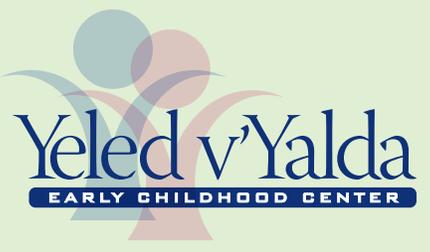




PARENT newsletter

VOLUME 10 // ISSUE 5 // MAY-JUNE 2012



- HEAD START
- EARLY HEAD START
- HOME-BASED HEAD START
- EXPECTANT MOMS' PROGRAM
- SPECIAL EDUCATION
- EARLY INTERVENTION
- WIC PROGRAM
- FACILITATED ENROLLMENT
- HEALTHY FAMILIES
- PROJECT REACH
- FITNESS CENTER

FOCUS ON: YVY Healthy Families

A young mother escapes an abusive marriage. She needs someone to turn to for guidance. How should she access services for herself and her family? How can she get a job? Who will help her get over the psychological trauma she is suffering? Yeled V'Yalda's Healthy Families division can help.

For the last three years, YVY's Healthy Families division, under the direction of Michelle Goldkrantz, LCSW, who also heads YVY's department of Facilitated Enrollment, has been providing intensive case management for community members who need help accessing services, linking them with organizations that can provide exactly the help they need. An older gentleman who cannot afford a new pair of glasses, a newly-arrived immigrant who needs help acclimating to a new country, someone who is simply confronted with a new,

unfamiliar challenge -- the YVY Healthy Families staff provides compassionate, targeted guidance, utilizing YVY's own network of services in addition to an enormous array of outside resources and the connections Healthy Families caseworkers have forged with a wide range of community agencies.

In all cases, the goal is to empower and educate clients, to give them the ability to take action on their own knowing that they have a support system to call on if problems arise. Case workers follow up

(continued on page 4)

PROJECT REACH Uses Newest Technology to Serve Children

Project REACH, YVY's Head Start division that serves home-bound medically fragile children, is utilizing technology to motivate and teach its young clients. Each Home Instructor has been given an iPad loaded with interactive educational software. Project REACH children can have fun reinforcing their knowledge of letters, numbers, patterns and other important areas they will need to master in order to gain school readiness.

Since the iPad is meant to augment, not replace, the human teacher, it is used for a maximum of 15 minutes of each session.



Encouraging early writing in the Staten Island Home-Based program

YvY Kids



Holiday celebrations: Dressing up for Purim at YVY Head Start, Farragut Road (above). Purim activity at YVY We Care Early Head Start (right).

Splashing lots of water when "cleaning" for Passover at YVY We Care Early Head Start (below)



An outing to the Brooklyn Children's Museum

YvY Parents



Mother and child activity, Early Head Start socialization



YVY CEO Solomon Igel addresses the parent Policy Council at its monthly meeting



Empowering mothers: A Presentation on "Own Your own Voice" (above right) and "Organization and Management in the Home." (above left)



Father volunteer helping with a math activity at YVY Silver Lake

YvY Staff



YVY hosted a workshop on School Readiness for New York City Head Start Grantees at its new conference space at 1265 38 Street. The workshop was conducted by the NYS Training and Technical Assistance center.



YvY Fitness Center lifeguards gather for regular training.



YVY cares for its staff: Staff wellness workshop at 1312 38 Street.

YELED V'YALDA

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MADELINE O'DONOHUE, MAED

DIRECTOR, DAY CARE COLLABORATION
LAURIE LANDA, MSED

May 2012

Policy Council Meeting

Tuesday May 8

ONGOING ACTIVITIES

Free off-peak membership at YVY Fitness Center for YVY parents

Aerobics

99 Heyward Street
Sundays and Thursdays

Parenting Workshops

1257 38 Street
Tuesday May 15
99 Heyward Street
Wednesday May 18

Expectant Mom's Program Aerobics and Childbirth Education Parenting Skills for Postpartum Moms

