

Red Cliff Education Division Newsletter

Manidoo-Giizisoons (Little Spirit Moon)

December 2014



Happy Holidays!



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ECC Holiday Party

It's that time of the year when the snow is covering the ground and the cold weather has set in. The ECC will host its annual Holiday Party **Thursday, December 18th at the Youth Center from 10:00 am-12:00pm**. ECC Families and families on the waiting list are invited to stop by for some gifts from Santa, conversation and delicious food! We will also host a food drive raffle with donations being donated to the Red Cliff Food Shelf. Bring three non-perishable items and receive a raffle ticket.

ECC Holiday Party

Thursday, December 18, 2014

10:00am - Noon

@ Red Cliff Youth Center

Transportation Safety for winter

With the snow on the ground and the cold temperatures setting in there are some things to keep in mind regarding safe transportation. Walk your child to and from the bus door, the bus may only wait for a minute or two to ensure that drop off/pick up times are on time. If your child is going to be picked up or dropped off somewhere else, please call the ECC and notify the staff. Families will be notified if the bus is unable to run due to extreme weather conditions. If you have any questions, feel free to contact Nicole Boyd @ 779-5030 ext. 230.

When dropping off and picking your child up from the ECC please take caution by only walking on the cleared paths and watching out for slippery spots in the parking lot. We will do our best to keep the walkways clean, salted and safe but be careful!



Special points of interest:

- * Kids Christmas Party
Saturday, December
6 Noon - 3pm @ LW
- * ECC Early Release
December 11th @
11:30am
- * K-6 Holiday Concert
December 11th 1:30pm
@ Bayfield School
- * Holiday Party De-
cember, 18th 10am -
Noon @ Youth Center
- * ECC CLOSED for Win-
ter Break December
22nd- January 2nd.
Classes resume Mon-
day, January 5th.



Manidoo-Giizisoons (Little Spirit Moon) December 2014



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 <i>Tribal Council Mtg</i> <i>*WIC Pick up</i>	2 <i>*WIC Pick up</i>	3 <i>GED Classes @ ECC</i> <i>JOM Mtg</i>	4 <i>Language Table</i>	5	6  <i>Kid's Christmas Party Noon-3:00pm @ Legendary Waters</i>
7	8 <i>*School Board Mtg</i> <i>*WIC Pick Up</i> <i>*Christmas Themed ZUMBA 5-6pm @clinic</i>	9 <i>*WIC Pick up</i>	10 <i>GED Classes @ ECC</i>	11 <i>*ECC Early Release @ 11:30am</i> <i>*K-6 Winter Concert 1:30 @ Bayfield School</i> <i>Language Table</i>	12 <i>SIDS/SBS/ CANS Training 9-12 @ ECC</i> <i>*Mini Bazaar @ Clinic</i>	13 <i>Santa arrives on the Ferry 11:30am - 1pm @ Bayfield Pavilion</i>
14	15	16 <i>Tribal Council Mtg</i>	17 <i>Housing Mtg</i>	18  <i>ECC Winter Party (no school)</i> <i>*NO Language Table</i>	19 <i>Pick up for Toys For Tots 10am - 6pm</i>	20
21	22 <i>CLOSED Winter Break</i>	23 <i>CLOSED Winter Break</i>	24 <i>CLOSED Winter Break</i> <i>Bayfield Closed</i> <i>Tribe Closed</i>	25 <u>Christmas Day</u> <i>CLOSED Winter Break</i> <i>Bayfield Closed</i> <i>Tribe Closed</i>	26 <i>CLOSED Winter Break</i> <i>Bayfield Closed</i>	27
28	29 <i>CLOSED Winter Break</i> <i>Bayfield Closed</i>	30 <i>CLOSED Winter Break</i> <i>Bayfield Closed</i>	31 <i>CLOSED Winter Break</i> <i>Bayfield Closed</i>	January 1 <i>New Year's Day</i> <i>CLOSED Winter Break</i> <i>Bayfield Closed</i> <i>Tribe Closed</i>	January 2 <i>CLOSED Winter Break</i> <i>Bayfield Closed</i>	January 3

ECC
CLOSED
for Winter Break
December 22nd-
January 2nd.
Classes resume
Monday,
January 5th.



AGONGOS NEWSLETTER

DECEMBER 2014
MANIDOO-GIIZISOONS

HOLIDAY PARTY AT
THE YOUTH CENTER
ON DECEMBER 18TH
@ 10:00 A.M.
NO SCHOOL THAT DAY



Our Home Base Socialization
will be with the Holiday Party

From: Amaris, Amber and Eugena

Wishing All our families



Happy Holidays and a Happy New Year



WINTER BREAK WILL START
DECEMBER 22ND
AND WILL RESUME
JANUARY 5TH



Waabooz Room

Wow, it is already December!! Time is sure flying by! Miigwech to all the families for attending Parent-Teacher Conferences. We appreciate all of you!! Please remember to make sure that your child is dressed appropriately for the weather. Also, please make sure that your child has extra clothes for those just in case moments.

Parents: Please remember that our school will be closed starting December 18th for the Holiday Party and classes will resume January 5th.



If you have any questions or concerns, please feel free to come in and talk to us or call us at 715-779-5030 ext. 224

Ms. Jamie, Ms. Caitlin, & Ms. Maddie

Amik Newsletter

Gashkadino-giizis

SPECIAL POINTS OF INTEREST:

- **We have two Birthdays this month.**
- **Happy Birthday Emylia and Izzy.**

NEW WORDS :

**NIDENGWAY
MY FACE**

**NINDIINIZIS
MY HAIR**

**NISHKINIINZHIG
MY EYE**

**NIDOON
MY MOUTH**

**NINJAANZH
MY NOSE**

**NITAWAG
MY EAR**

**NISHTIGWAAN
MY HEAD**

WHAT HAVE WE BEEN UP TO.

We are growing and learning so fast. We are all saying words and some of us are saying short sentences. We are for sure developing our self-help skills! We would love if you families would encourage the use of spoons and helping wipe up after a spills and such things like that. We are having very few school days this month and it

would be great if they can be here as much as possible. Daily attendance has a big effect on what your child can gain and benefit from the program. I am very happy to say for most of our children, we have great attendance.



Have a safe and happy season

WHAT WE ARE WORKING ON NOW AND IN DECEMBER .

We are going to be working on self awareness and empathy. In this we will be working on body parts and feelings.

We are noticing that if your child doesn't always respond to English it is because they are more aware of Ojibwe.

Here are some words that may help:

Daga	Please
Nawaj	More
Nimbakade.	I'm hungry
Ninitam	My turn
Webinan	Throw it away
Bizindan	listen
Weweni	be careful
Bekaa	slow down



Makwa Newsletter



Maggie and I have seen a lot of learning, we have the Boozhoo song down pat.

We are currently working on phrases such as:

My name is?

And I am fine in ojibwe

Also, Working on colors and body parts in Ojibwemowin.

We really like Rosie coming in and teaching us and Reggie helping us out.

Maggie and Theresa

SPECIAL POINTS OF INTEREST:

- **November News**
- **Lesson Planning**
- **School Closing**
- **Social Skills**

Social/Emotional Skills

This is a process for learning life skills including how to deal with oneself, others and relationships and work in an effective manner. *EXAMPLES*
3 months...smile at people
6 month...knows familiar people
1 year...cries when mom and dad leave
2 years...shows defiant behavior
3 years...takes turns



What we are doing...

Manuel can serve himself.

Hazel can brush her teeth with little assistance.

Brandy can hang her clothes on the hook.

Michael Jr. can identify 5 shapes.

Layla can do the shape sorter.

Adena can get dressed with little assistance.

Kenyon can verbalize some feelings.

Nicholas can identify many animals in a book.

Every morning when we do our attendance we ask in ojibwemowin if the children are here. Most of the children are able to answer "I'm here" — omaa indaayaa. They are really beginning to know more and more of the ojibwe language. We are so proud of them and all our parents for using the language daily!

We also introduced singing the weather song, 7 days of the week and I am Special song. Our breakfast time incorporates a lot of Ojibwemowin and the children love it.

Chi Miigwech!!!!



December...

For the month of December we will focus on the holiday season. We will work on giving, sharing, turn taking, helping each other, shapes, and letters in their names and more.

We will also work on many crafts, singing songs, and reading lots of seasonal books.

PLEASE be sure your child has hats and mittens daily...along with other winter gear.

ECC Holiday Party:
(No School) Dec. 18th.

ECC CLOSED:
December 18th
thru
January 2nd.



Mashkodebizhiki



Boozhoo! It is that time of year again when the weather turns bitterly cold and the kids want to be outside all the time. Please remember to send appropriate gear to school so your child can get the most out of their outdoor experience. Snow pants, hats, warm jackets, winter boots and warm gloves are all necessary for your child to be comfortable outside. Also, remember to check on their extra clothes. There are many times that pants and socks get really wet from the snow and the kids are much more comfortable when they can change.

Thank you to everyone for making the parent / teacher conferences so productive. We appreciate you and your willingness to give us time to share the wonderful things that your child does at school. Your participation and input are so beneficial to your child's success now and in the future.



As with everything we do we welcome any thoughts or ideas on how to make this season of giving a great one.

DON'T FORGET...the ECC Winter party is on Thursday, December 18th at 10:00 at the Red Cliff Youth Center. School will be closed starting the 22nd of December and will resume the 5th of January. We hope you enjoy the time with your child and remember that it isn't how much money you spend or how many gifts are under the tree but how many special memories are made!!



Ms. J and Ms. Jenn

Manidoo Giizisoons

Ma'iingan Room

Winter time is here! That means send extra warm clothes with your children to school. We go outside on a daily basis, when the weather allows us to. We have been working on self help skills, turn taking, learning the first letter in our names, signing our names, name recognition, ojibwe numbers, weather, songs, and colors. We practice our fine motor skills with cutting, playing with play dough, and practicing buttoning and lacing. We encourage families to come into our classroom and be a part of your child's

day. We have morning circle, breakfast, lunch and free choice time to interact with your child or children. Please come in and join us with our learning! We would more than happy to have some volunteers for field trips and just be part of our day. We are going to be learning about hibernation, snow themed projects and Christmas crafts for this month. Remember our day starts at 8 am and ends at 2pm and your child's attendance is super important to us and is very valuable to them while they are present in school, they learn

so much when they are here, I want to say miigwech to all the families for the understand and cooperation so far into this year! Look forward the rest of the year.



OJIBWE WORDS

1. **GABEBIBOON**
2. **ANDASO - BIBOON**
3. **BIBOONONG**
4. **BIBOONISHI**
5. **AWASI BIBOONONG**
6. **ABITA BIBOON**

1. **ALL WINTER**
2. **EVERY WINTER**
3. **LAST WINTER**
4. **SPEND THE WINTER**
5. **WINTER BEFOR LAST**
6. **JANUARY 1ST**



December already!! It seems like we just started our new school year. We hope everyone has had a wonderful Thanksgiving.

December is a busy month at school with all the Christmas Projects, stories and activities. We will also be learning about winter animals, snow, temperature, and hibernation. The class will be working on using "nice" hands, feet, and words to each other. We will be talking about our many different types of feelings. For safety we will be learning about traffic lights and crossing the streets.

Our last day of school is December 17, and the Christmas Party is on December 18 at the Youth Center then we will be closed and on vacation till Jan. 5th when classes resume at the regular time.

As always we will be going outside every time it is possible so PLEASE send your child with the needed outer wear to enjoy all the beautiful snow and cooler temperature.

Diann and Linda

2014-2015 Policy Council



**Red Cliff Early Childhood
Center**



Ashly Gurnoe-Gould -- Chair Person

Liz King --- Vice-Chair

**Autumn Montano
Secretary/Treasure**

Jessie Defoe

Nicole (Nicci) Newago

Chelby Cameron

Kasie Gokee

Steven Boyd --Tribal Liaison

Notice ECC Parents

EARLY RELEASE
December 11th @ 11:30 a.m.

