



# Badlands Head Start: PRENATAL TO FIVE



## May/June 2017 Newsletter

### Upcoming Dates

<b>May 17th</b>	Policy Council Meeting
<b>May 18th</b>	TREC Board Meeting
<b>June 21st</b>	Policy Council Meeting
<b>June 22nd</b>	TREC Board Meeting

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### **Recruitment Time is Here!**

**Badlands Head Start: Prenatal to Five is currently taking applications for the 2017-2018 School Year.**

Referrals from current and past Head Start families are one of the best resources we have for reaching out to new families. Please help us get the word out by informing anyone you may know that would qualify for our Head Start program in your area. Share with them the experiences and benefits of the Head Start Program and how they can contact us to obtain more information or to fill out an application.

### Centers

All centers service children 3-5 who do not turn 5 before September 1, 2017.

Bison	Mon—Thurs	8 a.m.—12:30 p.m.
Lemmon	Mon—Thurs	8 a.m.—2 p.m.
Belle Fourche	Mon—Thurs	8 a.m.—2 p.m.

### Home Based Programs

Home Visitors provide services in the home once a week for a 1 1/2 hour visit and provide 2 socializations per month. Home based programs are located in:

Butte County, and Harding County services to prenatal moms and children 0-5 years old (who do not turn 5 before Sept. 1, 2017).

Perkins County services to prenatal moms and children 0-3 years old (who do not turn 3 before Sept. 1, 2017).

Corson County, Oglala Lakota County, and Bennett County services to children 3-5 years old (who do not turn 5 before Sept. 1, 2017).

**We work closely with school districts to provide for children with disabilities.**

Reminder: When applying, please provide proof of income. We encourage families of all incomes to apply. Please give interested families the phone numbers to call the local offices or the Belle Fourche office to fill out an application. Thank you!

Belle Fourche Office:	605-723-8837 or 800-598-5859
Bison Office:	605-244-5500
Kyle Office:	605-455-2799
Newell Office:	605-456-1370
Buffalo Office:	605-375-3179
Lemmon Office:	605-374-3134

# Selected Research on Screen Time and Children

Submitted by: Wanda Dunn, Family and Community Partnership Specialist

Below are some statistics from the Campaign for a Commercial-Free Childhood related to screen time usage, and misconceptions about screen media. Their website is: [www.commercialfreechildhood.org](http://www.commercialfreechildhood.org)

The American Academy of Pediatrics, The White House Task Force on Childhood Obesity, and others recommend discouraging any screen time for children under the age of two, and less than two hours a day of educational programming for older children.

## Children spend too much time with screen media.

- On any given day, 29% of babies under the age of 1 are watching TV and videos for an average of about 90 minutes. Twenty-three percent have a television in their bedroom.
- Time with screens increases rapidly in the early years. Between their first and second birthday, on any given day, 64% of babies and toddlers are watching TV and videos, averaging slightly over 2 hours. Thirty-six percent have a television in their bedroom.
- Data vary on the amount of time preschool children spend with screen media, but even the most conservative findings show that children between the ages of two and five average 2.2 hours per day. Other studies show that preschoolers spend as much as 4.1 and 4.6 hours per day using screen media.
- Screen time can be habit-forming: the more time children engage with screens, the harder time they have turning them off as they become older children.
- Including when they're multitasking, 8- to 18-year-olds consume an average of 7 hours and 11 minutes of screen media per day—an increase of 2.5 hours in just 10 years. For older children and adolescents, excessive screen time is linked to increased psychological difficulties that include hyperactivity, emotional and conduct problems, difficulties with peers, and poor school performance.



## Screen media exposure is highest among low-income, African-American, and Latino children.

- African-American and Latino children ages 0 to 8 spend more time with screen media, including television, video games, and computers than their white peers.
- Rates of bedroom television are more than twice as high among African-American (69%) and Hispanic (66%) children than for white children in the same age group (28%).
- Children from low-income families (less than \$30,000 annually) spend more time with television and videos and have bedroom television rates more than three times higher than children from middle- and upper-income families.
- In 2011 there was still a significant gap in ownership of home computers and mobile devices such as smartphones and tablets, but children from all income levels spend about the same amount of time playing games on digital devices and engaged in other computer-based activities, including homework.

