

# CCR&R Parent/Provider Newsletter

## August-September 2015



### Grandma Says

## Teachable Moments: The Woodpecker

This regular feature will use true anecdotes about young children to help us reflect on some important ideas about child development and responsive parenting. Stories about children are often repeated because they are cute and funny.

Many of these are that too, but they are told here to help us consider life from children's viewpoints, how they learn about their world, and how we can best support that process.

Ryan, aged 2 1/2, usually slept late, much to the relief of his parents, who were adjusting to the nightly awakening with his new baby sister.

But one morning they heard him calling them at dawn. When his sleepy mother appeared in his room, he asked worriedly, "What's that noise?" His mother listened, then said, "Oh, it's just a woodpecker. Go back to sleep."

As she walked back to her bedroom, her husband called out, "What's his problem?" "Oh, nothing," muttered the mother, "He just heard a frigging woodpecker." They all went back to sleep.

Two days later Ryan and his mother were in the backyard. Ryan paused in his play to point out, "Listen, Mommy, it's a frigging woodpecker."

When the mother told me this story, she was both amused and chagrined. "I had no idea he was even listening, let alone he'd pick up every word," she said. But Ryan's woodpecker experience reminds us once again of the most powerful forces in children's learning about their world: the power of imitation.

Research shows us that babies as young as newborn imitate. Some perfectly serious scientists conducted experiments in which they carefully stuck out their tongues at babies just a few days old.

Sure enough, slowly and hesitantly, the babies responded by sticking out their own tiny tongues.

Jean Piaget, the eminent Swiss psychologist who told us so much about how children learn, described his toddler daughter solemnly watching a playmate having a full-blown temper tantrum. Several days later, she reproduced it exactly.

These examples, plus Ryan's woodpecker, help us realize an additional point

about children's learning through imitation: children take it in. They have no special filter that enables them to discern which are the desirable words or actions to imitate, and which are those best left out of their growing repertoire.

Thus we have the reaction of the father called in for a conference with his son's kindergarten teacher who wanted to discuss the boy's use of words forbidden in the classroom. "I don't know where he got all that from," the father sputtered.

The fact of the matter was, he knew where the boy had heard the words, but had not realized he would make them his own to use in a context outside his home. Surely, he reasoned, the boy could see the difference between letting off steam when whacking your thumb with a hammer at home or squabbling with a playmate at school.

But this is not the way imitation works for young children. All of it—the good, the bad, and the ugly—becomes fair game for learning.

The most powerful tool parents have to influence their children's behavior is the strong bond of love between child and parent. That bond means that *(Continued on page 2)*



### Inside this issue:

*Grandma Says-The Woodpecker* 1-2

*Things to do on a Rainy Day/The Handy Helper in* 2

*Growing Up to be Responsible Adults* 3

*Eating Some Foods Can Be Hazardous for Toddlers* 3

*Q.Tips...Quality Tips from Q.E.* 4

*Behavioral Buzz from Miss B. Havin' AKA Sonia Sumner* 5

*Toddler Tips from Mrs. Babe E. Lovin' AKA Bonnie Gould* 6

*Reach Out and Read Milestones* 7

*August & September Calendars* 8-9

*Increasing Stars/Contact Information* 10

Articles found on pages 1-3 are courtesy of "Growing Together"- newsletter for parents of preschool children.

## Grandmas Says Teachable Moments: The Woodpecker (Continued from Page 1)

Children want to be like their parents in everything they do.

Because we do it, they are motivated to want to do it also. Quite simply, what we do creates the loudest, clearest messages for young children to absorb and duplicate in their actions.

Although this thought is a bit daunting, it is also wonderfully reassuring to realize that powerful lessons can be given without explicit, direct teaching. Role models show young children how to be gentle with others, polite in their interactions, fluent in their communication. As

parents understand that every word and action is noticed, they become conscious of the outspoken lessons.

**Remember the woodpecker.**



## Games & Activities: Things to do on a Rainy Day

**Spaghetti Sculpture.** Put an old sheet or tablecloth on the floor. Give the child a fistful of uncooked long spaghetti or other pasta shapes. The spaghetti can be used to make geometric designs or shapes.