*The ECC will close early
December 11th, 2014
so staff and families can attend the K-6 Winter Concert at
the Bayfield School*



*The buses will transport Head Start children at 11:30 a.m.
EHS parents must pick up their children by 11:30a.m.*

*~No Childcare on this day~
Sorry for any inconvenience*

This Early Release decision is approved by the Parent Policy Council



December



2014



WITC - Red Cliff GED/HSED & Adult Education Schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 Class Today 12:30-3:30	4	5	6
Last Day of Class Wed. Dec. 10th Classes Start Again Mon. Jan. 5th						
7	8	9	10 <u>Last</u> Class Today 12:30-3:30	11	12	13
14	15	16	17 No Class	18	19	20
			24 No Class	25 <i>Merry Christmas</i>	26	27
21	22	23	31 No Class			
						
	29	30				

For SPRING
registration
information
please
Contact Sue
Hopkins
at WITC
Ashland
Campus
CALL
715-682-4591
Ext. 3118



Education Department

Red Cliff Johnson O'Malley Committee Meeting Notice

Date: Wednesday December 3, 2014

Time: 4:00

Location: Tribal Administration Building (old clinic) Conference Room



KIDS CHRISTMAS PARTY
SATURDAY, DECEMBER 6,
NOON – 3:00 P.M.
LEGENDARY WATERS
RESORT & CASINO

AGES FOR GIFTS IS INFANT TO 12 YEARS OLD

PUNCH & COOKIES WILL BE SERVED

**IF YOU WOULD LIKE TO VOLUNTEER ON HELP WRAP PRESENTS OR AT THE PARTY,
PLEASE CONTACT JEANNE GORDON OR SUSIE GURNOE @ THE TRIBAL
ADMINISTRATION OFFICE**

FREE CHRISTMAS-THEMED



RED CLIFF COMMUNITY HEALTH CENTER

MONDAY, DEC. 8TH

(SNOW DATE DEC. 15TH)

5-6PM



DONATIONS NEEDED!

Donations of:
Gently Used or New Christmas Items;
Fresh Baked Goods;
New Unwanted, Unused Gifts or Raffle Items
Themed Filled Baskets for Raffles
(Call for other donation ideas!)

The Red Cliff Community Health Center will be sponsoring a
Mini Christmas Bazaar
on
Friday, December 12, 2014
To Benefit the **Red Cliff Food Shelf**

Donation Drop-Off Site
36745 Aiken Road
Bayfield, Wisconsin 54814

For more information please call Renee or Mardella at the Red Cliff Community Health Center at 715-779-3707 for more information!

Please bring a non-perishable food item for the Food Shelf during your next visit to the clinic!

Santa Arrives on the Ferry

Name: Santa Arrives on the Ferry

Date: December 13, 2014

Time: 11:30 AM - 1:00 PM CST

Website: [Bayfield Hometown Holiday Season](http://bayfield.org/bayfield-activities/hometown-holiday-season/)
[<http://bayfield.org/bayfield-activities/hometown-holiday-season/>]



Event Description:

Santa and Mrs. Claus will catch a ride to Bayfield on the Madeline Island Ferry. Upon their arrival at the Bayfield Pavilion, kids will get an opportunity to meet Santa, share their wish lists and receive a "goody bag" from Mrs. Clause. Please remember to bring your own camera for this photo opportunity! Snacks will be provided compliments of the Bayfield Chamber and Visitor Bureau.

Location:

The Bayfield Lakeside Pavilion
2 E Front Street
Bayfield, WI 54814
[View a Map](#)

Date/Time Information:

Saturday, December 13th
11:30 am - 1:00 pm

Contact Information:

800-447-4094 715-779-3335
[Send an Email](#)
[chamber@bayfield.org]

Fees/Admission:

Free Event

Set a Reminder:

Enter your email address below to receive a reminder message.

-- Select Days Before Event -- ▼

Printed courtesy of bayfield.org/ – Contact the Bayfield Chamber of Commerce & Visitor Bureau for more information.

42 S Broad Street , Bayfield, WI 54814 – (715) 779-3335 – chamber@bayfield.org

Notice Community

Tribal Chairperson and Vice Chairman will be having after hour sessions with community members to hear your concerns, ideas or other issues you may want to discuss.

The after hours sessions will begin on

November, 25th and December 17th

from 4:30 p.m. until 6:30 p.m. at the Tribal Administration Office.

If you would like to schedule a time to meet with Rose & Bryan, please call:

715-779-3700 ext.: 4227 or email:

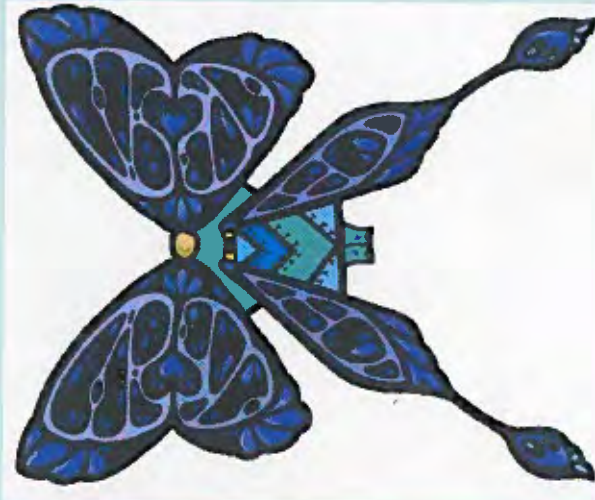
jean.gordon@redcliff-nsn.gov

We will also accommodate walk ins.

Any questions, please call Jeanne Gordon, at

715-779-3700 ext. 4227

Red Cliff Family Violence
Prevention Program
88385 Pike Road
(Former Administration Building)



Women's Empowerment Group
Every Wednesday from
5pm -7pm
At the former Tribal Administration
Building
Please join us for our weekly activities!
For information:
Lorna, Sue, or Nancy at
715 779-3706

December 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 Food and Prayer Wreath Making and Open discussion	4	5	6
7	8	9	10 Food and Prayer Nutritional Teaching Talking Circle	11	12	13
14	15	16	17 Food and Prayer Mask Making Open Discussion	18	19	20
21	22	23	24 Tribal Holiday	25	26	27
28	29	30	31 Food and Prayer Mask Making Healing			

People

Bayfield Area Recreation Center November 2014 Bayfield Area Recreation Center Happenings
Greetings! With the return of winter it's time to renew your membership. The Rec Center will be closed on Thursday, November 27 as our employee

November 2014

Issue: 6



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Chequamegon Bay Turkey Trot

Grab your running shoes, hiking boots, family, friends and your 4-legged companions, and run the Chequamegon Bay Turkey Trot on Thanksgiving morning in Washburn. The event, sponsored by the Chequamegon Bay Area Community Fund starts at Stage North in Washburn at 9 a.m., proceeds along the waterfront, through Thompson's West End Park, and ends at Stage North. Registration is from 8-8:45 a.m. at Stage North. For info and registration, visit www.washburnchamber.com

Bayfield Area Recreation Center Happenings

Greetings!

With the return of winter it's time to renew your membership. The Rec Center will be closed on Thursday, November 27 as our employees spend Thanksgiving with family and friends. We will be open on Friday with special extend swim hours to burn off some of that Holiday meal.

As you are doing your online shopping this Holiday Season and throughout the year consider joining AmazonSmile. It's quick and easy and .5% of all purchases can be donated to the Rec Center. More information below.

Senior Wellness Day has returned! Thanks to a donation from Memorial Medical Center, Senior living in Bayfield and Ashland Counties can visit the Rec Center for FREE on Fridays all year.

Black Friday Swim

Friday Nov. 28 we will host Open Swim from 1-8 pm for all the

Senior Wellness Day
Returns to the Bayfield

families visiting in town. Bring the kids down and burn some calories in the pool.

AmazonSmile

AmazonSmile is a simple and automatic way for you to support your favorite charitable organization every time you shop, at no cost to you. When you shop at smile.amazon.com, you'll find the exact same low prices, vast selection and convenient shopping experience as Amazon.com, with the added bonus that Amazon will donate a portion of the purchase price to your favorite charitable organization. You can choose from nearly one million organizations to support.

The AmazonSmile Foundation will donate 0.5% of the purchase price from your eligible AmazonSmile purchases. You use the same account on Amazon.com and AmazonSmile. Your shopping cart, wish list, wedding or baby registry, and other account settings are also the same.

Signing up is really simple, just log into <http://smile.amazon.com> and choose Friends of the Recreation Center as the charity. Amazon Smile will remember your selection, and then every eligible purchase you make at smile.amazon.com will result in a donation. **To get the donation, you must log in through smile.amazon.com (not amazon.com) for purchases!**

Christmas Gift Ideas

Give a friend the gift of health and fun at the Rec Center. Punch cards are \$49 for youth and seniors, \$79 for adults. A one-month membership ranges from \$36-52. Think summer and give someone lessons from North Coast Community Sailing - \$60 for youth or \$119 for adults. You can email or call and we'll mail your gift right to the recipient.

Give the Gift of Martial Arts

Holiday Special Beginners Package:

8 Classes

Uniform

1st Belt Promotion

All for only \$39! A Holiday Special value!

Don't pass up this great deal!

Call or stop in to sign up early and receive a gift certificate and uniform for under the Christmas tree!

First Day of Class is Saturday January 10th

This deal is also available for our Little Kickers Program designed

Rec Center

Thanks to a donation from Memorial Medical Center, Senior Wellness Day is coming back the Bayfield Area Recreation Center. Seniors living in Bayfield and Ashland counties can visit the Rec Center for free on Fridays all year and take advantage of a number of classes and programs. Participants can use the swimming pool, fitness room and racquetball court during normal building hours, plus join special classes geared toward seniors - Aqua Fit 9-10 am and SilverSneakers Classic 11-12 pm. Aqua Fit is a total body exercise class in the shallow end of the pool with 'no swimming required'. The SilverSneakers Classic class is land based and uses a chair, elastic cord, ball and weights to increase muscular strength and range of motion.

"We'd like to thank Memorial Medical Center for funding this program," said Rec Center director Scott Armstrong. Senior Wellness Day was originally established in 2013 through a cooperative grant with CORE Community Resources and the Otto Bremer Foundation. When funding ran out last summer, the Rec Center reached out to Memorial Medical Center for help. "It's great to have our local hospital give back to the community in ways that will promote health and wellness," said Armstrong.

Seniors wishing to use the Rec Center for Senior Wellness Day can simply show up and sign in with the member number '555'. For more information, call 715-779-5408.

for kids age 4-7 call the Rec Center for more information on start dates and times.

Join Our Mailing List!

Sign up for Paperless Billing

Members - sign up for paperless billing! Email bayfieldrecreationcenter@gmail.com to get your membership/martial arts billing emailed to you instead of postal mailed. The Rec Center is a Travel Green certified facility and is committed to saving our planet's resources in many ways.

Yoga in Bayfield Continues

Yoga at the Bayfield Pavilion is a great way to exercise and meditate with great views of our amazing lake (as it turns into ice). Humble Be is now teaching our Yoga in Bayfield class, Tuesdays and Thursday 7:30-8:45 am. Drop in to try in for \$10, or join for a month for only \$59 (\$52 for members).

Wanted - Sailing Director

North Coast Community Sailing is seeking a Program Director. Applicants must be US Sailing Certified or willing to become certified. Prior sailing experience is required. Duties include managing all operations for North Coast Community Sailing, including classes, staff, equipment and marketing. Summer hours are 20-40 hours per week. Fall, winter and spring hours are flexible and approximately 10-30 per month. Pay is \$15/hour with total wages for the year \$9,000-10,000.

Contact scott@coacharmstrong.com or call the Rec Center with inquiries.

Donations Welcome

As you consider your holiday donations, think of the Bayfield Area Recreation Center or North Coast Community Sailing. All donations are tax deductible and can be applied to our financial scholarship fund or any other part of our operations. PO Box 1146, Bayfield WI 54814

Bayfield Area Recreation Center
PO Box 1146-140 South Broad Street
Bayfield, WI 5814
715-779-5408

www.bayfieldrecreationcenter.com

Creating holistic strategies to implement alternatives to mining in Anishinaabe Altiing.

We aim to address issues spiritually, politically, economically, and using science-based evidence.

CHIPPEWA FEDERATION



STATE OF WISCONSIN

RED CLIFF

LAC DU FLAMBEAU

LAC DU OREILLES

LAC COURTE OREILLES

SOKAOGON BAD RIVER

Mining Alternatives Summit

protecting Our Water, Air, Land, and Life

Gichi Manidoo Giizis
January 7th, 8th, 9th
Legendary Waters Convention Center

Pot Luck Style Feast, Gichi Manidoo Giizis Ceremony
and Round Dance on Wednesday evening (Jan 7).
Bring your best dish and bust a move!

