

BabyRead Columns
In
The Journal
Seneca, SC
(Chronological Order)

2017 (July – December)

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routine that encourages turn-taking skills, which are critical for

the development

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what's ming next. Young children me able a respective to nythm and tone leftore they are stress and that they are the are they are the are they nursery riveries and songs help a unild develor language comprehension as they learn to associate key words with people, objects, and events in their daily lives." (2010, kbyueleven org)

BabyRead volunteers coach moms and grandmoms they read with to use nursery rhymes and songs as they read to their babies and toddlers. We also give families who are with BabyRead for at least six sessions a CD player with CDs of nursery

rhymes and songs.

hymes teach: (1) language development as children recite or listen to cursery rhymes, they learn new vocabulary and practice the river and grammar of their language without even knowing it; (2) pre-reading skills such as following the sequence of the narrative, cause and effect, and problem and solution; (3) math concepts such as counting in "One little piggy, two little piggies, three little piggies ..."; (4) comfort and support as they are places children can retreat to; (5) creative dramatization: children love to act out the rhymes; (6) are just lots of fun for babies and toddlers. (the measuredmom, org and 2010 kbyueleven. org)

Do these nursery rhymes sound familiar? "Baa, Baa Black Sheep," "A-Tisket, A-Tasket," "Hickory, Dickory Dock," "Humpty Dumpty," "Little Bo Peep," "Mary Had A Little Lamb," "London Bridge is Falling Down" and "Mary, Mary Quite Contrary.'

BabyRead is a group of volunteers who read with moms and other caregivers of babies from birth to 18 months who live in Oconee County. We meet twice each month at public or school libraries for one hour and give a free book and snack each time we meet. We coach moms/caregivers to enhance their reading with songs, nursery rhymes and finger plays, important to many skills including holding a child's

attention. In addition to readers we avaitable to the solution of the solution agement, and administratives still a second

TO LEARN more, contact director pel at babyread@charter.net or (864) 多年4年 go to www.babyread.org.

The Journal

July 8, 2017

Importance of Nursery Rhymes



LONG BEFORE THE INTERNET AND COMMENT SECTIONS, THERE WAS TONY ...

Andrews McMeel Syndication

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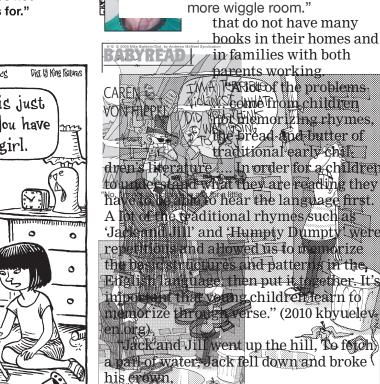
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The Journal

"No, I'm not going back to ask for a little

"And Jill came tumbling after." This contains at least three words not used in everyday conversation: "fetch," "crown" and "tumbling." Or, "Mary, Mary, quite contrary, How does your garden grow? With silver bells, and cockle shells, and y naids, all in a row." "Contrar and "cockle" are words most children have not heard at home. Even a little baby who sn't yet talking can hear the rhythm of English is exposed to all this vocabulary and delights in all these rhyming words. Also nursery rhymes encourage movement, which babies and toddlers love.

Keep in mind the basic premise of BabyRead A person's brain grows more veen birth and 18 months than between 18 months and 18 years and reading stimulates brain development. All uses of language — reading, singing, talking, sing ng nursery rhymes — stimulate your child brain development. But it is your social engagement and interaction with your baby/toddler that is key to your's child's development and success. Singing nursery rhymes are a way to use oral language with your child — having him/her listen or join in with you and for everyone to have a good time.

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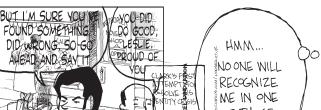
babyread.org.

