



# Funshine Children's Center

THANK YOU TO EVERYONE WHO CONTRIBUTED TO OUR VALENTINE'S DAY PARTY!

MARCH 2018

## Pre-K Newsletter

Dear Parents,

Spring is just around the corner and we are so excited about all the activities soon to come! It's been a long cold winter and we are eager to get outside and burn off some of this energy!

Please remember that when the temperature is above thirty degrees we will go outside for a bit of fresh air. Please remember to send the children with their coats, hats and gloves. Also, we ask that you please check your child's extra clothing to ensure they have the right clothing and sizes if a change is needed.

We ask if possible that each child is here at school no later than 10:00 so that each child has the opportunity to participate in circle time and instructions for our morning lessons. Kindergarten will be here before you know, and we are working hard to prepare them for what they need to learn before then.

March is our "Reading is fun" month! We will be learning a lot about books and authors. First, we will focus on Caldecott Medal winners. These are books that have been voted as distinguished children's picture books throughout the years. Next, we will learn and read some of our student's favorite book as well as

St. Patrick's Day! Then, our teachers will share some of their favorite children's books with the class. We will finish the month by learning about baby animals and celebrating Easter with our friends!

We will be celebrating two holidays this month, so we apologize in advance for two different sign-up sheets! Funshine appreciates your generosity and we know the kids do too!

Have a wonderful month of March!

Mr. DeWayne & Ms. Pavla

- Important Dates:
- March 6<sup>th</sup>- Crouching Tigers Read-Aloud
  - March 14<sup>th</sup>- Indy Parks & Rec
  - March 16<sup>th</sup>- St. Patrick's Day Parties
  - March 19<sup>th</sup>-23<sup>rd</sup>- Riley Cheer Guild Art Cart Donations
  - March 30<sup>th</sup>- Easter Egg Hunt and Classroom Parties

**St. Patrick's Day - Friday 16<sup>th</sup>**  
For our St. Patrick's Day parties, the children will celebrate all that is green and enjoy special treats with their friends. A sign-up sheet will be placed outside the classroom the week before the party.

**Easter Party- Friday 30<sup>th</sup>**  
We will be celebrating Easter with classroom parties on Friday, March 30<sup>th</sup>. A sign-up sheet will be placed outside the classroom the week before the party.

**Parent Teacher Conferences - April 9<sup>th</sup> - 13<sup>th</sup>**  
Due to conflicting spring breaks we have changed our parent teacher conference dates! Starting April 9<sup>th</sup>, we will be holding parent/teacher conferences to review the developmental progress of your child. Look for a sign-up sheet on our classroom door by the end of March for the sign up for a time to meet with your child's teacher in person or over the phone.



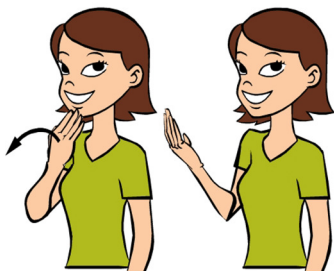
## SIGN LANGUAGE IN THE CLASSROOM

In addition to learning the alphabet, colors, numbers and manner phrases in the classroom, each week the children learn sign language words that are associated with the weekly theme.

**Please:** To sign *please*, take your hand with fingers extended and all together, and thumb extended and sticking out. Take the hand with palm facing in and rub it in a circle on your chest.



**Thank you:** To sign *thank you*, extend your fingers and thumb. Touch your fingers to your chin and bring your fingers forward. It is almost like you are blowing a kiss out, to thank the person – but the sign is a bit lower.



**Blue:** The *blue* sign is made by making the American Sign Language sign for "B" out by the side of your body. Take your fingers outstretched with your thumb tucked under. Then twist your hand left and right out by the side of your body.

Evidence suggests that learning how to sign can enhance young children's brain function,

boost their self-esteem, and give them a concrete (and appropriate) way to express emotions and enhances literacy skills. Signing at an early age also facilitates communication and is an effective tool to



promote a more comfortable learning environment and initiates an interest and enthusiasm for learning.

## Ready, Sign, Go!

### Sign language enhances brain activity and brain function.

Signing stimulates activity in both hemispheres of the brain. The act of signing promotes spatial reasoning and long term memory in the left brain, and promotes language development in the right brain. When children sign they are reinforcing their existing verbal language and teaching them another way to express language and planting it in their long-term memory, thus, creating another connection to that information in their brain. Children who use both spoken language and sign language develop a built-in redundancy of memory, storing the same word in two formats in separate areas of the brain. This dual storage system strengthens their brain connections and creates another memory store from which to draw information from.

### Sign language enhances fine motor coordination

The act of signing allows children to use their hands and fingers to form letters and words during signing they might not use otherwise. Signing can be an exciting and interesting way for those children to practice their motor skills, which in turn will prepare them for drawing and later for writing.

### Sign language raises awareness of diversity

Sign language can open the door to introducing children to the Deaf community. The children learn that deaf people use their hands instead of the voices to communicate, because the deaf cannot hear.

### Sign language enhances and increases children's vocabulary and reading skills

Signing is another way for children to communicate. Communication is the start of

enhancing their vocabulary and reading skills. Because of this they are gaining a sense of confidence and becoming

competent in learning new words and phrases in another language, which in turn builds their total vocabulary.

### Sign language helps infants and toddlers communicate their preverbal wants and needs

All infants have the motor control to approximate the signs to say words before they acquire the vocal skills. Although babies lack the means to produce vocal speech, they have the conceptual ability to make signs. When babies and toddlers are able to communicate their needs, their level of frustration is reduced, and tears and tantrums are less likely. The ability to make themselves understood fosters feelings of competence and trust in children and results in more positive adult-child interactions – essential to a child's development and sense of well-being.