If interested in presenting or attending contact:

Sandy Gokee (715) 779-3650 or (715) 292-5641

sandra.gokee@redcliff-nsn.gov

Red Cliff



Scholarships now available for:

- Part-Time students
(priority I and II)
- Graduate Students
(priority I and II)
 - Master Degree
 - PhD
 - Doctorate

Need Money for College?

Now accepting scholarship applications for part-time and graduate level students.

Effective November 4, 2014

**Contact the Education Department
for details and more information**

Red Cliff Education Department
88385 Pike Road Highway 13 Bayfield, WI 54814

Carmen VanderVenter, Education Director

(715) 779-3700 ext. 4245

carmen.vanderventer@redcliff-nsn.gov



**10
tips**
**Nutrition
Education Series**

choose MyPlate

10 tips to a great plate



Making food choices for a healthy lifestyle can be as simple as using these 10 Tips.

Use the ideas in this list to *balance your calories*, to choose foods to *eat more often*, and to cut back on foods to *eat less often*.

1 balance calories

Find out how many calories YOU need for a day as a first step in managing your weight. Go to www.ChooseMyPlate.gov to find your calorie level. Being physically active also helps you balance calories.

2 enjoy your food, but eat less

Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to eating too many calories. Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you've had enough.



3 avoid oversized portions

Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

4 foods to eat more often

Eat more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. These foods have the nutrients you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.



5 make half your plate fruits and vegetables

Choose red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main or side dishes or as dessert.

6 switch to fat-free or low-fat (1%) milk

They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.



7 make half your grains whole grains

To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

8 foods to eat less often

Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.

9 compare sodium in foods

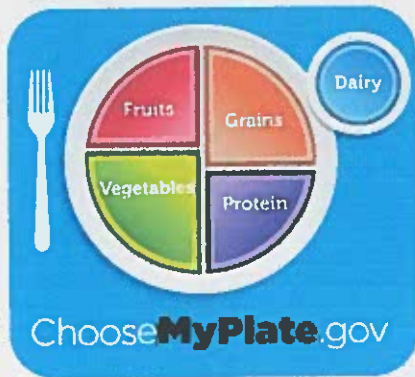
Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled "low sodium," "reduced sodium," or "no salt added."



10 drink water instead of sugary drinks

Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories, in American diets.

MY PLATE



Use some applesauce as a substitute for part of the oil when baking. It will cut calories, but not taste! Fruit has health benefits too!

Snack on fruit. Grab 100% juice, or with no calories!



fresh fruit or a fruit cup packed in sugar added, to avoid empty

When baking desserts--experiment. Replace half of the white flour with whole-grain flour, or add in nuts or dried fruit to keep things interesting.

Keeping an eye on your blood pressure? Get a daily dose of potassium to help keep your blood pressure in check.

-Diets rich in potassium may help to maintain healthy blood pressure. Vegetable sources of potassium include sweet potatoes, white potatoes, white beans, tomato products (paste, sauce, and juice), beet greens, soybeans, lima beans, spinach, lentils, and kidney beans

Protein is essential for building and repairing muscle. Choose lean or low-fat cuts of beef or pork, and skinless chicken or turkey.

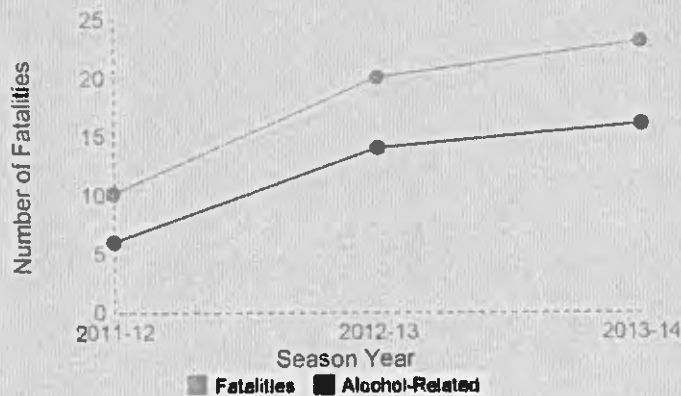


Risks of Snowmobiling with Alcohol and Other Drug Use



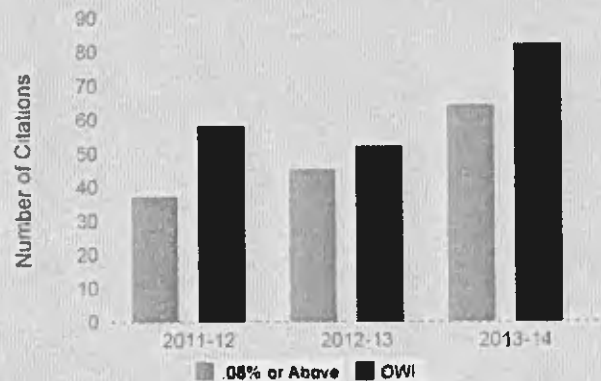
Wisconsin
Department of Health Services
Division of Mental Health and
Substance Abuse Services
P-00902 (11/2014)

Snowmobile Fatalities



The number of fatal snowmobile accidents increased to 23 in the 2013-2014 season. This is up from 10 in 2011-2012 and 20 in 2012-2013. Alcohol-related fatalities have also increased to 16 in the last three seasons.

Alcohol and Drug Citations are Rising



- During the 2013-2014 season:
- 64 "operating snowmobile with alcohol concentration at or above .08%" citations were issued.
 - 82 "operating snowmobile while under the influence of an intoxicant or controlled substance" citations were issued.

In Summary

The drinking culture within Wisconsin has helped contribute to these snowmobiling fatalities. Many accidents happen at night, supporting the unsafe risk of combining alcohol and snowmobiling. Neither experience nor helmets protect riders from these risks. Please stay safe and exercise caution this season out on the trail.

Fast Facts



70% of fatalities involved alcohol and 17% of fatal incidents alcohol information was not available.



Most operators (78%) in fatal accidents had over 100 hours of driving experience



87% of victims were wearing a helmet at the time of their accident.



Most fatalities occur on Saturday (10) and Sunday (4), compared to weekdays (9)



Most fatalities (18) happened between 4:00 PM and 4:00 AM

Sources:

2013-2014 Fatal Snowmobile Accidents, Minnesota Department of Natural Resources. Available at http://files.dnr.state.mn.us/enforcement/incident_reports/snowmobileaccidents14.pdf

2014 United States Snowmobile Registrations, International Snowmobile Manufacturers Association. Available at http://www.snowmobile.org/state_registrations_us.asp

Michigan Snowmobile Fatality Summary, 2013-2014, Michigan Department of Natural Resources - Law Enforcement Division. Available at https://www.michigan.gov/documents/dnr/2013-2014_Michigan_Snowmobile_Fatality_Summary_443733_7.pdf

Wisconsin Has High Rates of Fatal Accidents



During the 2013-2014 season, Wisconsin had 23 fatal snowmobile accidents and 237,803 registered snowmobiles.

- Minnesota had more registered snowmobiles (258,000) and fewer fatalities (15).
- While Michigan had 205,351 registered snowmobiles and 14 fatal accidents.

Be Prepared to Stay Safe and Healthy in Winter

Winter storms and cold temperatures can be hazardous, but if you plan ahead, you can stay safe and healthy. Prepare your home and cars. Prepare for power outages and outdoor activity. Check on the older adults.



Although winter comes as no surprise, many of us are not ready for its arrival. If you are prepared for the hazards of winter, you will be more likely to stay safe and healthy when temperatures start to fall.

Take these steps for your home

Many people prefer to remain indoors in the winter, but staying inside is no guarantee of safety. Take these steps to keep your home safe and warm during the winter months.

- Winterize your home.
 - Install weather stripping, insulation, and storm windows.
 - Insulate water lines that run along exterior walls.
 - Clean out gutters and repair roof leaks.
- Check your heating systems.
 - Have your heating system serviced professionally to make sure that it is clean, working properly and ventilated to the outside.
 - Inspect and clean fireplaces and chimneys.
 - Install a smoke detector. Test batteries monthly.
 - Have a safe alternate heating source and alternate fuels available.
 - Prevent carbon monoxide (CO) emergencies.
 - Install a CO detector to alert you of the presence of the deadly, odorless, colorless gas. Check batteries regularly.
 - Learn symptoms of CO poisoning: headaches, nausea, and disorientation.



Wear appropriate outdoor clothing: layers of light, warm clothing; mittens; hats; scarves; and waterproof boots.

Don't forget to prepare your car

Get your car ready for cold weather use before winter arrives.

- Service the radiator and maintain antifreeze level; check tire tread or, if necessary, replace tires with all-weather or snow tires.
 - Keep gas tank full to avoid ice in the tank and fuel lines.
 - Use a wintertime formula in your windshield washer.
 - Prepare a winter emergency kit to keep in your car in case you become stranded. Include:
 - blankets;
 - food and water;
 - booster cables, flares, tire pump, and a bag of sand or cat litter (for traction);
 - compass and maps;
 - flashlight, battery-powered radio, and extra batteries;
 - first-aid kit; and
 - plastic bags (for sanitation).

Equip in advance for emergencies



When planning travel, be aware of current and forecast weather conditions.

Be prepared for weather-related emergencies, including power outages.

- Stock food that needs no cooking or refrigeration and water stored in clean containers.
- Ensure that your cell phone is fully charged.
- When planning travel, be aware of current and forecast weather conditions.
- Keep an up-to-date emergency kit, including:
 - Battery-operated devices, such as a flashlight, a National Oceanic and Atmospheric Administration (NOAA) Weather Radio, and lamps;
 - extra batteries;
 - first-aid kit and extra medicine;
 - baby items; and
 - cat litter or sand for icy walkways.

Take these precautions outdoors



Work slowly when doing outside chores.

Many people spend time outdoors in the winter working, travelling, or enjoying winter sports. Outdoor activities can expose you to several safety hazards, but you can take these steps to prepare for them:

- Wear appropriate outdoor clothing: layers of light, warm clothing; mittens; hats; scarves; and waterproof boots.
- Sprinkle cat litter or sand on icy patches.
- Learn safety precautions to follow when outdoors.
 - Be aware of the wind chill factor.
 - Work slowly when doing outside chores.
 - Take a buddy and an emergency kit when you are participating in outdoor recreation.
 - Carry a cell phone.
- Protect your family from carbon monoxide.
 - Keep grills, camp stoves, and generators out of the house, basement and garage.
 - Locate generators at least 20 feet from the house.
 - Leave your home immediately if the CO detector sounds, and call 911.

Do this when you plan to travel



Be prepared to check on family and neighbors who are especially at risk from cold weather hazards.

When planning travel, be aware of current and forecast weather conditions.

- Avoid traveling when the weather service has issued advisories.
- If you must travel, inform a friend or relative of your proposed route and expected time of arrival.
- Follow these safety rules if you become stranded in your car.

- Stay with your car unless safety is no more than 100 yards away, but continue to move arms and legs.
- Stay visible by putting bright cloth on the antenna, turning on the inside overhead light (when engine is running), and raising the hood when snow stops falling.
- Run the engine and heater only 10 minutes every hour.
- Keep a downwind window open.
- Make sure the tailpipe is not blocked.

Above all, be prepared to check on family and neighbors who are especially at risk from cold weather hazards: young children, older adults, and the chronically ill. If you have pets, bring them inside. If you cannot bring them inside, provide adequate, warm shelter and unfrozen water to drink.

No one can stop the onset of winter. However, if you follow these suggestions, you will be ready for it when it comes.

Tooth Brushing Chart

Name

[illegible]

Brushing your teeth
twice a day

**gives a clean smile
and keeps Plaque away**

The Tooth Fairy

Misbehaving or Missing Sleep?

The 2004 Sleep in America poll revealed that almost everyone, on average, is not getting the amount of sleep they need. Preschoolers are getting 10.4 hours of sleep, but 11-13 hours are recommended for children ages 3 to 5 years.

Jodi A. Mindell, PhD, chair of the 2004 Poll Task Force said, "It is clear from the poll results that we need to focus as much on the sleeping half of children's lives as we do on the waking half. Children are clearly not getting enough sleep."

