



Washington Preschool
1100 Broad Avenue
Findlay, Ohio 45840
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Mrs. Kathy Young, Principal



May Newsletter

2018



Principal's Corner

Wow! I cannot believe the school year is winding down. What a great year we had at Washington Preschool. We cannot thank you enough for all your support in our activities and our fundraisers throughout the year!

Have a safe summer and please know I am always available to answer any questions you have about preschool or transitions to Kindergarten.

Thanks again! Mrs. Young

Nurse's Notes

Yay, the sun is finally here to stay! With that being said please keep the following tips in mind:

- Apply sunscreen 30 minutes before going outdoors
- Reapply sunscreen every 2 hours
- Use an SPF of 15 or stronger

Limit time in the sun during 10a.m.-3p.m. when UV rays are strongest.

Dates to Remember

May 4 – 2 hour delay cancelled

Watch for information from your child's teacher about upcoming events

May 24 – Popsicles on the Playground

June 4 – Summer Read Program at the Findlay Library



Helping Children Learn[®]

Tips Families Can Use to Help Children Do Better in School

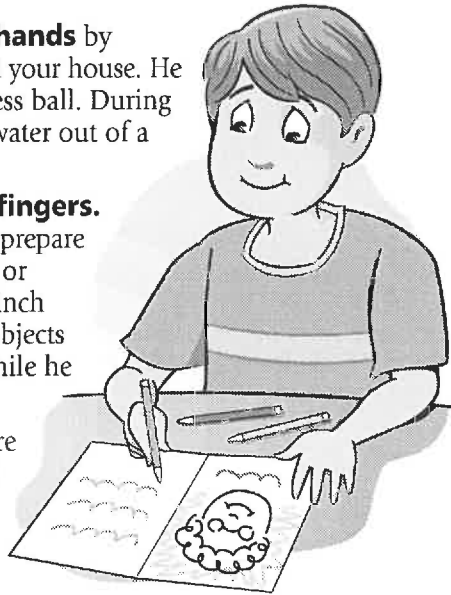
Findlay City Schools Preschool



Summer is a great time for your child to develop writing skills

Many young children love to write, and it's a skill they'll use throughout school and life. Help your child build skills that will eventually help him learn to write. For example:

- **Build up the muscles in his hands** by squeezing different objects around your house. He can play with play dough or a stress ball. During his bath, have him wring all the water out of a wet washcloth.
- **Pinch objects between two fingers.** Strengthening the *pincer grasp* will prepare your child for good penmanship, or handwriting. Encourage him to pinch open clothespins. Pick up small objects with his fingers. Supervise him while he uses tweezers or an eyedropper.
- **Provide fun utensils.** The more creative, the better! Let your child draw with his finger in sand or shaving cream. Finger paint and sidewalk chalk are also great ways for building motor skills.
- **Write often.** Show your child that you like writing and that it's an important part of your daily routine. "I make lists before I go shopping. Today we need apples, milk and beans." Let him make his own list of pictures or scribbles.



Source: T. Geiser, "Get Ready for Kindergarten Writing," education.com, www.education.com/magazine/article/prepare-for-kindergarten-writing/.



Make the most of read-aloud time

Research shows that reading with your child is among the best ways to prepare her for school success. Summer is an ideal time to establish a daily reading habit. This will start your child off on the right track when she heads back to school in the fall.

To make reading aloud a great experience for your child:

- **Look before you read.** Ask, "What is this book about? Can we get some ideas from the cover?"
- **Read a few pages,** then ask questions: "What do you think will happen next?" Predicting is
- an important skill for reading comprehension.
- **Use different voices** for the characters. Ask your child, "What would the grumpy walrus sound like?"
- **Encourage your child** to point out letters she recognizes.

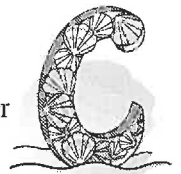
Use your family's values to teach about character

To teach good character, ask yourself, "What does our family value most?" Then encourage your child to display those traits. Simple, effective approaches include:

- **Explaining a value.** "It's important to be polite, so we say nice words like *please* and *thank you*."
- **Setting expectations.** Expect cooperation, not perfection. Kids need instruction, practice and praise. "You said *please!* Your teacher will be so impressed."