Importance of Nursery Rhymes



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August 12, 2017



Brain-building serve and return

What is "serve and return" and why is it important to building babies'

The back and forthanderactions between babies and adults is called "serve and return." But what is this all about? Today I will discuss the first three of five steps for "serve and return" and what it means for you

as a perent or other caregiver.

Phe following steps are from the Center on the Developing Child at Harvard University.

"Step 1: Notice the serve and share of

arms or legs? That's

THE NEW YORK YANKEDE Child's focus of looking or pointing at something? Making a sound or facial ex-QIX HIPPEL pressiøn? Moving her

a serve. The key is to pay attention to what the child is focused on. You can't spend all your time doing this so look for small opportunities throughout the day - like while you're getting him dressed or waiting

"Why? By noticing serves, you'll learn a lot about a child's abilities, interests and needs. You'll encourage her to explore and you'll strengthen the bond between kon.

"Step 2. Return the serve by supporting and encouraging. You can offer comfort with a hug and gentle words, help him, play with him, or acknowledge him. You can make a sound or facial expression—like saying 'I see!' or smaling and nodding to let her know you renoticing the same thing. Or pick up the object sness pointing to and give it to her

"Why? Supporting and encouraging rewards a child's interests and curiosity. Never getting a return can actually be stressful for a child. By returning the serve, the child knows his though and feelings are being heard and under stood.

"Step 3: Give it a name. When you return a child's serve by naming what she is seeing, doing or feeling, you make important language connections in her brain, even before she can talk or ur derstand your words. You can name thing—a person, a thing, an action, a feeling or a combination. If a child points to her feet, you can also point to them and say, 'Yes, those are your feet.'

"Why? When you name what a child is focused on, you help him understand the world around him and know what to expect. Naming also gives him words to use himself and lets him know you care."

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September 9, 2017

Serve and Return

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SATURDAY, OCTOBER 14, 2017



Did you know that building a child's developing braincan be helped by a game of peek a boo?

This month I angeful to continue discussing "serve and return," what it means, and how it builds habies' brains. Serve and return is the back and forth interaction between adults and baby points to his footland you say "I see your cute roes."

Steps I to 3 from last month's column:
no on engine and share fix the serve and share will show the child show to child looking or pointing at some-last Making a sound or facial

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ple white you're dresyng your paby or are in the

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Step 3. Give the same When you require a hild's serve by naming what the chard is seeing doing or feeling you built hap or tank the chard of the cha

new shoes, say "Yes, new pink shoes."
Step 4: "Take turns ...and wait.
Keep the interaction going back and

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OR NOT AT ALL. I GOT YOU THIS GIG, ANN. YOU'LL MAKE MONEY. SO CUT ME SOME SLACK

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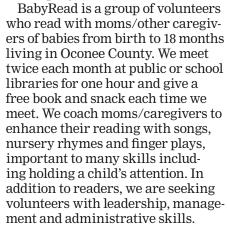
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and go on for many turns. Waiting is crucial. Children need time to form their responses. Why? Taking turns helps children learn self-control and how to get along with others. By waiting, you give the child time to develop his ideas and build his confidence and independence. Waiting also helps you understand his needs.

Step 5: Practice endings and beginnings. Children signal when they're done or ready to move on to a new activity. They might let go of a toy, pick up a new one, or turn to look at something else, or they may walk a forus.

you can find moments ake the lead, you exploring her world, re serve and return ossible." (All quotes are University's Center for

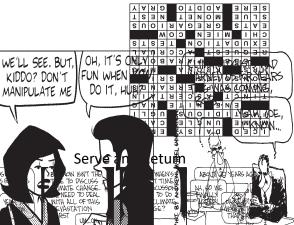
Developing child.)