One surprise is that 27% of preschoolers consume caffeine. Children who drink caffeinated beverages sleep less than those who don't.



Well-known parent author and educator, Mary Sheedy Kurcinka, in her book, **Sleepless in America**, asks, "Is your child misbehaving or missing sleep?" Kurcinka says, "Behind every power struggle, every temper tantrum, every instance of misbehavior, there is a feeling and need—too often that need is sleep. It's easy to miss the connection between the poor behavior and lack of sleep, thrown off by the whining, the attitude, and tears." When a child's misbehavior is the result of missed sleep, you really can make a difference. Check behaviors that apply to your child.

Emotions

How well is your child coping with frustration, dealing with surprises, and managing anger? Look for these reactions:

- ☐ Unsatisfied; nothing is right, no matter what you offer
- ☐ Upset by changes in routine or surprises
- ☐ Experiences frequent stomach or headaches
- ☐ Difficult to calm or comfort
- ☐ Losing it over little things
- ☐ Irritable and cranky
- ☐ Easily frustrated
- ☐ Easily overwhelmed
- ☐ Anxious and resistant

Well rested children are on a more even keel. Transitions go more smoothly.

Social Situations

- ☐ Experiences hurt feelings easily
- ☐ Has difficulty being patient
- ☐ Suffers from separation anxiety
- ☐ Is bossy and demanding
- ☐ Loses it if told "no"
- ☐ Has difficulty solving age-appropriate problems, or talking things through
- ☐ Easily forgets the rules or wants to debate them
- ☐ Is irritated by siblings and peers, especially in late afternoons
- ☐ Is not open to your guidance

If your child argues with you or others, lack of sleep may be the issue.

The Body

How well does your child control body and movements? Is your child's movements smooth and energetic or "wired?"

- ___ Clumsy with frequent accidents, falls and injuries
- ___ Frenzied, hyperactivity
- ___ Wild at bedtime; can't fall asleep even when tired
- ___ Hits, throws things, or shouts
- ___ Gets sick more often than other children
- ___ Craves carbohydrates or sugar
- ___ Lethargic; can't seem to do what is usually capable of doing
- ___ Seems unable to stop from breaking rules

Sleep can help your child slow his body, honor rules, be less accident prone, stay healthy, and fall asleep more easily.

Attention, Focus, and Performance

- ___ Loses focus, wanders from one activity to another
- ___ Needs your attention and help to stay on task
- ___ Seeks stimulation to keep going—annoying siblings or pets, wants to watch TV, especially in the late afternoon
- ___ Is forgetful
- ___ Struggles to make decisions
- ___ Doesn't listen
- ___ Has difficulty performing at peak level or resists participating altogether
- ___ Talks excessively
- ___ Finds it difficult to work without disrupting others

If your child is struggling to stay focused and pay attention, lack of sleep may be the culprit.

Count up the number of items you marked. Many children act these ways for other reasons than sleep, for example, they have sensitive temperaments or are slow to

develop self-control. But if you checked many items, the problem may actually be lack of sleep.

Well rested children are more likely to behave themselves. They can more easily be independent, helpful, and cooperative. Tired children get into trouble more easily. When children are exhausted, it is rare that they will tell you. Watch carefully; your child's behavior will show you.

Help Your Preschooler Sleep

- Have a regular and consistent sleep schedule.
- Provide a relaxing bedtime routine of 15-30 minutes of calm activities (reading, talking, or quiet playing) that end in the room where your child sleeps.
- Arrange for a room that is cool, quiet and dark – and without a TV. Shorter sleep times are associated with more TV watching, raising a flag about TV sets in bedrooms.
- Surprisingly, some children have difficulty getting to sleep when they are OVER-tired, so try to start your bedtime routine when you see the early signs of tiredness.



Sources:

Kurcinka, M.S. (2006). *Sleepless in America*. New York: Harper Collins.

The sleep of america's children. Retrieved May 1, 2006, National Sleep Foundation web site: www.sleepforkids.org

This document can be made available in alternative formats, such as large print, Braille, or audio tape, by contacting your county Extension office. (TTY 1-800-947-3529)

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October, 2006

A painting of a family walking in a park. In the foreground, a man in a dark suit and a woman in a blue dress walk hand-in-hand, followed by two children. They are walking on a path that leads towards a large, leafy tree in the background. The scene is set in a park with other trees and a building visible in the distance. The overall tone is peaceful and nostalgic.

"Spending time with children
is more important than
spending money on children."

Anthony Douglas Williams ~ Inside the Divine Pattern



Winter Fun

Wisconsin Nutrition Education Program



Active play, balance my day

According to the Center for Disease Control Prevention, it is important for children and adolescents, ages 6 years and older, to get 60 minutes of activity throughout their day to achieve important health benefits. The physical guidelines for children and adolescents focus on three types of activity: aerobic, muscle-strengthening, and bone-strengthening. Each of these types of activities are equally important. Aerobic exercises could be a brisk walk, running or biking; it's an activity in which your heart rate and breathing rate increase during the activity and stays steady throughout the activity. Muscle-strengthening activities could include gymnastics, pushups or tree climbing; an activity that involves your muscles to work or hold against a force or some weight. Bone-strengthening activities may include, jumping rope, hopscotch, or skipping; it's an activity that makes bones stronger through a direct physical impact or tension that promotes growth. Some benefits of exercise for children can include:

1. Less likely to become overweight.
2. Helps children sleep better.
3. Increase blood flow to the brain making it easier for the brain to learn.
4. Learn sharing skills.

Source: <http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>;
<https://www.presidentschallenge.org/motivated/strengthening.shtml>

Let's Play

When the air cools and the snow flies it may be more challenging to find things to do outdoors to promote physical activities. There are things that can be done both outdoors as well as indoors to keep active such as:

Outdoors:

1. Build a snowman/ snow forts
2. Sledding, skiing, ice skating
3. Go for walks
4. Shovel
5. Throw a ball around



Indoors:

1. Play volleyball with a balloon
2. Jump rope
3. Dance to music
4. Be animals— have your child pretend to be an animal like a dog, cat, or chicken. This will get them moving.
5. Be creative!



WNEP education is supported by the USDA Food Stamp Program, UW-Extension, Food Share Wisconsin plus Ashland and Bayfield County partners. In Wisconsin, Food Share can help provide a healthy diet. To find out more about Food Share call Ashland County Health and Human Services Department (715) 682-7004, Bayfield County Department of Human Services (715) 373-6144 or the Food Share office at Odenah (715) 682-7127 or Red Cliff (715) 779-3706.

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8 Potty Training Do's and Don'ts

Solve Potty-Training Problems



More Videos

Do Start Talking About the Potty Early

Get your child accustomed to the potty well before she's ready to train; it'll make it easier when she *is* ready because the potty won't seem odd to her. Let her sit on the toilet while you are showering or getting dressed. At around 18 months, start reading her books about potty training. Choose books with vocabulary you're comfortable with or that has a character your child knows and can relate to, like Dora or Elmo.

Get more potty training tips at parents.com/potty-videos :

Don't Have Unrealistic Expectations



Experts agree that children will potty train when they are ready and no sooner. "Just

because you *want* your child to potty train, that doesn't mean it's going to happen if it's not on your child's developmental or emotional agenda," explains Lisa Asta, M.D., a clinical professor of pediatrics at University of California, San Francisco, and spokesperson for the American Academy of Pediatrics. "It's a natural process. You can't force it." So don't expect your 15-month-old to be trained, and don't rush your first child into saying goodbye to diapers just because you have a second child on the way. And don't fix a timeline for how long it should take your child to train — some kids potty train in three days; others take a week. "Putting a child on the potty too early often just frustrates the child and the parents and makes what should be a quick and easy process much more difficult," says Scott J. Goldstein, M.D., a pediatrician at The Northwestern Children's Practice in Chicago. In fact, adding extra stress on you and your child by trying to fit potty training into a time frame may only prolong the process.

Do Follow Your Child's Lead

Look for signs that your child might be ready for toilet training, such as: He's able to stay dry for longer periods of time; he dresses himself, pees and poops on a regular schedule, talks a lot about the bathroom, and seems generally interested in taking the next step. If he's showing most of these signs or at least a general interest in being ready, let him explore the bathroom and potty on his own, and make it clear that you'll help him. "Think of yourself as the pit crew — the child leads the way and shows what he or she can do, while you provide the tools and the support when it goes well," says Wendy Sue Swanson, M.D., a *Parents* advisor and pediatrician at Seattle Children's Hospital. If your child is not showing any interest at all in the potty, he's not ready.

Don't Show Disappointment

Few things are worse for a child than letting her parents down. So don't add more tension to potty training by showing disapproval when your daughter doesn't get it right away; doing so can only make potty training harder. Fight any instinct to compare your children — all kids potty train in their own time, and telling your little one that her big sister potty trained much faster than she did isn't going to help. "Potty training is a milestone for your child, not you — although it doesn't feel that way! — so do your best to remain positive," Dr. Swanson says. "Celebrate successes and ignore the mishaps as best you can." Experts suggest saying short, encouraging phrases such as "You can do it!" and "I'm so proud of you for trying!" Keep in mind that potty training is a learning process; it takes a lot of practice, but eventually your child will succeed.

Do Keep an Emergency Kit on Hand

While you're training, always prepare for those moments when you're not at home or don't have easy access to a potty. For the likelihood that your child will have a few accidents at first or that things may get messy in public bathrooms, always keep an on-the-go emergency bag filled with an extra pair of underwear, a change of clothes (shirts, shorts, and socks), plastic bags (to store dirty clothes or anything else), disposable potty seat covers, training pants (if needed), and tons of wet wipes. You might want to keep other items on hand that will make your child comfortable, such as favorite books or toys. "Kids have a knack for needing to go to the bathroom in the most disgusting of public potties, but that is not their fault," Dr. Goldstein says. "When they've gotta go, they've gotta go!" The good news is that, with a little preparation, you can make it a lot easier for you and your child.

Don't Go Overboard with Rewards

Positive reinforcement is always better than punishment, but don't go crazy with

rewards. Giving small incentives, such as a few stickers or an occasional lollipop, is fine, but giving prizes such as an expensive toy or a trip to Disney World is not. "If a child is not physically ready to go on the potty, and a huge reward is offered, it will only make the child anxious and frustrated," Dr. Goldstein says. In other words, the child will become focused on the prize and will only feel worse when he can't get it. And you may not want to set the precedent that every time your child uses the potty, he receives a reward (the same goes for brushing teeth or eating fruits and veggies). After all, life doesn't work that way!

Do Talk to Your Pediatrician

Pediatricians are experts when it comes to potty training and they are available to help. "With so much to talk about and so little time at checkups, doctors often let this issue slip by," Dr. Goldstein says. "If your doctor doesn't bring it up by the 2-year visit, ask him whether your child is ready to potty train." Don't be afraid to seek advice and guidance on which techniques will work best or ask questions about any concerns you have. Pediatricians can help spot potential problems and are a reliable resource that can put you and your child at ease.

Don't Expect Success 24/7

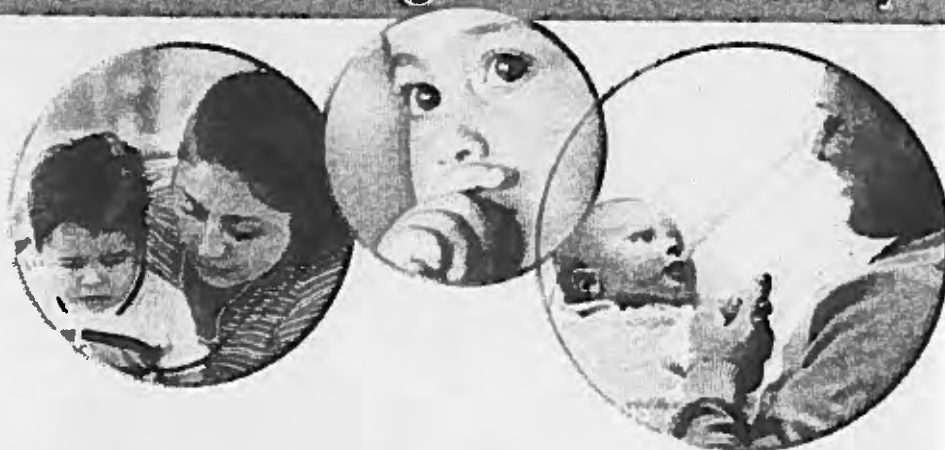
If your child is potty trained during the day, that doesn't guarantee he'll stay dry at night or during naps. Some kids will stay dry while they sleep right off the bat, but many others take years to give up wearing potty training pants at bedtime. Bedwetting at night is normal and, in most cases, will resolve on its own. If a child is staying dry at night, but has accidents during the day, he'll likely need extra prompting and encouragement to get him back on track. If you're concerned, talk to your doctor, but keep in mind that, as with many concerns related to children, patience during potty training is a must.