## Screen time is an identified factor in childhood obesity.

- Time with screens is an important risk factor for childhood obesity in both low-risk and high-risk populations.
- Toddler screen time is linked to increased BMI.
- Television viewing for children 3-5 is linked to increased BMI.
- TV viewing among two- to four-year old children predicts increased intake of high-energy, low-nutrient foods.



- For each hour of television viewing per day, children consume an additional 167 calories.
- TV/video viewing for preschoolers is linked to fast food consumption.
- Bedroom televisions are associated with obesity risk in children of all ages.
- Time with video games is linked to overweight.

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Submitted by: Wanda Dunn, Family and Community Partnership Specialist

- Video game playing increases food intake.
- Children who own active video games such as the Wii do not show an increase of physical activity.

## Screen time negatively impacts children's sleep.

- Screen time for children under 3 is linked to irregular sleep patterns.
- Screen time is linked to sleep disturbance in 6- to 12-year-olds.

## Screen time can undermine learning for babies and young children.

- Screen time for children under three is linked to delayed language acquisition.
- The more time preschool children spend with screens, the less time they spend engaged in creative play (the foundation of learning), constructive problem solving, and creativity.
- For babies and preschool children, time with screens is negatively correlated with time spent interacting with parents—which is essential for learning. Even when parents co-view, they spend less time talking to their children than when they're engaged in activities such as reading or hands-on play with children.
- Toddler screen time is associated with problems in later childhood, including lower math and school achievement, reduced physical activity, and victimization by classmates.



## Older children are also at risk from excessive screen time.

- Children with 2 or more hours of daily screen time are more likely to have increased psychological difficulties, including hyperactivity, emotional and conduct problems, and difficulties with peers.
- Adolescents who watch 3 or more hours of television daily are at especially high risk for poor homework completion, negative attitudes toward school, poor grades, and long-term academic failure.
- Adolescents with a television in their bedroom spend more time watching TV and report less physical activity, less healthy dietary habits, worse school performance, and fewer family meals.

## Research shows benefits of reduced screen time.

- Reducing screen time can help prevent childhood obesity.
- Children who spend less time watching television in early years tend to do better in school, have a healthier diet, be more physically active, and be better able to engage in schoolwork in later elementary school.
- Television viewing at a young age is associated with later behavioral problems, but **not** if heavy viewing is discontinued before age six.
- Limiting exposure to television during the first 4 years of life may decrease children's interest in it in later years.

## Parents are receiving confusing and inaccurate information about the educational benefits of screen media for young children.

- Some screen media has proven to be beneficial to older children, but many products heavily marketed as educational make claims unsubstantiated by research.
- There is no credible evidence that any type of screen time is beneficial to babies and toddlers and some evidence that it may be harmful.
- 56% of parents of young children believe that baby videos are good for child development.
- The most common reason parents give for infant and toddler screen time is that it is beneficial to children's brain development.
- For young children, interactive books, or "e-books," have been linked to lower levels of story understanding and may hinder aspects of emergent literacy.

# Family Media Plan

Submitted by: Wanda Dunn, Family and Community Partnership Specialist

Media should work for you and work within your family values and parenting style. When media is used thoughtfully and appropriately, media can enhance daily life. But when used inappropriately or without thought, media can displace many important activities such as face-to-face interaction, family-time, outdoor-play, exercise, unplugged downtime, and sleep.

By creating a Personalized Family Media Use Plan, you can be aware of when you are using media to achieve your purpose. This requires parents and users to think about what they want those purposes to be. The tool found at: [www.healthychildren.org/English/media/Pages/default.aspx](http://www.healthychildren.org/English/media/Pages/default.aspx) will help you to think about media and create goals and rules that are in line with your family's values.