1257 38 Street
Sundays
99 Heyward Street
Mondays

Fitness for Men

99 Heyward Street
Wednesdays

Daddy Time

99 Heyward Street
Fridays

YVY WIC

1312 38 Street
Mommy and Me
Mondays

Nutrition Class

Tuesdays

SPECIAL ACTIVITIES

**99 Heyward Street
Brooklyn Bridge Park Trip**
Monday May 10

Dairy Creations
Wednesday May 9

Create a Necklace
Wednesday May 15

What Should I Eat?
Wednesday May 30

**1257 38 Street
Mending Workshop
Summer Safety**
Wednesday May 9

Focus on Father Series
May 14, 15, 16

YvY Fitness Center
Call for schedule of classes

Staten Island

ONGOING ACTIVITIES

ESL
Tuesdays and Thursdays

Parent Committee
Wednesday May 16

Home-Based Socialization
Fridays

SPECIAL ACTIVITIES

Health Workshop
Wednesday May 16

Family Literacy Day
Wednesday May 16

Fathers' Breakfast
Wednesday May 23

Focus On: YvY Healthy Families (continued from page 4)

with clients on a regular basis to check on their progress and offer help if needed.

YVY's Healthy Families, funded by a DYCD grant, cannot advertise; clients come by referral only. Even so, it has exceeded its contracted yearly goal every year since its inception. In fact, YVY Healthy Families

has been asked to present at DYCD quarterly meetings and community action meetings as a model agency, because of both the range of services it offers and the quality of those services.

YVY Healthy Families lives up to the goal of excellence that all YVY divisions aspire to.

YVY to Present at Next Head Start Research Conference

This coming June, YVY Research Institute Co-Director Dr. Isabelle Barriere will be presenting a project on biliteracy skills at the Head Start Research Conference in Washington, D.C. This project is the outcome of a collaboration with YVY Farragut Road teacher Tami Mor, MSpecEd/MA Applied Linguistics, who worked with Hebrew-speaking children in different classes to investigate emergent literacy in bilingual preschoolers who are being taught both the Hebrew and English alphabets concurrently. Among other things, the study found that children transfer skills from one language to the other and that biliterate children do not take longer to master emergent literacy skills than do monolingual children.

This study has important implications for the population of many of YVY Head Starts who are learning two alphabets at the same time.

Among the graduate students from Brooklyn College who analyzed the data is a former YVY Farragut Road Head Start mother, Yvette Faour, who often volunteered in the Head Start classroom. We are very proud of Yvette and wish her much success in her academic pursuits and her new career.



Dr. Isabelle Barriere (left) with her research assistant, YVY parent Yvette Faour.



PARENT magazine

VOLUME 10 // ISSUE 5 // MAY-JUNE 2012

Earlier editions of the YVY newsletter focused on social skills and literacy, two of the essential domains for School Readiness addressed by the National Common Core Standards with which the Head Start approach to School Readiness is aligned. The following addresses another important component of School Readiness, Early Mathematics.

EARLY MATH= Preparing Preschoolers 4 Success

What role does mathematics have in the preschool classroom? We all know that young children are taught to count early on. But the mathematical knowledge that young children need in order to succeed in school goes much beyond this. Much of the research on young children's learning has focused on reading and literacy, as these are obviously necessary for a child's success in school and in life. Only recently have researchers begun to focus on early math in recognition of the importance that foundational math skills have in children's later success.

Children are naturally interested in mathematical ideas. Who hasn't heard a preschooler complaining that he or she has less of something than another child or that "his piece of cake is bigger than mine"?

Children also have a rudimentary sense of distance ("My house is very far from your house") and time ("This car ride is very long"). As young children explore their environment, they begin to notice relationships that are the foundations of math. They can sort things, match things, compare things, put together puzzles, and build complicated structures with blocks. Mathematics helps children make sense of the world around them. Building on children's

natural interest in mathematical ideas and guiding their understanding can help children's readiness for the more

complicated mathematical ideas they will encounter in grade school and beyond.
(continued on page 6)



Thinking Mathematically

Parents can help children grow in their mathematical abilities in all the basic areas of early math.

Numbers and Operations

Count things!

Encourage children to count all sorts of objects. Count children waiting for the bus, steps on the staircase, places at the table, yellow lego pieces, stop signs on the way home from school. When possible, point to or touch what you are counting. Sum up the number of objects counted so the child realizes that the last number is the total quantity.

Solve simple number problems with your child.

This recipe calls for three eggs. I only have two eggs in this egg box. How many do I need to take from the new box?

Find numbers all around you.

Point out numbers on houses, shoe sizes on shoe boxes, prices in the grocery store.

Geometry and Spatial Sense

Find shapes in the environment.