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Parents **Parents.com**

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Bonding With Your Baby



What's Happening

Attachment is a deep, lasting bond that develops between a caregiver and child during the baby's first few years of life. Loving attachment between a baby and caregiver is critical to the growth of a baby's body and mind. The brain's ability to regulate emotions and respond to stress can be damaged if a baby does not have a strong bond with a parent. This can result in lifelong problems. Babies who have this bond and feel loved have a better chance to grow up to be adults who trust others and know how to return affection.

What You Might Be Seeing

Normal newborns:

- Have brief periods of sleep, crying or fussing, and quiet alertness many times each day
- Often cry for long periods for no apparent reason
- Love to be held and cuddled
- Respond to and imitate facial expressions
- Love soothing voices and will respond with smiles and baby noises
- Grow and develop every day; they learn new skills quickly and can outgrow difficult behaviors in a matter of weeks

What You Can Do

No one knows your child like you do, so you are in the best position to recognize and fulfill your child's needs. Parents who give lots of loving care and attention to their babies help their babies develop a strong attachment. Affection energizes your child to grow, learn, connect with others, and enjoy life. Here are some ways to promote bonding:

- Respond when your baby cries. Try to understand what he or she is saying to you. You can't "spoil" a newborn with too much attention—babies need and benefit from a parent's loving care even when they seem inconsolable.
- Hold and touch your baby as much as possible. You can keep him close with baby slings, pouches, or backpacks (for older babies).
- Use feeding time to look into your baby's eyes, smile, and talk to your baby.
- Read, sing, and play peek-a-boo. Babies love to hear human voices and will try to imitate your voice and the sounds you make.
- As your baby gets a little older, try simple games and toys. Once your baby can sit up, plan on spending lots of time on the floor with toys, puzzles, and books.

The best gift you can give your baby is YOU. The love and attention you give your baby now will stay with him or her forever and will help your baby grow into a healthier and happier child and adult.

This tip sheet was created with input from experts in national organizations that work to protect children and promote healthy families. To download this tip sheet or for more parenting tips, go to www.childwelfare.gov/preventing/promoting/parenting or call 800.394.3366.

Dealing With Temper Tantrums



What's Happening

Two- and three-year-olds have many skills, but controlling their tempers is not one of them. Tantrums are common at this age because toddlers are becoming independent and developing their own wants, needs, and ideas. However, they are not yet able to express their wants and feelings with words. Take comfort in the fact that most children outgrow tantrums by age 4.

What You Might Be Seeing

Normal toddlers:

- Love to say "no!" "mine!" and "do it myself!"
- Test rules over and over to see how parents will react
- Are not yet ready to share
- Need lots of fun activities, play times, and opportunities to explore the world
- Respond well to a routine for sleeping and eating (a regular schedule)
- Like to imitate grownups and to "help" mom and dad

What You Can Do

It is often easier to prevent tantrums than to deal with them once they get going. Try these tips:

- Direct your child's attention to something else. ("Wow, look at that fire engine!")
- Give your child a choice in small matters. ("Do you want to eat peas or carrots?")
- Stick to a daily routine that balances fun activities with enough rest and healthy food.
- Anticipate when your child will be disappointed. ("We are going to buy groceries for dinner. We won't be buying cookies, but you can help me pick out some fruit for later.")
- Praise your child when he or she shows self-control and expresses feelings with words.

If you cannot prevent the tantrum, here are some tips for dealing with it:

- Say what you expect from your child and have confidence that your child will behave.
- Remain calm. You are a role model for your child.
- Holding your child during a tantrum may help a younger child feel more secure and calm down more quickly.
- Take your child to a quiet place where he or she can calm down safely. Speak softly or play soft music.
- Some children throw tantrums to seek attention. Try ignoring the tantrum, but pay attention to your child after he or she calms down.
- Resist overreacting to tantrums, and try to keep your sense of humor.

When your child is having a floor-thumping tantrum, the most important thing you can do is remain calm and wait it out. Do not let your child's behavior cause you to lose control, too.

This tip sheet was created with input from experts in national organizations that work to protect children and promote healthy families. To download this tip sheet or for more parenting tips, go to www.childwelfare.gov/preventing/promoting/parenting or call 800.394.3366.



Home (/) // Family Resources (/family-resources/) // E-Family News (/family-resources/e-family-news/) // Children's development of speech (/family-resources/e-family-news/2012-look-whos-talking-childrens-development-of-speech/)



LOOK WHO'S TALKING: CHILDREN'S DEVELOPMENT OF SPEECH



Milestones in Speech Development

- In the first day or two after birth, an infant can distinguish her mother's voice from another woman's voice.
- Within a week or two, an infant can often distinguish her father's voice from another man's voice.
- At 3 months, an infant can make vowel sounds.
- At 6 to 8 months, the infant has added a few consonant sounds to the vowel sounds, and may say "dada" or "mama," but does not yet attach them to individuals.
- At around a year, the infant will attach "mama" or "dada" to the right person. The infant can respond to one-step commands ("Give it to me").
- At around 15 months, the infant continues to string vowel and consonant sounds together (gibberish) but may embed real words within the gibberish. The infant may be able to say as many as 10 different words.
- At 18 months, children can usually say nouns (ball, cup), names of special people, and a few action words/phrases.

Children add gestures to their speech, and may be able to follow a two-step command ("Go to the bedroom and get the toy")

- At 2 years of age, children can usually combine words, forming simple sentences like "Daddy go."
- At 3 years of age, children can generally use three to four word sentences, follow simple instructions, and often repeat words he/she overhears in conversations.
- At 4 years of age, children can generally understand most sentences, understand physical relationships (on, in, under), use four to five word sentences, can say his/her name, age, and sex, and uses pronouns. Strangers can understand the child's spoken language.

Encouraging Speech and Language Development

Language development really takes off during the first two years of our children's lives, especially as they approach their second birthday. So what can we do for them to learn to communicate more easily?

The short answer:

- Have conversations! Listen, talk; talk, listen. Conversation with an infant is not "How are you doing? I am O.K. Time to go to bed." Conversation is responding to an infant's sounds, smiles, spit bubbles, and gestures with words and creating the back and forth of communication.
- Read! Read! Read! You can begin reading to children as soon as you begin talking to them in infancy. Visit Bright Horizons *Growing Readers* (<http://www.brighthorizons.com/family-resources/reading-children-books>) website for information about great books for young children.

Birth to 2 Years

- When your child starts a conversation, give your full attention whenever possible.
- Encourage your baby to make vowel-like and consonant-vowel sounds such as "ma," "da," and "ba."
- Reinforce attempts at speech by maintaining eye contact, responding with speech, and imitating vocalizations using different patterns and emphasis. For example, raise the pitch of your voice to indicate a question.
- Imitate your infant's laughter and facial expressions.
- Teach your infant to imitate your actions, including clapping your hands, throwing kisses, and playing finger games such as pat-a-cake, peek-a-boo, and the itsy bitsy spider.

- Talk as you bathe, feed, and dress your infant. Talk about what you are doing, where you are going, what you will do when you arrive, and who and what you will see.
- Identify colors.
- Count items.
- Use gestures such as waving goodbye to help convey meaning.
- Introduce animal sounds to associate a sound with a specific meaning: "The dog says woof-woof."
- Acknowledge the attempt to communicate.
- Limit the use of baby talk.
- Expand on single words your child uses: "Here is Mama. Mama loves you. Where is baby? Here is baby."
- Read to your child. Sometimes "reading" is simply describing the pictures in a book without following the written words, sometimes it's rhyming (nursery rhymes are terrific). Choose books that are sturdy and have large colorful pictures or lots of contrast that is not too detailed. Ask your child, "What's this?" and encourage naming and pointing to familiar objects in the book.

2 to 4 years

- Avoid the use of baby talk.
- Use good speech that is clear and simple for your child to model.
- Repeat what your child says, indicating that you understand. Build and expand on what was said. "You want juice? I have juice. I have apple juice. Do you want apple juice?"
- Make a scrapbook of favorite or familiar things by cutting out pictures. Group them into categories, such as items to ride on, things to eat, toys to play with. Create silly pictures by mixing and matching pictures. Glue a picture of a dog behind the wheel of a car. Talk about what is wrong with the picture and ways to "fix" it. Count the number of items pictured in the book.
- Help your child understand and ask questions. Play the yes-no game. Ask questions such as "Are you a boy?" "Are you Marty?" "Can a pig fly?" Encourage your child to make up questions and try to fool you.
- Ask questions that require a choice. "Do you want an apple or an orange?" "Do you want to wear your red or blue shirt?"
- Expand vocabulary. Name body parts, and identify what you do with them. "This is my nose. I can smell flowers, brownies, popcorn, and soap."
- Sing simple songs and recite nursery rhymes to show the rhythm and pattern of speech.
- Place familiar objects in a container. Have your child remove the object and tell you what it is called and how to use it. "This is my ball. I bounce it. I play with it."
- Use photographs of familiar people and places and retell what happened or make up a new story.

4 to 6 years

- Make sure that you have your child's attention before you speak.
- Acknowledge, encourage, and praise all attempts to speak. Show that you understand the word or phrase by fulfilling the request, if appropriate.
- Pause after speaking. This gives your child a chance to continue the conversation.
- Continue to build vocabulary. Introduce a new word and offer its definition, or use it in a context that is easily understood. This may be done in an exaggerated, humorous manner. "I think I will drive the vehicle to the store. I am too tired to walk."
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Offer a description or clues, and have your child identify what you are describing: "We use it to sweep the floor" (a broom). "It is cold, sweet, and good for dessert. I like strawberry" (ice cream).
- Work on forming and explaining categories. Identify the object that does not belong in a group of similar objects: "A shoe does not belong with an apple and an orange because you can't eat it; it is not round; it is not a fruit."
- Help your child follow two- and three-step directions: "Go to your room, and bring me your book."
- Encourage your child to give directions. Follow his or her directions as he or she explains how to build a tower of blocks.
- Play games with your child such as "house." Exchange roles in the family, with you pretending to be the child. Talk about the different rooms and furnishings in the house.
- The television can also serve as a valuable tool. Talk about what the child is watching. Have him or her guess what might happen next. Talk about the characters. Are they happy or sad? Ask your child to tell you what has happened in the story. Act out a scene together, and make up a different ending.
- Take advantage of daily activities. For example, while in the kitchen, encourage your child to name the utensils needed. Discuss the foods on the menu, their color, texture, and taste. Where does the food come from? Which foods do you like? Who will clean up? Emphasize the use of prepositions by asking him or her to put the napkin on the table, in your lap, or under the spoon. Identify who the napkin belongs to: "It is my napkin." "It is Daddy's." "It is John's."
- While shopping for groceries, discuss what you will buy, how many you need, and what you will make. Discuss the size (large or small), shape (long, round, square), and weight (heavy or light) of the packages.

When should we be concerned about our children's speech development?

The American Academy of Pediatrics suggests consulting your pediatrician if at about 2 to 2 1/2 years:

- Your child's speech is very hard to understand.
- Your child doesn't use two-word sentences.
- Your child doesn't follow simple verbal instructions.

Keep in mind that girls usually seem to develop the ability to communicate earlier than boys, and that language can develop smoothly and continuously, or in jumps and spurts.

Because the development of speech varies, it is important not to compare your child's language development to other children's language development. If you suspect your child is having a delay in either receptive or expressive language, discuss your concerns with your family physician or pediatrician. He or she may evaluate the child or refer you to professionals who specialize in speech and language evaluation.