To make YOUR family's Media Use Plan, start by entering your family's information. This information remains private and confidential. The tool allows you to add multiple children, select preferences specific to each child, add in your own personal rules, and print the plan for easy family viewing.

Family Media Plan Tool: [www.healthychildren.org/English/media/Pages/default.aspx](http://www.healthychildren.org/English/media/Pages/default.aspx)

The screenshot shows a web browser window with the URL <https://www.healthychildren.org/English/media/Pages/default.aspx#planview>. The page features the healthychildren.org logo and navigation links: Home, Create Your Family Media Plan, and Media Time Calculator. The main content is divided into two columns for a Daughter (18-24 months) and a Son (2-5 years). Both columns have the heading "Mobile devices & TVs are not allowed in the following screen-free zones in our home:". The Daughter's column has three checked items: Kitchen or dining room table (with sub-points: Keep family mealtimes & other family & social gatherings tech-free.), Bedroom (with sub-points: Recharge devices overnight - outside your child's bedroom; incoming messages & calls can interfere with your child's sleep; help children avoid the temptation to use or check devices when they should be sleeping; emitted light from devices charging may still effect the quality of your child's sleep), and another Bedroom item. The Son's column has two items: Kitchen or dining room table (with sub-points: Keep family mealtimes & other family & social gatherings tech-free.) and a Bedroom item (with sub-points: Recharge devices overnight - outside your child's bedroom; incoming messages & calls can interfere with your child's sleep; help children avoid the temptation to use or check devices when they should be sleeping; emitted light from devices charging may still effect the quality of your child's sleep).

## Update from Butte County

This is my favorite time of the year. It's not too hot or too cold. We are very lucky that we live in such a very beautiful area. There is so much to do and so much to see. Sometimes, we just need to stop and look around. Take a moment and see life through our children's eyes. Spend some time taking a family walk, maybe a picnic, blow bubbles, or play in the park. Here are three more outside activities you might enjoy trying. Enjoy the great outdoors and don't forget the sunscreen and bug spray.

Michele Kreuzer-Ranken — Butte Co. Area Service Manager

### Activity Idea - Treasures

Put a piece of masking tape loosely around your child's wrist with the sticky side out. Put a piece of masking tape around your own wrist.

Go on a walk. As you walk, talk about what you see.

Pick up small objects like leaves and stick them to the tape.

Talk about how the leaves feel and smell.



### Activity Idea - Animal Sounds

Talk to your child about different animal and bird sounds. Then go outside and sit under a tree. Have your child close their eyes and just listen. See how many different sounds you can hear. Try different locations and times of day. Have your child copy or describe the sounds they hear. You can later can go home and find out information about that animal or bird. The town Library (which would be a nice trip in its self) or the internet are wonderful resources.



### Activity Idea - Dinosaur Dig

#### Materials:

- Plastic dinosaur bones, or small dinosaurs. (Any small plastic toy will work)
- Sand or dirt
- Shovels/paint brush
- Some kind of container



Place dirt or sand in the container and then bury the toys. Have the child dig up the bones or toys. Then you can look up and read about the dinosaur or object that your child found.

## Harding and Perkins Happenings

We are excited to announce that we welcomed two new home visitors to our home based services in Harding County in March. Catherine White is our new Early Head Start home visitor and Alicia Kokesh is our new Head Start home visitor. Both ladies bring experience and an educational background in Early Childhood to the program, as well as a lot of fun and enthusiasm for learning.

Even though the centers in Bison and Lemmon are beginning to wind down for the year, they are continuing to keep busy with many activities and adventures in learning. Here is a quick look as to what each area has been up to in the past month:

**Lemmon Center**—Children have been studying butterflies, planting seeds, and had two police officers visit the center to discuss staying safe and stranger danger. They will be making mud pies and continuing to learn through nature during outside time.

**Early Head Start in Perkins County**—The children made bird feeders, took nature walks, and continue to explore and develop appropriate milestones.