Find fun ways to reinforce learning this summer

Summer is a fun time for children and parents. But be sure to review important skills your child learned during the last year! To keep your child in prime learning shape, plan summer activities that emphasize important skills, such as:

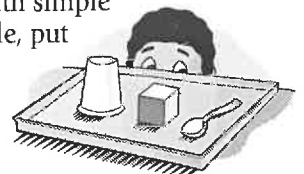


- **Reading together** and discussing the books you read.
- **Recognizing letters** and building motor skills needed to write.
- **Listening** and building comprehension abilities.

Source: E.H. Parlapiano, "Ready for Kindergarten!" Scholastic, www.scholastic.com/resources/article/ready-for-kindergarten.

Playing games can help develop memory skills

To succeed in school, children need to remember facts. You can start building your child's memory with simple games. For example, put several items on a tray. Let your child see them. Then have him close his eyes. Remove one item. Can he remember what it was?



Helping Children Learn

Tips Families Can Use to Help Children Do Better in School



Q&A What can parents expect next year in kindergarten?

Q: I can't believe my daughter is about to start kindergarten. I understand the expectations for kindergarten are much higher than they were in preschool. Can you tell me what I should expect?

A: Congratulations! Your child has learned a lot in preschool and she has a solid foundation for beginning kindergarten. Here are some things to prepare for:

- **A longer school day.** This may be an adjustment for your child if her preschool session was only a few hours long. However, teachers are very skilled at breaking up the day into manageable chunks for their young charges.
- **An emphasis on academics.** Your daughter's preschool class may have been about learning to socialize and spend time in a classroom. In kindergarten, she will build on all of those skills—and develop more! Although knowing how to read isn't a requirement to enter kindergarten, your child should be able to recognize letters and numbers, as well as grasp math concepts such as *more* and *less*.



Kindergarten is an exciting introduction to the full-time academics your child will experience for the rest of her school career. With your support, she will learn, grow and thrive.

Parent Quiz **?** Is your child developing respect for rules?

Children have to follow rules at home, at preschool and almost everywhere else. Answer *yes* or *no* to the following questions to see if you're emphasizing how important respect for rules will be, both now and in your child's future:

- ___ **1. Do you consider** your child's age and maturity before choosing a few key rules to emphasize?
- ___ **2. Do you state** rules simply and positively (by explaining what to do, not what not to do)? For example, "Keep your hands and feet to yourself," rather than, "Don't hit."
- ___ **3. Do you enforce** rules consistently? Kids cooperate more when they know parents won't bend important rules.
- ___ **4. Do you explain** the reasons for rules so your child is more motivated to follow them?
- ___ **5. Do you rely** much more on praise for good behavior than on consequences for mistakes?

How well are you doing? *Each yes answer means you're helping your child learn to follow rules. For each no answer, try that idea from the quiz.*

"Children need models rather than critics."
—Joseph Joubert

Demonstrate that you value and respect your child

A child's self-esteem depends on her being accepted, respected and valued by people who are important to her. For your young child, those people are her family. To build your child's self-esteem, show that you value her:



- **Interests.** You don't always have to join in. Saying "I noticed you really like to build with blocks" is enough.
- **Help.** Have your child help you with small chores. Feeling competent at home will lead to feeling competent at school.
- **Company.** Take your child places with you. Tell her you're glad to have her along.

Source: K. DeBord, "Self-Esteem in Children," North Carolina Cooperative Extension Service, <http://tinyurl.com/bkdw6d>.

Make it a summer goal to build a stronger body

It's easy to overlook the importance of motor skills in school success. But having a strong and healthy body is the first step in helping your child learn. Take advantage of the summer months and get moving toward building your child's muscles, bones and joints.

Teaching self-discipline leads to school success

Self-discipline is an important trait for children to have. Instilling it can be tough; however, it is critical to school success. Start by:

- **Letting your child** practice simple, daily routines, such as brushing his teeth and putting on his shoes.
- **Teaching patience.** "We'll save up to buy that toy."
- **Letting your child** make age-appropriate decisions. "Would you like to wear red or blue shorts today?"

Source: "How to Teach Kids Self-Discipline," Parenthood.com, www.parenthood.com/article-topics/how_to_teach_kids_self_discipline.html/full-view.

Helping Children Learn®

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NationwideChildrens.org



Playground Safety



*Helping you, as a parent,
to make healthy and safe choices.*





The questions and answers in this brochure are designed to help you, as a parent, to make healthy and safe choices for your children.

Should I be concerned about playground safety?