Encourage children to identify shapes all around them. The kitchen table is a rectangle, a round tray is a circle, a ball is a sphere. Play "I Spy," looking for shapes, both indoors and outside.

Encourage children to play with objects that have different shapes and to make new shapes.

When children handle blocks, boxes, containers, and puzzles, they learn about different shapes. Provide materials so that children can create new shapes by folding paper, building with blocks, or molding with clay.

(continued on page 7)

Early Math *(continued from page 5)*

A position statement jointly prepared by the National Association for the Education of Young Children and the National Council of Teachers of Mathematics identifies three key areas that are particularly important for three- to six-year olds in order for them to have a proper foundation for later, more complex math skills: numbers and operations, geometry and spatial sense, and measurement. Patterning, a component of algebra, also merits special mention.

Numbers and Operations

This area can also be referred to as "number sense." The beginning skill in this area is simply learning how to count. But most young children, even if they know how to count, do not yet understand what the numbers actually mean. Developing number sense means that the child understands that the number five, for example, will tell her how many of something there is. A child may be able to identify the numeral "5" and yet not understand that this can refer to five of anything. The child also needs to learn that if she counts five objects, the last counting word tells her how many there are altogether. By the time the child is six years old, she should be able to count out groups of ten in collections up to 100. Once a child can see small groups of objects (from three to six, depending on age) and immediately label them with a number without counting, we know that the child understands what numbers mean.

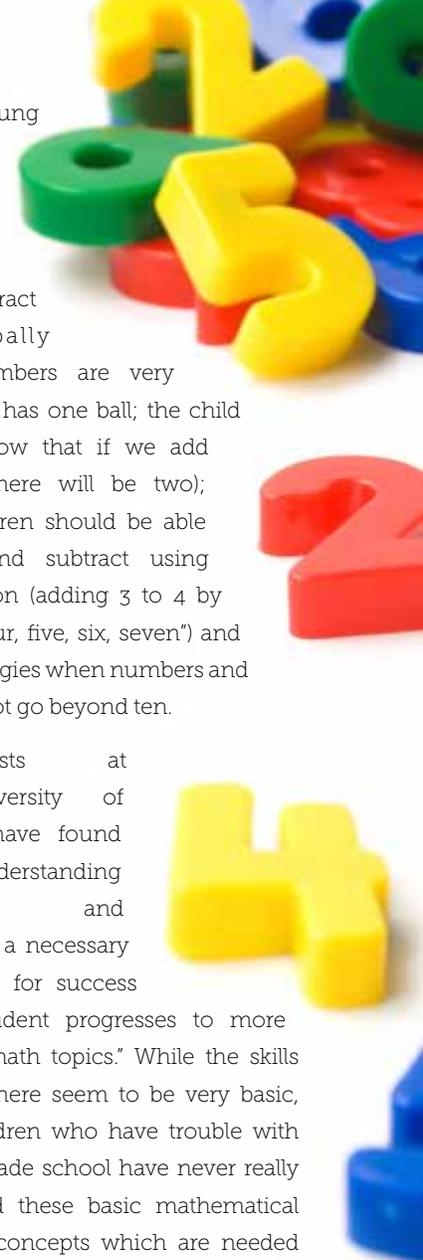
The "operations" section of this skill refers to understanding the uses of numbers and their relationships. If we have five blocks, and we take one away, how many do we have left? Are there enough chairs for everyone at the table? How can we tell? Who is second in line?

Very young children should be able to add and subtract non-verbally when numbers are very low (a box has one ball; the child should know that if we add another, there will be two); older children should be able to add and subtract using counting on (adding 3 to 4 by saying "Four, five, six, seven") and other strategies when numbers and totals do not go beyond ten.

Psychologists at the University of Missouri have found that "understanding numbers and quantity is a necessary foundation for success as the student progresses to more complex math topics." While the skills described here seem to be very basic, many children who have trouble with math in grade school have never really understood these basic mathematical concepts, concepts which are needed for gaining number sense.

Geometry and Spatial Sense

For very young children, geometry refers to their ability to recognize, match, and name different shapes, both flat and three dimensional. By the time a child is in first grade, he should be able to recognize and name many different shapes and describe their properties. He will understand that shapes are the same if they are large or small, red or blue or any other color, that shapes remain the same even if they are turned, and he will be able to sort them by size, shape, color, or other attributes.





