gifts.
- Make books, magazines, newspapers, paper, crayons and finger-paints available to your child.
- Identify road signs and other simple visual messages with your child.
- Toddlers love to point and say. Make it a game.
- Let your child see you reading for pleasure.
- Think of language as food for the brain and feed your child a diet rich in words and ways to express herself!

Safety Tip – Be aware that a baby with even a single tooth can tear off a piece of cardboard book, which could result in a call to 911!

The Provider Perspective

PROMOTING LITERACY

Some provider tips from the following agencies: CCMC, East Hartford Schools Birth to Three Program, HARC Stepping Stones, Jane Bisantz & Associates, L.L.C., Key Service Systems

Adapt a Book

- Help children improve their ability to grab and turn chubby book pages by putting a dot from a glue gun on the corner of each page. (Continued on page 7.)

BIRTH through 5

A Newsletter for Families and Professionals

is published quarterly by the University of Connecticut Cooperative Extension System in collaboration with the Connecticut Birth to Three System, the Connecticut State Department of Education and the Newsletter Advisory Board. We welcome readers' comments and contributions related to the special needs of infants, toddlers, preschoolers and their families. Please mail correspondence to the editor at 67 Stony Hill Road, Bethel, CT 06801.

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You are encouraged to reproduce articles or excerpts from the *Birth Through Five Newsletter*. Please give appropriate credit to this newsletter and authors.

The *Birth Through Five Newsletter* is distributed free of charge to those interested in issues related to children, ages birth through five, with special needs. The mailing list includes families and providers active in the Birth to Three System, directors and providers of preschool special education services, special education directors, families in various preschool special education programs, local ICCs and others upon request. Call 860-418-6134 to be put on our mailing list.

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- Have a tangible object that correlates with the book, e.g. a stuffed Barney to go along with a Barney book. This helps children transfer the information they hear into different settings.
- Make paperback picture books more durable by taking them apart and laminating each page. Add picture cues, symbols or manual sign language pictures before sealing the pages, to assist the child and instructor when they read the book. Reattach the pages with metal notebook rings which help to make pages easier to turn and help to keep the book open. This process allows young children, who otherwise would be unable to do so, to enjoy books.
- Add interesting touch or smell features to the pages for children with visual difficulties. Try sandpaper, feathers, cinnamon or oils.
- Make removable props to place in storybooks.
- Make sure the child is positioned to allow good interaction with the book. For children with physical disabilities, adaptive equipment such as a prone stander with a tray, or a supported chair, may be helpful.

Make Your Own

- Books are not the only way to spark children's early literacy. Use pictures from magazines and family photos that they find interesting.
- Have children help make weekly grocery lists by cutting or tearing out pictures from weekly newspaper fliers or magazines and then pasting them on paper. Birthday wish lists can be made in the same manner.
- Label common things around the house.
- Tape your voice reading a story and play it as your child sleeps.
- Pin pictures up in the car, on the car seat, the roof and the windows.
- Homemade books with pictures of the child and family members are great for young children. Storyboards made up of pictures of family members involved in a specific sequential activity are often fascinating for young children.
- Make a song board. Sing a familiar song with pictorial representation on a board.

Help Children Focus on Books

- Children who are easily distracted are often more interested in books with flaps or pages that they can feel fuzzy books. You can customize your own sensory book using fabric paint and glitter.
- Set up a daily routine for story time, a special chair to cuddle in, a specific number of books, etc.
- If a child has trouble sitting, give him/her a fidget or bounce her rhythmically on your knee as you read. Allow children to rock or have something in their mouth while you read.
- Use a pocket flashlight on each page/character/picture as you read to help a child focus.
- Singing, lots of singing, along with finger play and finger puppets all help children to actively enjoy books.
- Books with photographs of babies or other children are often especially interesting to your children.

Other Things You Can Do

- Encourage children to tell you a story from a well-known book.
- As you arrive in the appropriate area of the supermarket, give your child the coupon and have him/her help you look for the item. You can also hold up two items and have the child choose the one that looks just like the picture on the coupon.
- Listen to audiotapes of nursery rhymes put to music. The combination of music and rhyme helps to build early literacy skills as well as to encourage movement.
- After the video, draw a picture or talk about what you saw.



FAMILY LITERACY AND THE LIBRARY

By Pat O'Malley
Children's Manager
Hartford Public Library

In the past few years there has been a burst of research activity that confirms what adults who live and work with children have found through practical experience: early language and reading experiences are crucial to children's learning.