More on This Topic

- Find out how to get started using Infant Sign Language (<http://community.brighthorizons.com/t5/Infant/Infant-sign-language/m-p/44#M11>) from our community parents
- Read a mom's advice to another mom for her 4 year old's speech issues (<http://community.brighthorizons.com/t5/Preschool/Speech-Issues-or-Normal/m-p/82#M11>) in our parent community
- American Speech-Language-Hearing Association (ASHA) provides a great list of activities to encourage speech and language development by age group (<http://www.asha.org/public/speech/development/parent-stim-activities.htm>)
- Search through our Growing Readers Great Books library for age-appropriate books for reading with children (http://www.brighthorizons.com/growing/readers/great_books/index.aspx)



20 Reasons Why Your Child Needs You to Be an Active Father

Fathers play a critical role in the development of their children. The latest research indicates that fathers who are actively involved in raising their children can make a positive and lasting difference in their lives. In contrast, this same research reveals a number of potentially negative outcomes for children whose fathers are not involved. Listed below are 20 reasons why your child needs you to be an active father. Being an active father:

- 1. Lets your child know that you love her.** Love involves more than saying the words, "I love you." Fathers who love their children demonstrate their love by spending quality and quantity time together. Children who feel loved are more likely to develop a strong emotional bond with their father and a healthy self-esteem.
- 2. Provides your child with greater financial resources.** Research clearly indicates that families with an active father are "better off" financially. This means that children with active fathers will be more likely to have access to resources that facilitate healthy development (e.g., food, clothing, shelter, quality medical care).
- 3. Provides your child with a positive male role model.** Children, regardless of gender, need positive male and female role models. Children tend to model behavior (positive and negative) that they witness on a consistent basis. Active fathers can promote positive behaviors by setting a proper example for their children.
- 4. Provides your child with emotional support.** In addition to financial support, children also need emotional support from their parents. Active fathers listen and support their children when they experience joy, sadness, anger, fear, and frustration. Fathers who support their children emotionally tend to raise children who are more in-tune with the needs of others.
- 5. Enhances your child's self-esteem.** Self-esteem refers to how a person feels about himself. Children with high self-esteem tend to be happier and more confident than children with low self-esteem. Active fathers promote their children's self-esteem by being fully involved in their lives and letting them know that they are highly valued.
- 6. Enhances your child's intellectual development.** Children who are raised with actively involved fathers tend to score higher on measures of verbal and mathematical ability, and also demonstrate greater problem-solving and social skills.
- 7. Provides your child with guidance and discipline.** From infancy, children need proper guidance and discipline. Active fathers play an important role in teaching their children proper behavior by setting and enforcing healthy limits.
- 8. Gives your child someone to play with.** One of the primary ways that fathers bond with their children is through play. According to researchers, there are qualitative differences in the ways fathers and mothers play with their children. Fathers tend to use a more physical style of play (e.g., wrestling) that offers a number of benefits to children, including enhanced cognitive ability.
- 9. Provides your child with someone to talk to when she has questions.** Young children are full of questions. This natural curiosity helps them learn about their environment. Active fathers can be a valuable source of information for children who are seeking answers to life's important questions.

- 10. Increases your child's chances for academic success.** Children whose fathers are actively involved in their lives are more likely to achieve academic success than children whose fathers are not actively involved. These academic benefits appear to extend into adulthood.
- 11. Provides your child with an alternative perspective on life.** Research indicates that men and women often differ in their parenting styles; however, one style is not necessarily better than the other. Instead, it can be healthy for children to be exposed to different perspectives on life, such as a father's.
- 12. Lowers your child's chances for early sexual activity.** Children with actively involved fathers are less likely to engage in early sexual activity, thus reducing their chances for teen pregnancy and sexually transmitted diseases.
- 13. Lowers your child's chances for school failure.** Children with actively involved fathers are less likely to drop out of school than children with uninvolved fathers.
- 14. Lowers your child's chances for youth suicide.** Children with actively involved fathers are less likely to commit suicide than children with uninvolved fathers.
- 15. Lowers your child's chances for juvenile delinquency.** The benefits of having an active father throughout a child's early years extend into the teen years as well. Children with active fathers are less likely to commit juvenile crimes than children with inactive fathers.
- 16. Lowers your child's chances for adult criminality.** The chances that a child will commit crimes as an adult also diminish when he grows up with an actively involved father.
- 17. Provides your child with a sense of physical and emotional security.** One of the major benefits that fathers can provide to their children by being actively involved is a sense of security (physical and emotional). By being actively involved in a child's life, a father promotes a trusting relationship. The child does not have to worry about being abandoned.
- 18. Facilitates your child's moral development.** Children need a moral compass to guide them when they face difficult moral choices. Fathers, like mothers, help children to develop a sense of right and wrong that serves as a foundation for establishing moral character.
- 19. Promotes a healthy gender identity in your child.** Boys and girls benefit from having healthy role models from both sexes. Research points to the fact that mothers and fathers socialize their children in different ways. Fathers can help their children, especially boys, to develop a healthy sense of what it means to be a male.
- 20. Helps your child learn important life skills.** Most of the essential life skills that children need to survive are learned within the home. Fathers have a unique opportunity to teach their children valuable skills that will enable them to grow up to be healthy and productive adults.

Fathers, your children need you! Make a commitment to be an active father. Your children will greatly benefit from your involvement in their lives.

Prepared by Stephen D. Green, Ph.D., Child Development Specialist, Texas A&M AgriLife Extension Service, October 2000.

Source: Wade F. Horn, David Blankenhorn, and Mitchell B. Pearlstein (Eds.), *The Fatherhood Movement: A Call to Action*. New York: Lexington Books.

Holiday Spending Survival Guide



Are you crazy for the holidays, spending thousands of dollars on holiday gifts, lights, entertaining, food and decorations each year? If so, you're not alone. Many Americans feel the sting of holiday spending well into the new year. If you love to celebrate the holidays but don't love the financial pinch you experience afterward, there are several great tricks for giving and celebrating, without breaking the bank.

So when you're out battling the holiday crowds and heading to social commitments with family and friends, consider your wallet and protect your budget with these simple tips:

1. Know your limit. Sit down and plan out your holiday budget before you head to the malls this year. Gifts, large or small, can really add up, leaving you with a hefty bill at the end of the season. Use this free [Holiday Budget Calculator](#) to estimate how much you plan to spend on presents. Then keep track of your spending using this [Gift Log](#).

2. Plan ahead. You've done your budget and you're ready to tackle the crowds. Here are a few ways to save on shopping, whether online or in the stores:

- Look for special "savings days" at your favorite retail stores.
- Use coupons from your newspaper, online or in-store.
- Take advantage of free shipping with online purchases.
- Buy gifts throughout the year, not just during the peak season.

3. Trim your list. Do you really need to exchange gifts with everyone in your family? Consider cutting your list back this year. Or suggest giving a group gift to certain members of your family rather than individual gifts. Just because you had a long gift list last year doesn't mean you need to repeat it this year. You may find that other members of your family love the idea.

4. Reduce your stress. The holiday season is stressful enough with demands from family and friends, not to mention social commitments for work or other groups. Try to plan ahead as much as possible, avoiding last-minute buys will impact your budget. Also remember to maintain your daily routines to keep stress levels low. If you usually take a walk or go to the gym every day, take the time to continue the habit during the hectic holiday months.

5. Enjoy the season. In the end, the holidays are all about enjoying friends and family. Staying focused on time with loved ones and other joys of the season can help you to keep stress in perspective. If you are

hosting holiday parties at your home, use this [Entertainment Planner](#) to plan for the costs. Rather than feeling obligated to host an event every year, suggest a rotation for who will host holiday gatherings. And remember that it's much better to keep spending down and stick to your budget. It's a great feeling to start off the new year on the right financial foot.

To see how consumers were planning on spending during the holidays in recent years, read more in [Visa's Gift Giving Survey](#).

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How To Complete the

BUDGET WORKSHEET

Step 1: Fill out the amount for each payee. Look at the amount paid over the past month to determine the amount to use. Do not enter anything where there is already a 0.00 entered.

Step 2: Enter your total monthly income next to TOTAL INCOME. The sheet will calculate the balance remaining, which should be zero. Make adjustments on the budget until it reaches zero.

For example, if you see a negative number, then decrease a payment or two. If you see a positive, increase something on the sheet.

Step 3: As you make your payment each month, enter that in the amount paid column. This will help you adjust next month's budget accordingly.

BUDGET WORKSHEET

BUDGETED ITEM	AMOUNT BUDGETED	ACTUAL SPENT
DONATIONS		
SAVINGS		
Emergency Fund		
Retirement Fund		
College Fund		
HOUSING		
First Mortgage or Rent		
Second Mortgage		
Real Estate Taxes		
Maintenance / Repairs		
Insurance		
UTILITIES		
Electricity		
Water		
Gas / Oil		
Sewer		
Trash		
Cable (or other)		
Internet		
Phone / Cell Phones		
FOOD		
Groceries		
Dining Out		
TRANSPORTATION		
Vehicle Payment #1		
Vehicle Payment #2		
Fuel		
Maintenance / Repairs		
Insurance		
License / Taxes		
CLOTHING		
Adult		
Children		
Cleaning / Laundry		

BUDGETED ITEM	AMOUNT BUDGETED	ACTUAL SPENT
HEALTH		
Health Insurance		
Dental Insurance		
Doctor Visits		
Dentist		
Optometrist		
Medicine		
PERSONAL		
Life Insurance		
Child Care / Sitter		
Toiletries / Cosmetics		
Household Items		
Hair Care		
Education / Tuition		
School Supplies		
Subscriptions		
Organization Dues		
Miscellaneous		
Blow (free spending)		
RECREATION		
Entertainment		
Vacation		
ADDITIONAL DEBTS		
Credit Card #1		
Credit Card #2		
Credit Card #3		
Credit Card #4		
Personal Loan		

TOTAL Income	
TOTAL Budget	
NET Balance (should zero)	

Read With a Child It's the Most Important 20 Minutes of Your Day

Child "A"
reads 20 minutes
each day
3,600 minutes
in a school year.

Child "B"
reads 5 minutes
each day
900 minutes
in a school year.

Child "C"
reads 1 minute
each day
180 minutes
in a school year.



By the end of 6th grade, Child "A" will have read the equivalent of 60 whole school days. Child "B" will have read only 12 school days.

Which child would you expect to have a better vocabulary?

Which child would you expect to be a proficient reader?

Make the commitment today to read with a child; it makes a difference.

Source: Nagy & Herman, 1987





Conducting Interactive Reading Experiences

Kathy Barclay

THERE IS CERTAINLY VALUE IN READING A BOOK from cover to cover to allow children to enjoy a complete story. However, research shows that engaging preschool children in interactive reading experiences is more effective in promoting children's language and literacy learning than simply reading books aloud to them (Morrow, Freitag, & Gambrell 2009; Wasik & Iannone-Campbell 2013). Using particular strategies or interactive behaviors while reading aloud with children builds their skills in specific areas. When sharing books individually with children, or in large or small groups, adults can make minor adjustments in their approach that have a big impact on children's language understanding. As stated by Justice and Pence, "The object of book-reading sessions should not be to get through the book or only to read the words on the page but rather to create an enjoyable, high quality, and sensitive interaction" (2005, 12).

What is interactive reading?

In interactive book reading, adults and children are active participants in a conversation, or dialogue, about the book. Adults plan the experience to support, challenge, and extend children's literacy skills. Three essential characteristics of high-quality reading interactions are (1) adult sensitivity and responsiveness, (2) child engagement, and (3) repetitive reading (Justice & Pence 2005). As sensitive and responsive adults, teachers sit face-to-face with children to form a physical and emotional connection during the reading experience. They observe children's verbal responses, facial expressions, body posture, and eye gaze to determine engagement, motivation, and understanding. Teachers are patient, giving children plenty of time to form and deliver their responses. And teachers are good listeners, paying close attention to what children say so they can respond appropriately and extend the conversation.

To maximize children's engagement during a read-aloud, teachers let children set the pace of interactions, pause to look at pictures, talk about the characters and events in stories, and explore related topics of interest, including children's own experiences. When teachers encourage children to label and discuss pictures and to ask and answer questions during reading, they help children take ownership of the text.

In interactive reading experiences, effective teachers read aloud the same books again and again—perhaps daily during a single week. Multiple readings create a sense of familiarity for children, helping them become more confident in their knowledge of books and print, and fostering their learning of new concepts and skills in a well-known context.