Yes! Each year, over 200,000 children are treated in hospital emergency departments as a result of playground-related injuries. That equals one child every two minutes.

What is the most common cause of playground injury?

Falls account for three-fourths of all playground injuries. Having a cushioned surface under and around playground equipment is the best way to prevent these injuries.

What are some other ways that children are injured while playing on the playground?

- » Running into equipment or being struck by swings.
- » Cut, pinch, or crush injuries.
- » Loose clothing, scarves, or drawstrings become caught in equipment causing a child to choke.
- » The sun can cause equipment to get too hot for children to play on and cause burns.

What are some playground hazards parents and children should watch out for?

- » Playground surfaces that are too hard, such as concrete, pavement, packed earth or grass.
- » High surfaces without guardrails or barriers.
- » Spaces that could trap a child's head.
- » Sharp points and edges.
- » Loose, broken, or missing parts.
- » Trip hazards.
- » Not enough spacing between equipment.
- » Lack of adult supervision.

Anything else I need to know?

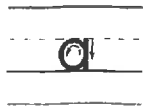
Yes. Bicycle helmets should always be worn when cycling, but should never be worn when playing on playground equipment. The helmet can become caught in the equipment and cause a child to choke.

For more information on playground safety

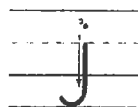


Contact the Injury Free Coalition for Kids of Columbus® (IFCK), a program of the Center for Injury Research and Policy at Nationwide Children's Hospital at (614) 722-2400 or NationwideChildrens.org/injuryresearch. Or contact the United States Consumer Product Safety Commission (CPSC) at 800-638-2772, or <http://www.cpsc.gov> to receive a copy of the "CPSC Handbook for Playground Safety" and other safety-related materials.

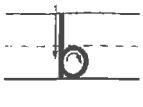
Detailed Manuscript Stroke Descriptions



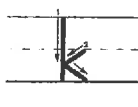
Touch below the midline; **circle back** (left) **all the way around**. **Push up straight** to the midline. **Pull down straight** to the baseline.



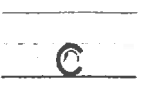
Touch the midline; **pull down straight** through the baseline to the next guideline; **curve back** (left). **Lift**. **Dot**.



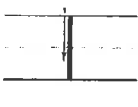
Touch the headline; **pull down straight** to the baseline. **Push up**; **circle forward** (right) **all the way around**.



Touch the headline; **pull down straight** to the baseline. **Lift**. Move to the right and touch the midline; **slant left**. **Slant right** to the baseline.



Touch below the midline; **circle back** (left), ending above the baseline.



Touch the headline; **pull down straight** to the baseline.



Touch below the midline; **circle back** (left) **all the way around**. **Push up straight** to the headline. **Pull down straight** to the baseline.



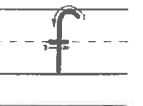
Touch the midline; **pull down straight** to the baseline. **Push up**; **curve forward** (right); **pull down straight** to the baseline. **Push up**; **curve forward** (right); **pull down straight** to the baseline.



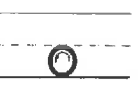
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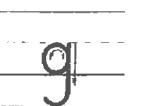
Touch the midline; **pull down straight** to the baseline. **Push up**; **curve forward** (right); **pull down straight** to the baseline.



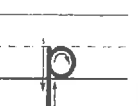
Touch below the headline; **curve back** (left); **pull down straight** to the baseline. **Lift**. Touch the midline; **slide right**.



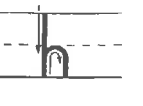
Touch below the midline; **circle back** (left) **all the way around**.



Touch below the midline; **circle back** (left) **all the way around**. **Push up straight** to the midline. **Pull down straight** through the baseline to the next guideline; **curve back** (left).



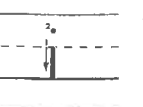
Touch the midline; **pull down straight** through the baseline to the next guideline. **Push up**; **circle forward** (right) **all the way around**.



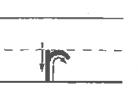
Touch the headline; **pull down straight** to the baseline. **Push up**; **curve forward** (right); **pull down straight** to the baseline.



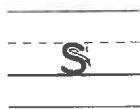
Touch below the midline; **circle back** (left) **all the way around**. **Push up straight** to the midline. **Pull down straight** through the baseline to the next guideline; **curve forward** (right).