**Bison Center**—The students have been studying butterflies, the weather, and have used the nice weather and playground to enhance learning activities. Kindergarten roundup will be happening at the end of April, so the teacher has been discussing transitioning with the children and what to expect.

**Early Head Start and Head Start in Harding County**—The home visitors have been busy with training, and getting to know the families. They will continue to have joint socials twice a month during May. The first one will be on 5/18/17 from 3-5pm, and the second one will be on 5/30/17 from 11-1pm.

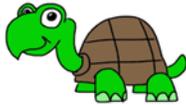
Ruth Adams — Area Services Manager Harding and Perkins counties

# Song Corner

Singing songs and doing finger plays support children's language development. It helps children build their vocabularies which will aid them later on as they begin to learn to read.

## Turtle in a Box

There was a little turtle  
Who lived in a box,  
He swam in a puddle,  
He climbed on the rocks.  
He snapped at a mosquito,  
He snapped at a flea,  
He snapped at a minnow,  
He snapped at me.  
He caught the mosquito,  
He caught the flea,  
He caught the minnow,  
But he didn't catch me!



## There's a Little Green Frog

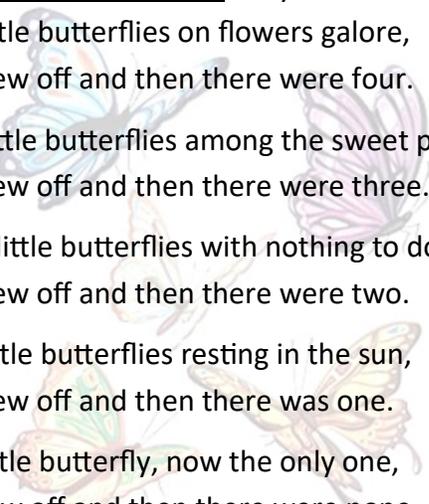
*(To the tune of "There's A Little White Duck")*

There's a little green frog,  
Swimming in the water.  
A little green frog,  
Doing what he oughter.  
He jumped up on a lily pad,  
Opened his eyes  
And said, "I'm glad".  
There's a little green frog,  
Doing what he oughter,  
Ribbit, ribbit, ribbit!  
There's a little black bug,  
Floating in the water.  
A little black bug,  
Doing what he oughter.  
He floated past the lily pad.  
The frog saw lunch,  
And he said, "I'm glad".  
There's a little green frog,  
Sitting on the pad,  
Munch, munch, munch!



## Five Little Butterflies By Jean Warren

Five little butterflies on flowers galore,  
One flew off and then there were four.  
Four little butterflies among the sweet peas,  
One flew off and then there were three.  
Three little butterflies with nothing to do,  
One flew off and then there were two.  
Two little butterflies resting in the sun,  
One flew off and then there was one.  
One little butterfly, now the only one,  
She flew off and then there were none.



## I Plant A Seed

*(To the tune of "I'm a Little Teapot")*

I plant a little seed in the cold, cold ground.  
Out comes the yellow sun, big and round.  
Down come the raindrops soft and slowly  
Up comes the flower grow, grow, grow!

## Fuzzy Wuzzy Caterpillar

*(To the tune of the "Itsy Bitsy Spider")*



Fuzzy wuzzy caterpillar in the garden creeps.  
He spins himself a blanket and soon falls fast asleep.  
Fuzzy wuzzy caterpillar wakes up by and by  
To find he has wings of beauty, changed to a butterfly.

Songs submitted by: Melissa Pickle

# Message from Melissa

This month's newsletter has fun learning activities that will help promote your child's overall development. Each activity will support your child's development in multiple areas including fine motor development, cognitive and communication. Enjoy!