When the play is over, the spaghetti/pasta can be retrieved and saved for another day. The sheet or tablecloth makes clean up of small pieces easier.

**Post Office.** Save old envelopes and anything that can be used for pretend stamps such as stickers from magazine offers, membership invitations, and various offers that come in the mail, etc. Let the child stamp her own envelopes or

make sticker trains, sticker animals, or sticker designs.

**Ghost Puppets.** Make ghost puppets from a square scrap of cloth, a handkerchief or a paper towel.

Crumble a piece of tissue into a small ball for the head. Put it in the middle of the square and tie it with string, yarn, or thread.

Draw a face with markers, watercolors, or a pen. Make the ghost a home from a box or grocery bag with holes cut out for doors or windows.

**Texture Book.** Give each child a crayon and eight or ten pieces of scrap paper. Show them how to

make imprints of textures by laying the paper over a surface and rubbing with a crayon.

Indoors try rubbing the paper over linoleum, leaves of a plant, a placemat, edging or wallboard, garage floor, shoe sole, book cover or something with an interesting pattern.

Outdoors try tree bark, sidewalk, a bike tire, siding or flower pots. When finished, staple the pages together into a book and use it as a recall game later as children name the object that produced the imprint.



## Developmental: The Handy Helper in Your Home

When you're tidying up the house and your youngster is underfoot, instead of fabricating play activities, invite them to share in the family chores and responsibilities.

For example, when preparing a meal, provide real tools and instructions for operating them. Keep the tools simple, like a hand eggbeater. If the equipment is placed at a proper height, there will be fewer spills.

Make sure a child is able to safely operate the tools you provide.

While preparing to wash dishes or load the dishwasher, children may be assigned the job of sorting the silverware.

In the dining room, offer a damp cloth to remove finger marks from the woodwork or a soft cloth for dusting furniture in the living room.

Wastebaskets can be emptied into larger receptacles.

Sidewalks or porches may need to be swept with a broom.

In the bathroom there may be a tendency to splash in the water unless you suggest genuine work. Allow your youngster to wipe off glass cleaner from mirrors, windows, or tile.

Whenever possible, match up the child with the task he or she is most able to complete.

There are many reasons for recommending practical experiences in the home:

\*The exercise is equal to, if not superior to, such things as push-ups or knee bends.

\*The need to pay attention-to choose, arrange, and use equipment-is a school-readiness skill.

\*The ability to make decisions and then change them when they turn out poorly is essential for cognitive learning.

\*The recognition and confidence gained for a job well done builds up good feelings about oneself.

## Social Skills: Growing Up to be Responsible Adults

We all want our children to grow up to be responsible adults. We want them to feel, think, and act with respect for themselves and for others.

To do this, children need lots of help from parents, relatives and caregivers. Learning to be responsible includes learning to:

- Show respect and compassion for others;
- Practice honesty;
- Show courage by standing up for what we believe;
- Develop self-control out of consideration for others;
- Maintain self-respect.

Here are some things you can do at home:

- Watch for the chance to teach your children responsible behavior through everyday situations. Share your moral and religious values with them.
- Show compassion and concern when others are suffering.
- Read stories together that teach lessons: the courage of David standing up to Goliath, or the value of persistence from “The Little Engine That Could.”
- Talk about complicated decisions. Help children understand how the choices they

make will affect them and others.

- Visit with teachers to discuss ways parents, relatives, caregivers and the school can reinforce the same lessons about good character.
- Talk with other parents and agree on acceptable behavior for children’s play and parties. Take turns supervising to show that all the parents agree on the standards of behavior.



## Health & Safety: Eating Some Foods Can Be Hazardous for Toddlers

Toddlers delight in feeding themselves. However, parents and caregivers of young children need to be cautious at the table.

Foods that are hard, round, or difficult to chew can sometimes lodge in a child’s small airway, causing the child to choke.