Choosing books

To nurture young children's interest in books and reading, teachers need to communicate through actions and words that reading and sharing books are enjoyable and highly valued experiences. It is important for teachers to think carefully about book choices since "the type of book that is read aloud influences the nature of the discussion that follows" (Morrow & Gambrell 2004, 4). To locate the best books to share, explore a variety of high-quality fiction and informational books designed especially for children ages 3 to 5. Keep in mind timeless topics of universal appeal for most children—friendship, growing up, animals, weather—and the interests, languages, cultures, families, and communities of the individual children in your setting.

Simple picture books with large print lend themselves to discussions about concepts of print, alphabet knowledge, and phonological awareness. Storybooks containing a well-developed plot, interesting characters, and a clear sequence of events all promote conversations that foster children's growing narrative abilities. Informational books make excellent read-aloud choices as research shows that reading aloud nonfiction books tends to result in more extended dialogue (Justice & Pence 2005; Price, van Kleeck, & Huberty 2009; Swanson et al. 2011). (See www.naeyc.org/yc/columns/readingchair for The Reading Chair column's archive, 2005–2014.)

Supporting language and literacy skills

Interactive reading experiences provide an opportunity to expand children's receptive (hearing) and expressive (speaking) vocabularies, their emergent reading and writing abilities, and their interests. The following sections offer suggestions and activities for fostering children's

narrative, word, print, and alphabet knowledge, and phonological awareness. Although the strategies are effective during read-aloud experiences with the whole group, reading with small groups and individuals leads to greater and more meaningful interactions and learning because children have a greater opportunity to share their thinking about the story. At the same time, adults are more able to informally assess children's understanding and adjust their presentation of, and questions about, the story to better meet individual children's language and literacy needs.

Narrative knowledge

Young children's narrative skills—their ability to convey a story or retell a familiar event in logical order and with sufficient detail—are linked to social and academic success (Spencer & Slocum 2010; Colozzo et al. 2011). As children listen to, talk about, and retell stories they've heard repeatedly, they develop the ability to tell and retell real or imaginary events in their own past, present, or future. Over time, children's narratives move from a simple relating of events or ideas to better organized and more detailed stories. During read-aloud experiences, teachers can lead children in talking about basic story elements: characters, setting, and order of events (Morrow, Freitag, & Gambrell 2009; Swanson et al. 2011).

Simple picture books with large print lend themselves to discussions about concepts of print, alphabet knowledge, and phonological awareness.

Interactive reading experiences begin with a focus on building narrative knowledge as children talk about and make predictions about a new book, listen to prove or disprove their predictions, and discuss questions that promote language and thought. Teachers can ask questions before, during, and after story reading. While it is common to ask comprehension questions to determine whether children have listened to the story, carefully constructed higher-level questions prompt children to develop more thoughtful responses, to speak about feelings and ideas, and to observe story events, details, and relationships that they might otherwise have missed. For example, after reading the books *Elmer* (1989), by David McKee, and *The Hippo-NOT-amus* (2004), by Tony and Jan Payne, the teacher prompts children to consider and talk about similarities and differences between the two stories, including the characters, by asking questions such as, "How are Elmer, the patchwork elephant, and Portly, the hippopotamus, alike?" and "How are they different?"

It's important to practice reading a book aloud before reading it to children. This prepares teachers to read with greater expression (so they sound like the characters in the

About the Author

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story) and identify appropriate places to pause in the reading so children can ask questions, talk about events in the story, and make predictions about what might happen next. Such conversations help children build understanding and gain language skills.

For example, a teacher might read *Kitty Cat, Kitty Cat, Are You Waking Up?* (2008), by Bill Martin Jr. and Michael Sampson, to support children's narrative development. Large illustrations accompany bold, large print on each

Promoting Narrative Knowledge

Ms. Harn: We have a new book to read today. (Pointing to different book cover elements.) The title of the book is *Kitty Cat, Kitty Cat, Are You Waking Up?* Look at the picture on the cover of the book. Where do you think Kitty Cat is?

Harrison: In bed.

Ms. Harn: I think you're right. This does look like it could be a bed. Who do you think might be asking "Kitty Cat, Kitty Cat, are you waking up?"

Marla: His mommy.

Ms. Harn: Good idea. Who wakes you up in the morning? (Ms. Harn allows time for children's responses.) Let's listen carefully to find out who is asking Kitty Cat if he is waking up, and what Kitty Cat does when he gets up. (Ms. Harn shows the picture on page one.) Were you right?

Children: Yes!

Ms. Harn: (Ms. Harn then shows the next page.) What is Kitty Cat doing now?

Da'Sean: He's sitting up in his bed.

Ms. Harn: If we were there, what would we hear Kitty Cat doing when he is "practicing his purr"? Have you ever heard a cat purr? What does that sound like? (Ms. Harn pauses for children's responses and then turns the page.) What do you think Kitty Cat is going to do next?

Erebka: He's going to get dressed.

Ms. Harn: What makes you think that?

Ashley: I see his clothes.

Ms. Harn: Yes, you can see the clothes in the picture. Do you get dressed after you get out of bed? (Ms. Harn pauses for responses from children.)

Children: Yes!

Ms. Harn: Kitty Cat says he's looking for his socks. What do you think he will put on after he puts on his socks?

Da'Sean: His shoes!

Ms. Harn: Let's see if you are right. (Ms. Harn turns the page.) What do you see in this picture? Is he putting on his shoes?

Children: Yes!



page. Kitty Cat's mother gently prompts him as he slowly follows the morning routine—awakening, getting dressed, eating breakfast, then getting into the car to go to school. (See "Promoting Narrative Knowledge.")

Word knowledge

Studies show that children's literature contains rich words and sentence structures that are not found in most of the conversations that happen at home or in the classroom (Beck, McKeown, & Kucan 2013). In addition, when adults talk with children during book readings, they often use more complex sentences and diverse vocabulary than in their other language interactions with children (Justice & Pence 2005; Wasik & Iannone-Campbell 2013). By introducing children to as many new words as they can, teachers boost children's listening and speaking vocabularies and subsequent comprehension and composition abilities. To help children gain word knowledge during book-sharing experiences, keep in mind that children are ready to learn new words if they understand the underlying concepts. For example, if children demonstrate their understanding of the concept *big*, then teachers know they are ready to learn synonyms such as *large*, *huge*, and *gigantic*.

Children learn new words more readily when they hear them repeatedly in meaningful contexts. Share a book in which new words occur several times throughout the story, and conduct multiple readings of the same book. After reading, return to particularly interesting parts of the text or to a new word that appeared in the story. Discuss it in greater depth, helping the children make connections between the book and their lives. "Using the words deliberately with children throughout the day, such as in conversations and activities, provides repeated exposure and helps develop meaning across contexts" (Collins 2012, 69).

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letters, words, and sentences. Point out the front cover, back cover, print, and illustrations. Use print-related vocabulary to call attention to the way books are organized: *cover, title, author, illustrator, letter, word, sentence, front, back, beginning, and end*. (See "Sample Interactive Reading: Print Knowledge.")

Alphabet knowledge

Children's understanding of letters and the sounds they make is greatly affected by the number of book-sharing experiences they have had before entering kindergarten and first grade. Many children with higher levels of alphabet knowledge who have had more experiences with the alphabet across genres, or types, of literature—fiction, nonfiction, poetry—are better able to benefit from phonics instruction, and they leave kindergarten better prepared for first grade (Snow, Burns, & Griffin 1998; Turnbull & Justice 2012). Interactive reading experiences that focus attention on the alphabet help children understand that there are uppercase and lowercase letters and that letters stand for sounds. Through repeated exposure they begin to recognize more and more letters and to match letters with their most common sounds. (See "Sample Interactive Reading: Alphabet Knowledge.")

Phonological awareness

This skill involves understanding that words are made up of a sequence of sounds. While reading aloud any book extends children's sensitivities to the sound structure of oral language, reading aloud predictable books that contain rhythm and rhyme is especially well suited to developing phonological awareness. Before children can benefit from phonics instruction in kindergarten and first grade, they need to acquire specific phonological and phonemic awareness skills, the latter of which involves the ability to blend, segment, and manipulate individual sounds in words. The ability to (1) rhyme, (2) recognize when words have matching beginning or ending sounds (*dog/door, bat/boot*),

Sample Interactive Reading: Alphabet Knowledge

A lesson following an interactive reading of *Kitty Cat, Kitty Cat, Are You Waking Up?* might include something like the following:

Ms. Harn: Let's look at the title of this book (pointing to each word as it is read): *Kitty Cat, Kitty Cat, Are You Waking Up?* I see two big Ks in this title (pointing to each one).

I see two Cs in the title. Who can find one and point to it? (Calling on a volunteer.) Another? (Calling on another volunteer to find the second C.) As we read the book, let's watch for these letters.

Sample Interactive Reading: Print Knowledge

An interactive reading of *Kitty Cat, Kitty Cat, Are You Waking Up?* might begin this way:

Ms. Harn: The name of the book is *Kitty Cat, Kitty Cat, Are You Waking Up?* The name of the book is called the *title*.

Here are the words in the title (pointing to each word as she reads it): *Kitty Cat, Kitty Cat, Are You Waking Up?* I heard the words *Kitty* and *Cat* two times. Look, here's *Kitty* (pointing to the word) and here it is again (pointing to the second time the word *Kitty* appears). And here's the word *Cat* (pointing to the word) and here it is again (pointing to the second time the word *cat* appears).

The names of the authors are Bill Martin Jr. and Michael Sampson. They wrote the book, so they are the authors. Their names are right here (pointing to the names on the cover).

There is another name on the cover (pointing to the illustrator's name)—Laura J. Bryant. She is the *illustrator*, the person who drew the pictures.



© Ellen B. Semler

Extending the Phonological Awareness Activity

Once children are able to hear likenesses and differences in words that rhyme, they are ready to play Odd One Out. Begin the game by saying, "Now I'm going to hold up three pictures and you tell me which one doesn't belong. Which one doesn't rhyme with the other two? (1) cat/hat/dish, (2) dish/fish/cat." Continue in this manner using other pictures from the book.

Teachers can also use games to help children build phonemic awareness—for example: "Let's play a word game. I'll stretch out the sounds in a word, like a rubber band, and you tell me what word I'm saying: /b/ /a/ /d/ (bed); /f/ /u/ (fur); /s/ /l/ /ee/ /p/ (sleep)."

There are other ways to use the book *Kitty Cat, Kitty Cat, Are You Waking Up?* to develop phonological awareness.

- 1 After reading the first page, say, "There are two words on this page that rhyme. Listen: up/butter-cup. They rhyme because they both have /up/."
- 2 After reading the third page, ask, "What is Kitty Cat doing now? (Practicing his purr.) Purr rhymes with another word on this page. What other word has /ur/ in it? (Fur.)"

(3) segment words into syllables (*kit-ty, but-ter-cup*), and (4) blend and segment individual sounds in simple one-syllable words (/c/ /a/ /t/ = cat; cat = /c/ /a/ /t/) are important prerequisites for both reading and spelling (Snow, Burns, & Griffin 1998; Yopp & Yopp 2009; Schickedanz & Collins 2013).

Adults can engage children in language-play games using key words and sentences from familiar books. For example, before playing the game Up and Down, remind the children that Kitty Cat didn't want to get out of bed, so he stood on his head. The words *bed* and *head* sound alike because they both have -ed, so we say they rhyme. Hold up two pictures and ask the children to stand up if they rhyme and to remain seated if they do not rhyme. Call out pairs of words from the book (*socks/blocks; bed/shoes*) and observe closely to see who can and cannot quickly identify whether the two words rhyme. (For more games, see "Extending the Phonological Awareness Activity.")

Conclusion

The interactive reading experience goes beyond the adult reading and the child listening. While just reading books with children is certainly beneficial, adults can use the strategies presented during their read-aloud experiences

to maximize children's literacy learning. Through interactive readings, teachers help children develop knowledge of print and books, expand their vocabularies and sentence structures, build alphabet knowledge and phonological awareness, and increase their understanding of and ability to talk about story elements and to retell events in sequential order. So, what will you do with a good book?