## Blowing Bubbles

Blowing bubbles is a great activity to do with your toddler. Have your child dip the bubble wand into the container and have him or her attempt to blow a bubble by blowing into the wand. Dipping the wand into the bubble container will help your child develop the fine motor skills in your child's hands and also work on hand eye coordination. By blowing into the wand, your child is working on the coordination of the muscles in the mouth area which are needed for speech. If your child cannot yet blow bubbles that is okay as it takes time and practice to be able to do it. You can still support your child's development by having your child try to pop the bubbles with his or her hands, fingers, feet, or even head. Also, you can support your child's speech development by encouraging your child to say "pop" every time a bubble pops, or by having your child say or sign "more" when he or she wants you to make more bubbles.

## Sensory Play

Create your own sensory bin for your child using a dish pan or other container. Fill about a quarter of the container with the material of your choice such as dirt, sand, water, rice, beans, leaves, etc. Please be sure to supervise your child very closely while he or she plays with the materials in the sensory tub so your child doesn't try to eat any of the items. Add in items that your child can use to fill and dump the materials into such as spoons, small plastic cups and bowls. You can even make a homemade strainer by poking holes in the bottom of an old cup or bowl. This activity will help your child develop his or her sense of touch and fine motor coordination.



## Listening Walk



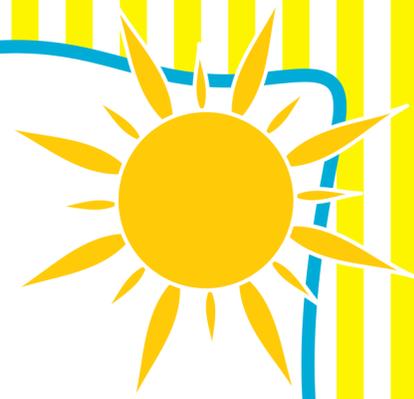
Listening walks are a fun way to help your child become a better observer of the world around him or her. As you go for a walk with your child, talk about the different sounds you hear such as the wind rustling through the grass, an airplane flying by, cars on the road, birds singing, dogs barking, etc. It can also be a great way to encourage a conversation with your child by asking questions such as where do you think the people in the blue car are going?

Why do you think the dog is barking? It is also a good way for your child to get exercise.

## Nature Collection

Children are naturally curious and love to collect items. Going for a walk together to collect natural items such as pine cones, rocks, flowers, etc., can be a great way for your child to learn about science as well as to increase your child's vocabulary. You can choose to have your child collect just one thing such as pine cones or you can have your child collect a variety of items. While collecting the items, talk to your child about each item to help build your child's vocabulary and observing skills. Talk with your child about the color of the item, how it feels (rough, smooth, soft, hard), etc. This is a wonderful way to help your child learn descriptive words.

**Melissa Pickle - Program Services Director/Education-Disabilities Specialist**



# Health Corner

Misty Wilbur—Health/Safety/Nutrition Specialist

Brianne Sambo—Health & Safety Coordinator



## Summer Safety



### Water Safety

Teach your children to properly wear a Personal Floatation Device (PFD). To work right a PFD, must fit snugly on a child. Even though a child wears a PFD when on or near the water, an adult should always be there, too. A good reminder is that inflatable toys and rafts should not be used in place of PFD's.

Visit the United States Coast Guard for more Information and types of floatation.



### Sunscreen

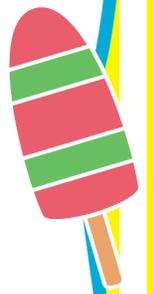
**For Who?** Everyone!

**When?** Anytime you will be outside. The sun emits harmful UV rays year-round. Even on cloudy days, the sun's rays can penetrate your skin.