To be on the safe side, consider the following advice on finger foods for children less than three years of age:

- Avoid giving hard or difficult-to-chew foods such as hard candy, lollipops, peanuts, popcorn, raw carrots and other crunchy vegetables.
- Modify the shape and texture of firm foods. Cut grapes into quarters, hot dogs into fine sticks rather than round slices; chop apples and firm fruits into very small pieces; and cook carrots and

other vegetables until soft, then cut into small pieces.

- Avoid foods that are difficult to chew such as hard or sticky candy, dried fruits, cheese cubes, cherry-tomatoes, and marshmallows.
- Keep an eye on small children when they are eating.

Small children may eat in a hurry, stuff too much food in their mouths, or not chew their food enough.

- Feed small children only when they are sitting down, are in a relaxed atmosphere and focused on eating-not watching a television program or other media, or playing with toys.

Train toddlers to chew their food thoroughly before swallowing.



## Quality Tips from Q.E. Coordinators Liz Tuttle and Letha Ricks



### Quality Tips from Q.E.



It's important for children to have access to a variety of materials that allow them to create free-expression artwork as they choose. Are children in your classroom provided with materials to create 3D art? Try adding a recycling bin to your art center and fill it with a variety of 3D items, such as: paper towel tubes (no toilet paper tubes), empty tissue boxes, clean and empty grocery boxes (cereal, cracker, etc.), clean and empty water bottles, clean and empty milk cartons, wrapping paper tubes, etc. Allow children to use tools of their choice to construct 3D creations. Let their imaginations run wild! The ECERS-R has an item that looks for 3D artwork to be displayed in your classroom. If children choose to make a 3D creation, ask them to tell you about it. Write the children's words on paper and post next to their 3D artwork that is displayed. You will be amazed at the creativity and conversations that will occur in your classroom!



Contributed by...

Quality Enhancement Coordinators (Q.E.)

Liz Tuttle (252) 672-5921 ext. 22

[liz@cravensmartstart.org](mailto:liz@cravensmartstart.org)

Letha Ricks (252) 672-5921 ext. 30

[letha@cravensmartstart.org](mailto:letha@cravensmartstart.org)

We're here to help! Please contact us if you would like more ideas on how to improve the quality of your classroom!



## Behavioral Buzz from Miss B. Havin' AKA Sonia Sumner



### Strategies for Routines and Classroom Schedules

Children who are engaged in activities with materials, a classmate or an adult are less likely to be engaged in challenging behaviors...so classroom schedules and routines should be designed with child engagement in mind. If your schedule is predictable and the children have been taught the daily routines, your classroom will run more smoothly and fewer behavior problems will occur.

**Schedule Review:** Children are more likely to be engaged if your daily schedule has a balance of types of activities throughout the day. Looking at your daily schedule, record the number of minutes your daily schedule includes of the following types of activities:

- teacher-directed activities and child-directed activities
- time for children to be active and time for children to play quietly or rest
- indoor play and outdoor play
- time to work in groups and time to work alone (or with one friend)

If this review shows that your 'balance' is off, be creative! Work to adjust your schedule so children don't spend too much time each day in one type of activity, which can set the stage for misbehavior.

**Visual Schedule:** Children, and many adults, like to be able to predict what will happen next. Knowing the order of events each day helps children feel safe in your classroom. You can create a visual schedule to help young children understand the flow of the day. To make a picture schedule you will need pictures, photos, icons or drawings to represent the typical in your day (lunch, outdoors, circle, nap, etc.) and velcro. Place a long strip of velcro on the wall or bulletin board at child eye-level, and put small circles of velcro on the back of each activity picture. Place the pictures in order (following your schedule) on the velcro strip. When an activity is completed you can remove it from the strip. Children particularly like picture schedules that include photos of actual events in their classroom. Take time each day at circle to review the picture schedule with the group.

**Mini-Schedules:** Some children may need additional help to understand all the steps involved in a scheduled activity. Try creating a mini-scheduled that visually illustrates all the steps or components of the activity. For example, your circle time may always include certain things (sing songs, read book, review rules, etc.) that could be included as pictures on a mini-schedule. As you go through circle time, you can remove the completed activities and children can see which activities still remain in circle time. You can also add a section about the upcoming activity so children can see that first we do these activities at circle time and then we move to the next activity.

