

**From:** Roots and Branches Education liz@rootsandbranchesdc.com  
**Subject:** New Newsletter from Liz (Roots and Branches)  
**Date:** January 18, 2025 at 8:00 PM  
**To:** liz@rootsandbranchesdc.com



## Welcome to the Roots and Branches Newsletter!

I have been lucky to work with hundreds of students and families in the 13 years that I've been teaching, tutoring, and parent coaching. If you know me, you know that it brings me deep contentment to help families navigate all of the challenges that come with having kids -- the academics, executive functioning, big emotions -- and it occurred to me recently that a monthly newsletter would help me provide more to YOU, the families I work with, and possibly reach others.

In this newsletter, I plan to share ideas, resources, and stories that will help you in your engagement with your children in the form of

- quick tips: something you can try that day
- longer-form tips: things you can try over time
- podcasts, articles, books, and blogs that I've found to be insightful and
- challenges (and possible solutions!) that I see coming up again and again across my students and their families

My sincere hope is to have a **greater impact on the students I work with**, even when we're not in sessions together. I want you to feel confident, powerful and prepared for the wildness that is

raising a child and helping them develop so they can do what they want in this world and go on to help others.

With that, let's dive in...

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## RESOURCES TO SHARE

I have to start with one of my favorite podcasts, *Unruffled*. If you find yourself feeling unruffled as a parent, take a listen. Her main premise in each episode is there are "No Bad Kids." Parents write in with questions and she responds with a shift in perspective -- one I hold as well -- **that when we help children stay regulated by staying regulated ourselves, we teach them how to have big feelings and let them pass through us rather than consuming us.** I have learned so much from [Janet Lansbury](#) and I hope you do to. Here's one anecdote of when I've put this into practice:



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## PARENTING INSIGHT

Recently, my daughter decided she was ready to get out of bed when she woke up and come in our bedroom. I am incredibly lucky (and somewhat baffled) because it took her until 3 years old to realize she had the ability, long after we turned her crib into a bed.

We bought [the Hatch](#) and implemented a new protocol that she can come upstairs when her light turns purple (a color of her choosing). My daughter understood what to do cognitively, but in the moment she just wanted to be with me. So we'd bring her back to her room and she'd stay (a win!) but cry as loud as she could with the door slightly ajar (a half win?)

The next night, we reviewed what she can do when the sun comes up if it's not time to come out of her room yet. "You can read a book, snuggle a stuffed animal, play with your toys, sing. What else might you do?" She looks up at me and says, "I can cry?"

And as I took a breath, I realize what she was confirming for me in that moment was the permission to feel. What she was learning through this painful boundary was this: I have to follow the expectations but I don't have to like it. My big feelings are safe and welcomed but they won't change my outcome.

Have you found a way to **hold space for your child's big, unpleasant emotions without caving into their demands**? What questions do you have about this? If you want, reply to this email and let me know what you're grappling with. [I really want to hear about it!](#)

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## TEACHING INSIGHT

If you have a child still learning to read, this one is for you. (If not, move on and I've got you next time!) When you are saying the sounds that match the alphabet letters, it is common, but counter-productive for us to add an "uhh" sound to the end.

For example, the sound for the letter B is /b/, where you close your mouth, press your lips together, and push out a small puff of air.

When we do this, we go on to sound out a word like "bat" and we say: /buh/ /ah/ /tuh/ and it reads like this: buhatuh.

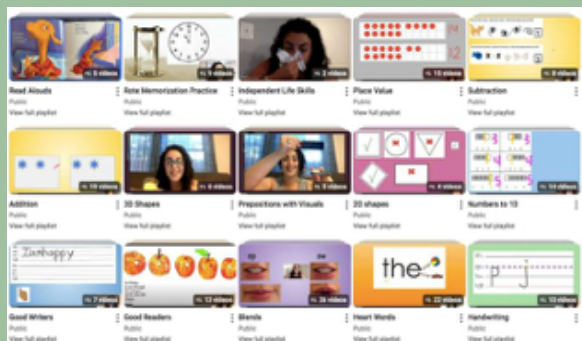
Instead, when you make the /b/ sound, try barely opening your lips.

Can you hear it? **Keeping your chin from dropping ensures you only say the consonant sound and helps your child go much faster from isolated sounds to blending sounds together and hearing words.**

[check out what this sounds like in action here](#)

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## YOUTUBE



Every month, I upload new instructional videos and worksheet resources to share. This year my videos focus on the read alouds my own kids want, so that when I'm not available, they can still hear me read. And my hope is that someone else will want to hear them read aloud, too! I've got some of my family's favorites: Dr. Seuss, Mo Willems, and Llama Llama, to name a few!

[explore the read alouds + more](#)

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I want this to be a way to equip parents with the tools they need to feel joyful in their parenting and secure about their children. Let me know how I can help you get there.



While Zoom school reminds me of pandemic times, I absolutely love teaching and tutoring online!

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If you are a former or current tutee family, please consider writing me a testimonial that I can share with others.

**current testimonials**

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Here's to a new year of learning, patience, reflection, achievement, connection, calm and whatever else you are seeking as a family.

In gratitude,

Liz

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P.S. -- was this forwarded to you? [Sign up here.](#)



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