Spatial sense refers to a child's understanding of directionality, order, and position.

The child must understand spatial vocabulary, including location and position words (on/off, over/under, in/out), movement words (up/down, forward/backward), and distance words (near/far). The child should be able to describe locations of objects with spatial words such as "under" and "behind" and build with blocks or make a picture by combining paper shapes or other shaped materials. Putting a puzzle together, for example, indicates that a child is aware of proper positioning in a space.

Measurement

Measurement is an important way for children to look for relationships in the world around them. Children start understanding measurement by recognizing attributes of objects that can be measured such as length, weight, size, distance, or amount. The child can then begin to compare and sort according to these attributes ("Jack is taller than me; this block is heavier/longer/thinner than the other block"). Children can also learn to measure using non-traditional units of measurement, such as their own footsteps.

Patterning

There are many patterns in our world. There are, of course, the patterns that we see in design, but there are also many different kinds of patterns in our lives. A daily schedule is a pattern; the days of the week recur in a pattern; a rhyme in a poem is a pattern; a recurring motif in music or art is a pattern. Children need to be able to identify patterns and relationships to understand the structure of things. They must first learn to recognize patterns, then learn to copy them and, finally, to create them. For example, children can tell that a strand of beads alternates red and white beads and can notice a pattern of tall and short blocks. They can recognize patterns in the environment. They can notice and discuss patterns in arithmetic (adding 1 to each number gives us the next number).

Patterning is an underlying concept in algebraic thinking. Training children to recognize and create patterns will help them understand the more complex patterns in algebra later on.

While researchers have found that children learn to read in a predictable sequence, they have also found that children do not seem to learn basic mathematical concepts in the same way. With reading, one skill is needed to prepare for the next, higher-level skill. However, young children seem to learn the different skills required for math through different pathways.

All the basic skills, however, need to be achieved by the time a child is in grade school because from that point on, math knowledge is incremental; one skill depends on the previous skill learned. Without a good foundation, children cannot do well because the math becomes increasingly complex.

Young children's thinking is concrete;

Thinking Mathematically
(continued from page 6)

Use spatial vocabulary, words that describe position, distance, and direction.

The toy is under the table, look higher to see the ball, we are not going far.

Measurement

Measure things together.

This recipe calls for half a cup of water. We need to cut this paper in half.

Use comparisons.

Which skirt is longer/shorter? Who is older/younger?

Patterning

Create patterns.

Work with blocks, beads, or other material to create a recurring design. Create patterns by clapping, tapping, or other physical activities. Have your child make up his own pattern.

Find patterns.

There are patterns all around us in clothing, buildings, wallpaper, and toys. Encourage your child to describe these patterns.

In addition to learning mathematical concepts and relationships, children must learn basic aspects of problem solving and reasoning. When parents talk with children about problems, patterns, and mathematical connections, this helps children think about what they are doing and helps clarify their thoughts. When parents help a child to solve problems by discussing the child's own ideas and solutions and giving the child time to solve the problem, this helps build the child into an eager, enthusiastic problem solver.



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PRIMARY FUNDING BY:

U.S. Department of Health and Human Services
 New York City Administration for Children's Services
 U.S. Department of Agriculture/NYS Department of Health
 NYC Department of Education
 NYC Department of Health and Mental Hygiene
 New York City Department of Youth and Community Development

APPROVED BY:
 New York State Department of Education

LICENSED BY:
 The New York City Department of Health and Mental Hygiene

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Early Math (continued from page 7)

they need to learn through exploration and experience. Children must learn math by living math. Passive learning may manifest itself as successful when children can answer questions in a workbook, but it does not necessarily achieve understanding. A child who can recognize the numeral 5 in a workbook, or even recognize a pattern on a domino as having five dots – because that is what her teacher taught her – cannot necessarily generalize that knowledge so she can tell that there are five fruits in a bowl or five fish in a fishpond. Parents and teachers must recognize this so they can address any deficit in understanding early on.

Many adults, both parents and teachers, lack confidence when it comes to mathematics. But, parents do not have to be experts to help their children in the early years, and they must be careful to convey a positive attitude towards math to their children. A positive attitude towards mathematics and a strong foundation for mathematical learning begin in early childhood.

Please see sidebar on page 5-6 for some concrete tips on how to help your children attain the skills they need to succeed in mathematics in school and in life.



Head Start classroom graphs and charts reinforce emerging math skills