The Hartford Public Library and other agencies that work with children and families are emphasizing, in many programs, that the parent is the child's most important teacher. For parents and children under five, we are offering programs at the Library, such as **Family Place** which emphasizes the playing and learning link and stresses parent/child interaction. The program also has experts from the community talk to parents on language development, nutrition, child development, safety and reading aloud. We try to have a comfortable environment that both parent and child can enjoy.

Creating Readers, a program we have for parents and children from four to eight, offers parents literacy kits and programs that help them support their child's learning. The library will also be partnering with literacy organizations to offer ESOL and GED courses at library branches.

We can easily lose the child in our goal to have children ready to learn when they enter school, if we don't connect with the parent. At a time when economic stresses are increasing and there are greater demands on a parent's time, we are telling them that the first three years of their child's life are crucial. The library is working to offer programs and materials that are accessible, attractive, support parents and involve children.

Resources

INTERNET

www.ed.gov/pubs/startearly

Access to online version of *Start Early, Finish Strong*, published by the U. S. Department of Education and now out of print. Especially helpful for families is the *Read, Write, Now! Basic Kit* which can be found by clicking on Reading Resources, on the home page and scrolling through the resources which appear.

www.oakland2000.com

Click on Resource Calendar for a monthly activity calendar with lots of fun things to do to promote use of language and pre-reading skills.

www.reachoutandread.org

Web site of the national pediatric literacy program which includes descriptive lists of popular children's books. Physicians discuss the importance of reading with parents during well child visits, volunteers read to children in the waiting rooms and children six months old through five years are given books to encourage reading.

www.ecs.edmonton.ab.ca/tlc/earlylit

Web site has a page with 2056 chants, poems and rhymes organized by topics which range from the alphabet to cultures to nursery rhymes and skipping verses.

www.ed.gov/inits/americanreads/families

Check out this website for resources and information directed toward helping all children read well and independently by the end of the third grade.

www.barbarabushfoundation.com

This web site supporting family literacy includes helpful information and publications. *Family Reading Tips* is a brochure available in English and Spanish. Twenty of each are available free when a request is sent with a large self-addressed stamped envelope with

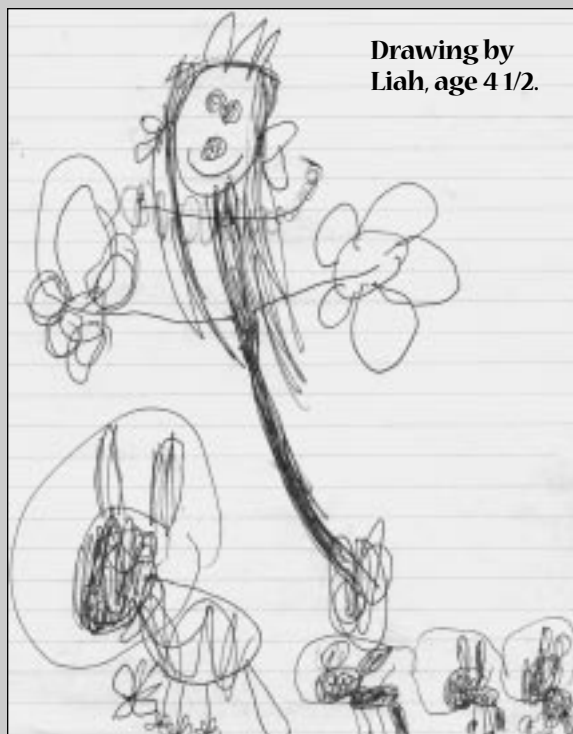
\$2.16 for postage. Send requests to the **Barbara Bush Foundation for Family Literacy**, 1112 16th St. NW, Suite 340, Washington, DC 20036.

www.ala.org/alsc/born

Helping parents raise children with healthy bodies and minds is the goal of *Born to Read: How to Nurture a Baby's Love of Learning*. Born to Read builds partnerships between librarians and health care providers to reach out to new and expectant parents and help them raise children who are born to read. The *How to Raise a Reader* brochure contains an excellent reading list and is available in both English and Spanish.

OTHER

Local parent child workshops for children ages one through three AND their parents are new at the Branford, Stony Creek, Hamden, East Haven, West Haven, Fair Haven branch of New Haven Public and Ansonia libraries. These five-week sessions will provide lots of play and story time for children and parents together. Each week someone with expertise in libraries, nutrition, speech and language, play and music or child development will be available to answer parents' questions. Contact the library in each town for information.



Drawing by
Liah, age 4 1/2.

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