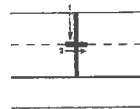
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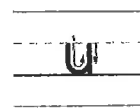
Touch the midline; **pull down straight** to the baseline. **Push up**; **curve forward** (right).



Touch below the midline; **curve back** (left); **curve forward** (right), ending above the baseline.



Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the midline; **slide right.**



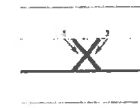
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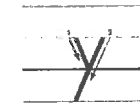
Touch the midline; **slant right** to the baseline. **Slant up** (right) to the headline.



Touch the midline; **slant right** to the baseline. **Slant up** (right) to the midline. **Slant right** to the baseline. **Slant up** (right) to the midline.



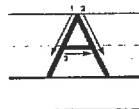
Touch the midline; **slant right** to the baseline. **Lift.** Move to the right and touch the midline; **slant left** to the baseline.



Touch the midline; **slant right** to the baseline. **Lift.** Move to the right and touch the midline; **slant left** through the baseline to the next guideline.



Touch the midline; **slide right.** **Slant left** to the baseline. **Slide right.**



Touch the headline; **slant left** to the baseline. **Lift.** Touch the headline; **slant right** to the baseline. **Lift.** Touch the midline; **slide right.**



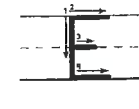
Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slide right**; **curve forward** (right) to the midline; **slide left.** **Slide right**; **curve forward** (right) to the baseline. **Slide left.**



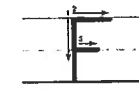
Touch below the headline; **circle back** (left), ending above the baseline.



Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slide right**; **curve forward** (right) to the baseline; **slide left.**



Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slide right.** **Lift.** Touch the midline; **slide right.** **Stop short.** **Lift.** Touch the baseline; **slide right.**



Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slide right.** **Lift.** Touch the midline; **slide right.** **Stop short.**

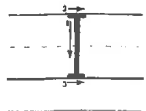


Touch below the headline; **circle back** (left), ending at the midline. **Slide left.**



Touch the headline; **pull down straight** to the baseline. **Lift.** Move to the right and touch the headline; **pull down straight** to the baseline. **Lift.** Move to the left and touch the midline; **slide right.**

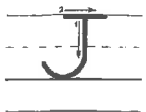
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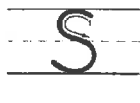
Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slide right.** **Lift.** Touch the baseline; **slide right.**



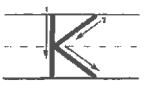
Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slide right;** **curve forward (right)** to the midline; **slide left.** **Slant right** to the baseline.



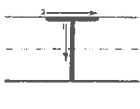
Touch the headline; **pull down straight;** **curve back (left).** **Lift.** Touch the headline; **slide right.**



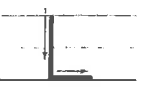
Touch below the headline; **curve back (left);** **curve forward (right),** ending above the baseline.



Touch the headline; **pull down straight** to the baseline. **Lift.** Move to the right and touch the headline; **slant left** to the midline. **Slant right** to the baseline.



Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slide right.**



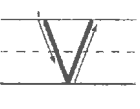
Touch the headline; **pull down straight** to the baseline. **Slide right.**



Touch the headline; **pull down straight;** **curve forward (right);** **push up** to the headline.



Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slant right** to the baseline. **Slant up (right)** to the headline. **Pull down straight** to the baseline.



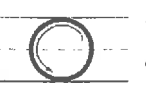
Touch the headline; **slant right** to the baseline. **Slant up (right)** to the headline.



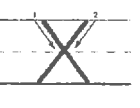
Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slant right** to the baseline. **Push up straight** to the headline.



Touch the headline; **slant right** to the baseline. **Slant up (right)** to the headline. **Slant right** to the baseline. **Slant up (right)** to the headline.



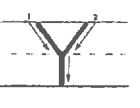
Touch below the headline; **circle back (left) all the way around.**



Touch the headline; **slant right** to the baseline. **Lift.** Move to the right and touch the headline; **slant left** to the baseline.



Touch the headline; **pull down straight** to the baseline. **Lift.** Touch the headline; **slide right;** **curve forward (right)** to the midline; **slide left.**



Touch the headline; **slant right** to the midline. **Lift.** Move to the right and touch the headline; **slant left** to the midline. **Pull down straight** to the baseline.



Touch below the headline; **circle back (left) all the way around.** **Lift.** **Slant right** to the baseline.



Touch the headline; **slide right.** **Slant left** to the baseline. **Slide right.**