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Snow globe hot chocolate

Cooking time

Prep: 20 mins

Skill level

Easy

Servings

Serves 1

Nutrition per serving

kcalories	protein	carbs	fat	saturates	fibre	sugar	salt
601	19g	88g	18g	8g	3g	67g	1.1g

Ingredients

3 large white marshmallows

icing pens, in black and orange

1 giant chocolate button

1 chocolate - a mini Reese's peanut butter cup or other domed chocolate is perfect

2 tbsp cocoa powder

2 tbsp Horlicks powder

handful mini white marshmallows

1 cookie (small enough to fit in a jam jar)

3 strawberries laces

You will need

1 cocktail stick

1 large jam jar

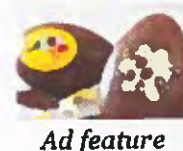
Method

1. First make the marshmallow snowman. Skewer the marshmallows together with a cocktail stick - cut off any of the stick that protrudes from the top. Use a little of the icing pen to stick a chocolate button and peanut butter cup to the top of each marshmallow stack, then draw on a face and 3 dots for buttons. Plait 3 strawberry laces and tie around the neck for a scarf. Stick the snowman to a cookie with a little more icing, then set aside to dry for a few mins.

2. Mix the cocoa and Horlicks together in the bottom of your jar. Put the snowman on top, then scatter around the mini marshmallows. Screw n the lid, tie with a ribbon and a gift tag with the following instructions: Warm 300ml



Advertisement features



Ad feature

On trend:
chocolate
tastes of t
nation

Advertiser:
feature

ribbon and gift tag

milk in a pan. Remove the snowman from the jar and add the milk. Stir until smooth and chocolatey, then enjoy, with your marshmallow snowman for dunking.

DECEMBER



Wiikaa – Later

Zhigwa – Now

Ingodinong – Sometimes

Aabiding – Once

Wayiiba - Soon

Niibinong – Last Summer

Ziigwanong – Last Spring

Biboonong – Last Winter

Dagwaagong – Last Fall

Noongom – Now

Gaa mashi – Not yet

Mewizha – Long ago

Megwaa – While / At the same time

Naasaab apii – At the same time

RED CLIFF BAND

of Lake Superior Chippewa

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■ Employment Opportunities

■ Job Openings

■ Job Application

■ Law Enforcement Job Application

■ Background Information Disclosure Form (HFS-64)

■ Tribal Benefits Sheet



:: Job Openings ::

Current Openings

Job Center of Wisconsin displays open job orders maintained by the Job Center of Wisconsin.
[Link to Job Center of Wisconsin](#)

Current Openings for the Red Cliff Tribe

[Administrative Assistant / Billing Clerk](#)
 DEADLINE: December 2, 2014

[Program Planner](#)
 DEADLINE: December 2, 2014 or Until Filled

[Certified Nursing Assistant \(C.N.A\)- 3 positions available](#)
 DEADLINE: December 5, 2014

[Tribal Aging and Disability Resource Specialist \(Tribal ADRS\)](#)
 DEADLINE: December 5, 2014 or Until Filled

[Air Quality Project Manager/Technician](#)
 DEADLINE: December 5, 2014 or Until Filled

[Dental Assistant Fill-In](#)
 DEADLINE: Open Until Filled

[Relief Manager \(1-3 Positions\)](#)
 DEADLINE: Open Until Filled

[Director of Compliance](#)
 DEADLINE: Open Until Filled

[3 Medical Assistants](#)
 DEADLINE: Open Until Filled

[REQUEST FOR PROPOSAL\(S\): Homework help primarily in Math and English Language Arts](#)

[RCECC Subs needed flyer 2014](#)
 DEADLINE: Open

[Legendary Waters Resort & Casino - Marketing Associate](#)
 DEADLINE: Open until filled

Current Openings for Red Cliff Housing Authority

[Red Cliff Housing - Office Assistant](#)
 DEADLINE: Until position is filled

Current Openings for School District of Bayfield, WI

[Click here for Available Job Vacancies at Bayfield School](#)



JOB DESCRIPTION

TITLE: Marketing Associate
DEPARTMENT: Marketing
SUPERVISOR: Marketing Director
WAGE: Dependent on Qualifications
SHIFT: Days/Nights/Weekends/Holidays or as needed
CLASSIFICATION: Gaming License Required
POSITION: Non-exempt

JOB SUMMARY: Under the direction of the marketing Director, the Marketing Associate assist in all aspects of Marketing Department operations, including support, development, and distribution of marketing materials. Applicants should be advised that the Tribe reserves the right to disqualify applicants whose prior activities pose a threat to the public interest. Friendly, professional, attitude required at all times. Must be willing to work weekends, nights, and holidays. Neat clean appearance is a must. Red Cliff Tribal member preferred but all qualified applicants will be considered.

JOB QUALIFICATIONS:

- Gaming experience preferred. Strong organizational skills, accurate and detail oriented.
- Excellent customer service skills.
- Customer service, interpersonal and teamwork skills necessary to maintain quality service delivery.
- Proficient in the use of computer applications, Microsoft office, Word, Excel.
- Ability to work as part of a team and to promote cooperative approach between departments.
- Ability to maintain strict confidentiality and maintain a professional demeanor at all time.

DUTIES AND RESPONSIBILITIES:

- Must adhere to Legendary Waters Resort & Casino's policies and procedures.
- Must adhere to all appearance and uniform standards.
- Helps organize and execute events and promotions.
- Assist guests at casino promotions and events as necessary and as requested.
- Prepares and maintains all files necessary for the smooth operation of the department.
- Organizes casino marketing materials in an efficient, cognizant manner paying particular attention to detail.
- Performs all related duties as assigned by the Marketing Director and Marketing Coordinator.
- Organize and file documents, binders, bulletin boards, etc..
- Review Marketing literature, ensuring valid, current, and accurate content.
- Works in coordination with the Events and Promotions, Entertainment, and Player Development on marketing events.
- Assist in establishing strategic marketing plans to meet casino objectives.
- Assist the Marketing staff with the execution of all other marketing programs.
- Must be able to lift up to 40 lbs.
- Must be able to stand for long periods of time.
- Perform other duties as required.

Not a smoke free work environment.

The Red Cliff Tribal Council has a drug free workplace policy and adheres to the intent of the drug free workplace act. All new hires are subject to a drug test prior to starting.

Applications are available at the Cashier's window, the Personnel office of the casino, and on the website www.legendarywaters.com

Deadline: Until Filled

For further information contact:

LW Human Resources Department: 37600 Onigaming Drive, Red Cliff WI
smorris@legendarywaters.com (715)779-9401



JOB DESCRIPTION

TITLE: Information Technology Specialist
DEPARTMENT: IT
SUPERVISOR: Information Technology Director
WAGE: Dependent on Qualifications
SHIFT: Days/Nights/Weekends or as needed
POSITION: Part-time 20-24 hours
CLASSIFICATION: Gaming License Required (non-exempt)

JOB SUMMARY: Under the direction of the Information Technology Director, the IT specialist will assist the IT director in meeting the organization's IT needs. A majority of this person's time will be spent responding to requests submitted via emails, phone calls, and in-person visits. Any time left over will be spent working on projects to help grow the organization's technology infrastructure.

Applicants should be advised that the Tribe reserves the right to disqualify applicants whose prior activities pose a threat to the public interest. Friendly, professional attitude required at all times. Must be willing to work nights, weekends, and holidays. Neat clean appearance is a must. Red Cliff Tribal member preferred but all qualified applicants will be considered.

JOB QUALIFICATIONS:

- Bachelor's degree and 3 to 5 years related experience or equivalent combination.
- Professional certifications as appropriate.
- Knowledge of current trends in the specific field.
- Demonstrated experience with standard software applications, including MS Office, Windows. May require database management skills with ability to produce reports. Ability to use advanced computer functions including navigating the Internet. Ability to manipulate, analyze and interpret data.
- Familiarity with support and troubleshooting of personal computers.
- Analyze situations, evaluate alternatives, and implement solutions within standards (where applicable).
- Interpret guidelines and analyze factual information to adapt or modify processes in response to changing circumstances.
- Duties may require non-routine analysis, research and follow-through.
- May act as a resource to others to solve problems.

- Must have a strong dedication to customer service.
- Training ability/experience a plus.
- Excellent customer service skills.
- Must have excellent verbal and written communication skills.
- Ability to multi task.
- Maintain a high level of confidentiality.

DUTIES AND RESPONSIBILITIES:

- Must adhere to Legendary Waters Resort & Casino's policies and procedures.
- Must adhere to all appearance and uniform standards.
- Support end-users with IT-related problems in a responsive and service oriented manner.
- Setup, management, and maintenance of IT-related equipment.
- Monitor backup jobs and ensure high level of completion success rate.
- Manage time and projects effectively.
- Help put processes in place to maintain a stable network environment.
- Assist the IT director with project work to grow the technology infrastructure of the organization.
- Assist with the troubleshooting, installation, and implementation of systems.
- Ensure data integrity with regard to our fixed asset inventories.
- Provide input and recommendations to the organization surrounding hardware and software technologies and how these technologies can assist the business being especially proactive with new technologies.
- Develop and monitor performance levels of software and hardware and evaluate, recommend, and propose alternative methods of information processing.
- Develop and maintain information architectures (data, application, network) ensuring the system is on-line daily.
- Maintain hardware and software maintenance agreements to ensure integrity of operations processes..
- Maintain, document, and inventory all software.
- Compiles system/network gaming standards.
- Perform a weekly full tape backup.
- Must be able to lift up to 40 lbs.
- Must be able to sit, stand, and/or walk for long periods of time.
- Perform other duties as assigned.

Not a smoke free environment.

The Red Cliff Tribal Council has a drug free workplace policy and adheres to the intent of the drug free workplace act. All new hires are subject to a drug test prior to starting.

Applications are available at the Cashier's window, the Personnel office of the casino, and on the website

www.legendarywaters.com

Deadline: 11/18/14

For further information contact:

LW Human Resources Department: 37600 Onigaming Drive, Red Cliff WI

smorris@legendarywaters.com (715) 779-9401

DECEMBER 2014

MANIDOO-GIIZISOONS

NITAM ANOKII-GIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIIVO-GIIZHIGAD	NAAANO-GIIZHIGAD
1B MALTO MEAL, CC TOAST, BLUEBERRY L PIZZA, CORN, TROP FRUIT, YOGURT, SALAD S NUTRA GR BAR/MILK	2B KIX, PEARS, YGT, MUFFIN L HAMB GRAVY, PO- TATO, GR BEANS, PEACHES, CC S CRACKER/CHEESE	3B RICE CHEX, APPLES, PB, ENG MUFFIN L CHIX SAND, FRY, PEAS, BERRIES, CC, SALAD S PIZZA/ JUICE *	4B CORNFLAKES, BA- NAA, YGT, JELLY, BAGEL L TOMATO SOUP, GR CHEEZ, PINEAPPLE, CC, PEAS S MUFFIN/MILK	MENU SUBJECT TO CHANGE
8B PANCAKES, BER- RIES, YGT, TRKY BA- CON L LASAGNA HD, CC, CORN, FR COCKTAIL S PB SAND/MILK	9B HB OATS, M OR- ANGES, CC, TOAST, JELL L CHIX SOUP, YGT, TROP FR, EGG SALAD, SALAD S CHEZ QUESADILLAS	10B CORN CHEX, AP- PLES, PB, ENG MUFFIN L BURRITO, RICE, SALAD, MANGO, CC S BERRY PARFAIT*	11B RICE CRISPIES, PEACHES, CC, TOAST L KIELBASA, PEAS, BABY RED, FR COCKTAIL S FISH CRACKER/ JUICE	MILK SERVED WITH ALL MEALS
B15 EGG BURRITO, AP- PLESAUCE, CC L BEEF SOUP, PBJ, MANGO, SALAD S TOSTADO/SALSA	B16 CHEERIOS, BER- RIES, CC, TOAST, JELLY L CHIX NUGGETS, FRIES, SALAD, CORN, PEACHES S WAFFLE/MILK/PUD	B17 RICE CHEX, OR- ANGES, MUFFIN, YGT L HAM, GR BEANS, PINE- APPLE, BUN S REINDEER/MILK*	B18 ECC WINTER PARTY	
ECC CLOSED	ECC CLOSED	ECC CLOSED	ECC CLOSED	
ECC CLOSED	ECC CLOSED	ECC CLOSED	ECC CLOSED	CLASSES RESUME 1/5/15