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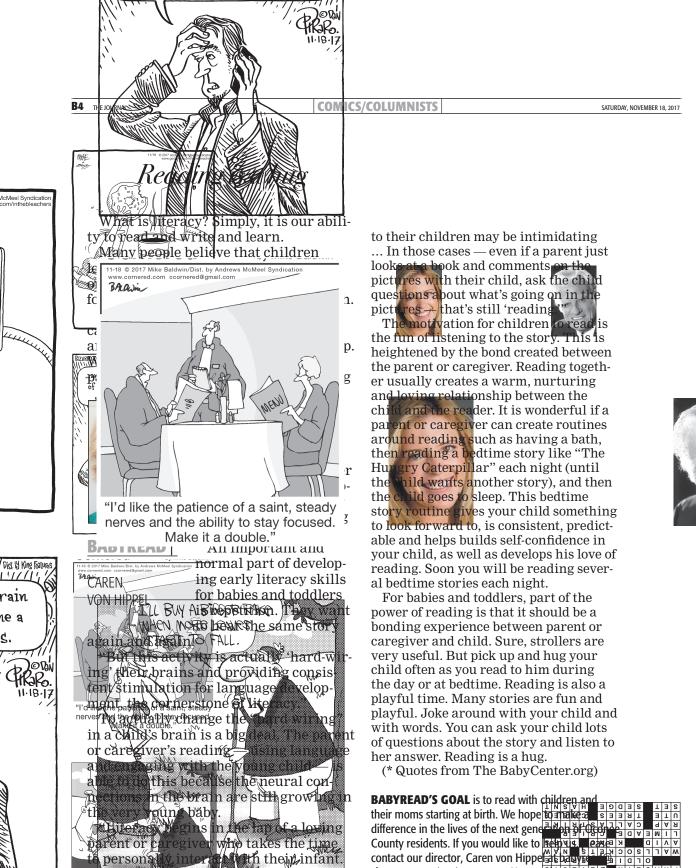
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November 18, 2017

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I THOUGHT WE'D LEARN ALL THE MYSTERIES OF LIFE HERE, BUT NO ONE SEEMS TO KNOW WHY QUENTIN

12-9 © 2017 Mike Baldwin/Dist. by Andrews McMeel Syndication SALES



"The rear-view camera helps you keep track of your followers."

> Diane's side. Alicia is so enthusiastic about Baby-

WON-HIPPEL-Henry and Allare books that Barread > new the tlearned about By Page 12 Brefftary School, signthe Kayden up for pre-K. The idea of reading to an infant was new to them, but desii. est for their diately signed up.2 Aficial said Proposed in meeting with Dark and Saby Read Lwas not convere we reace of three of my children in conversation. I have learned that this is a ker a lapguage development." respective act skill is he foundation of later learning how to read.

Alexa loves her books, saying "up, up" when she sees a book and demanding to be read to, and when a book is finished she jumps down to fetch another one.

Sometimes, the older boys join them. Alicia says this has resulted in a lot more interest in books by her sons. Alicia lid not read to her children before participating in BabyRead Now they read two or three books each night.

While BabyRead has engendered a greater interest in reading by the who clamby, it has opened up so much more of the world for them. Alicia has gained much more self-confidence and is leading her family to explore everything that is available in the Upstate.

For example, they had a delightful visit to the geology museum at the S.C. Botanical Garden. Alicia attributes her growth in self-confidence to her relationship with Diane. She says, "she treats me like I am part of her family—like a sister." In August, Alicia started the Family Literacy Program pursuing her GED, and using their daycare program for Alexa. Her attendance has been erratic because family issues unfortunately intrude — her life is difficult. We hope she continues, because she loves the GED program.

An added bonus is the boom box and CDs the family received from Baby-Read after their sixth session. They listen to nursery rhymes and songs, at home and in the car.

BABYREAD'S GOAL is to read with child BABYREAD'S GOAL IS TO READ WITH THE PROPERTY OF THE PROPERTY O and their moms starting at birth to 2 years and when the brain is growing the most. If you would like to help us, contact director Caren von Hipping Ph.D., at babyread@ charter.net or (864) 7881. You can learn more by going to bayyead org.

The Journal December 9, 2017 BabyRead Family Profile





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