**How Much Do I Apply?** Use enough to generously coat all skin that will not be covered by clothing.

**What Sunscreen Should I Use?** American Academy of Dermatology recommends:  
1) Broad spectrum protection 2) Sun Protection Factor (SPF) 30 or higher 3) Water resistance

For more information visit the American Academy of Dermatology website at [www.aad.org](http://www.aad.org)



**Remember to keep hydrated during the warm months!**



# Your Child's Mental Health

## School's Out!

The count down is on! The end of the school year is getting closer and closer. Parents and children are anticipating a slower schedule and a summer filled with sun, outdoor activities and



spending extra time together. Although we all have similar thoughts about summer and eagerly anticipate its arrival, summer can also be a difficult time for children and families. The lack of schedule and routine can throw some children and families into a state of chaos even sometimes affecting a child's emotional well being. The simple truth for most of us, in particularly children, we still need some routine and schedule to help us feel emotionally healthy. The school year seems to help parents and

children stay more on track with daily schedules, bedtime routines, and positive socialization. School keeps our children cognitively and emotionally stimulated. Summer time may mean, for some children, less socialization, lack of routine for children and families, and even boredom. Children often increase their video and T.V. time and have limited social interactions. A few suggestions to consider prior to summer beginning are as follows:



- Have a discussion with your child and family about summer. Let them know ahead of time what expectations you have for them and what a typically summer day may look like.
- Although bedtimes are typically extended in the summer, give them an idea of when their summer bedtime will be and try to stay relatively consistent. Lack of sleep has a huge impact on moods and significantly contributes to behavioral problems.



- Limit electronic time. It's so easy to lose track of how much time our children are watching T.V., or playing video games. Consider setting a timer or alarm clock to help both you and your child keep track of this. When the alarm goes off, your child knows it's time to stop playing. This is much easier than arguing with your child to get off the Wii or Xbox.



- Encourage physical activity. Have getting outside and doing some physical activity as part of their day.
- Encourage positive socialization. If your child is becoming easily irritable or finding trouble, consider the possibility of boredom.

Children are social beings and need play time with other children their age.

Don't forget to stop and smell the roses but remember a little routine is good for all of us!

**Rebecka Funk MA. LPC-MH - Mental Health Consultant**

# Early Years

WORKING TOGETHER FOR A GREAT START

May 2017



## KID BITS

### Trash to treasure

Stretch your little one's thinking while encouraging her to respect the environment. Ask her to brainstorm ways to reuse things instead of throwing them away. For instance, the plastic bag from a loaf of bread could hold damp swimsuits on the way home from the pool. Or a stained shirt may make a good dust rag.

### Hello! How's it going?

Making pretend calls with toy phones builds your youngster's speaking and listening skills. Invite him to "call" you to talk about his day, his favorite dinosaur, or what he wants to be when he grows up. You'll get to hear his thoughts and ideas, and he'll practice taking turns talking and listening.

### Getting enough sleep

Longer daylight hours make it tempting to let your child stay up late. But a regular bedtime makes it easier for your youngster to wake up if she goes to day care or camp—and for school when it begins in the fall. Plus, she'll be in a better mood and have more energy to play if she's well rested.

### Worth quoting

"Laughter is an instant vacation."  
Milton Berle

### Just for fun

**Grandpa:** Wow! You've grown a foot!

**Roger:** Nope, I just have the two I was born with.



Badlands Head Start: Prenatal to Five

## Perform, create, and celebrate

During the summer, children tend to forget some of what they learned during the school year. Help prevent "summer slide" by filling your youngster's days with activities that encourage him to be creative—and to keep learning. Try these ideas.

### Backyard theater

Performing for friends and family members lets your child use his imagination. Suggest that he put on puppet shows based on favorite books or recite and act out nursery rhymes. Have him gather props, design scenery, or make sock puppets. Creating programs, posters, and tickets is a fun way to work on writing, too.

### Crafts

Do craft projects that strengthen fine-motor skills. Your youngster might slide beads onto a pipe cleaner to make bracelets. Or he could layer colorful sand in a clear jar. Another idea is to have him tear tissue paper into tiny pieces and glue them on white paper to design a mosaic.

### I ♥ my teacher

What did your child's teacher do to make this year special? Encourage your youngster to thank her teacher by making a card that shares her favorite memories.

First, have her fold a piece of construction paper in half. On the front, help her list things she loved about the school year. ("I loved singing songs with you." "I loved learning about frogs.") Suggest that she draw a picture to illustrate each item.

Next, let her write a thank-you message inside (or dictate one to you). *Example:* "Thank you for being a great teacher." She can sign her name and deliver the card to the teacher—along with a big smile.♥



*Idea:* Put out more supplies like craft sticks, pompoms, glitter, and fabric scraps. What can he create?

### Celebrations

Look for reasons to celebrate (Father's Day, Independence Day, a birthday), and put your child in charge of the preparations. He'll build leadership and planning skills. For the Fourth of July, he could browse a kids' cookbook for red, white, and blue picnic recipes. He might also make paper flag decorations and write invitations.♥



# Plan ahead for better behavior

Sometimes all it takes to motivate your child to behave well is a little communication and attention. Consider these tips.

**Team up for errands.** Your youngster will be more apt to cooperate during errands if you assign her a special role ahead of time. Before a trip to the farmers' market, you might say, "We need cucumbers. Can you help me find a stall that sells them?" Or if you're headed to the post office, tell her she's going to be your envelope stamper.



**Tell her about changes.** Children behave better when they know what to expect. Each morning, give your youngster a "news flash" about any changes. Say you normally get her from day care, but today you have to work late. You could say, "Daddy will pick you up today. You two can walk the dog and then make dinner until I get home."

**Have one-on-one time.** If you have more than one child, spending time alone with each may make them less apt to compete for your attention the rest of the day. You might play a board game with your older child while a younger one naps. Or take your little one to a playground while her big sibling is at soccer practice.♥

## ACTIVITY CORNER

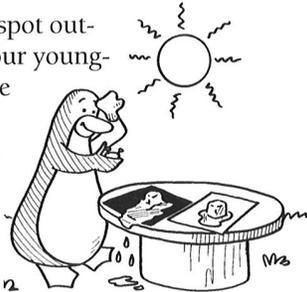


### Melt an ice cube

Here's a chilly science experiment for a hot day.

**Materials:** black paper, white paper, two ice cubes, stopwatch or a watch with a second hand, pencil, notepaper

In a sunny spot outdoors, have your youngster put one ice cube on each sheet of paper. Ask him to predict which cube will melt first. Then, help him time how long each one takes to melt. He can check back every few minutes and record the results.



**What happens?** The ice cube on black paper will melt faster. That's because dark colors absorb heat, and heat melts the ice. Does this give him any ideas about what he should wear to stay cool on hot days? (Lighter colors, since dark ones would absorb heat and make him feel hotter.)♥

## Q & A

### Building social skills

**Q:** This summer, my mom is going to watch my son while I work. We'd like to find ways he can spend time with other kids. Any suggestions?

**A:** It's a good idea for children to practice social skills in the summer so they'll be ready to get along with other kids when school starts. Luckily, many places in your community probably offer classes and activities like art, sports, or music where your son can participate in a group, share materials, and play with children his age.

Start by checking with your school system or at the parks and recreation department. You might also see what's available at zoos, nature centers, science museums, or the YMCA. Talk to your mom, and find ones that will work with their daily schedule.

Ask your child to tell you about his activities—and about the kids he meets. Perhaps he'll even make a friend or two to invite home or to meet at a neighborhood playground.♥



## PARENT TO PARENT

### Nonfiction for little ones

My preschooler, Sonya, is full of questions like "Why is the ocean blue?" and "Why can't I keep my eyes open when I sneeze?" When I mentioned Sonya's curiosity to her teacher, she suggested that we read children's nonfiction books to answer her questions.

We found colorful picture books about the ocean and the human body at the library. As we were reading the first book, Sonya asked why some

words stood out. I explained that the boldface words were extra important, and I showed her how to look up their meanings in the book's glossary.

Now Sonya asks for "real stories" when we visit the library, and we always find books that satisfy her curiosity. She knows that reading nonfiction is a great way to find answers to questions!♥



**OUR PURPOSE**

To provide busy parents with practical ways to promote school readiness, parent involvement, and more effective parenting.

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