**Scripted Stories:** Another way to help children learn routines is to create a scripted story, which guides children through the steps involved in a typical routine using pictures and minimal text. For example, you could create a scripted story that outlines, one page and one picture at a time, the steps involved in getting ready for a nap. Typical steps before a nap might include: get your blanket, select a stuffed animal and/or book, take off your shoes, lay down, listen quietly to a story or music, sleep. You can create this resource using photos of children in your classroom going through these steps. Read the story at circle time or prior to nap for a few days and leave it in the book area for children to review on their own. Within a few days your transition to nap will be noticeably calmer!

Compiled by *Promoting Healthy Social Behaviors in Child Care Centers*, 2011

Additional strategies can be found at <http://csefel.vanderbilt.edu/>

## Toddler Tips from Mrs. Babe E. Lovin' AKA Bonnie Gould

### What Rattles You?...

The Infant Toddler Specialist will introduce three new trainings this quarter... read all about them here!



#### **Social and Emotional Milestones—Birth to 36 Months: Building Blocks for Future Learning**

First, everything is “mine,” then children learn to take turns, and eventually they learn to share. For infants and toddlers this learning happens through relationships and includes developing a sense of self, a sense of self with others, and learning about feelings. All children need an emotionally secure environment that supports healthy development in this learning domain. This workshop examines social/emotional competence as a vital component of later school readiness. Participants will learn how a responsive caregiver can help the youngest of our children form secure attachments, learn to navigate feelings and emotions, and begin to develop self-regulation and social skills, the building blocks for future learning.

#### **More Than Just Routine: Turn those Everyday Moments into the Extraordinary!**

What does the word “curriculum” mean to you? If teaching skills and planning projects are the first ideas that come to mind, then this workshop will open your eyes to a new way of thinking about infant-toddler “curriculum.” Infant and toddler teachers spend a large part of the day engaged in routine caregiving responsibilities. These are key learning times! Participants will gain an understanding of why routines are essential to “curriculum” for infants and toddlers. Participants will learn how responsive and respectful one-on-one caregiving routines are opportunities for building relationships and learning, and how these routines are connected to culture and family values.

#### **Temperament of Infants and Toddlers: Understanding and Supporting Individual Differences**

We all have our own way of adapting and responding to the world around us. Are you distractible or persistent, sensitive or easy going? These characteristics describe temperament. During this workshop, we’ll learn about 9 temperament traits and 3 large categories used to describe most infants and toddlers. Strategies on how to care for children based on their temperament type will be shared. We will also discuss the “goodness of fit” between your own temperament and the infants and toddlers in your care and explore the role of culture as it relates to temperament. By understanding temper-ament, caregivers can provide the supports needed to help every infant and toddler feel safe and secure in the child care setting. This training provides information that supports the ITERS-R sub-scales: Space and Furnishings, Listening and Talking and Interactions and Program Structure.

### Looking forward to spending time with you!



where great stories begin!

# MILESTONES OF EARLY LITERACY DEVELOPMENT

## NEWBORN TO 6 MONTHS

**TALK, READ, SING, PLAY** Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, read, sing, and play together with your baby.



## 6 TO 12 MONTHS

holds head steady  
sits in lap without support  
grasps book, puts in mouth  
drops, throws book

**MOTOR DEVELOPMENT**  
*What your child is doing*

## 12 TO 24 MONTHS

holds and walks with book  
no longer puts book in mouth right away  
turns board book pages

**COMMUNICATION AND COGNITION**  
*What your child is saying and learning*

smiles, babbles, coos  
likes and wants your voice  
likes pictures of baby faces  
begins to say "ma," "ba," "da"  
responds to own name  
pats picture to show interest

## 2 TO 3 YEARS

learns to turn paper pages, 2 to 3 pages at a time  
starts to scribble

adds 2-4 new words per day  
names familiar objects  
likes the same book again and again  
completes sentences and rhymes in familiar stories

## 3 TO 4 YEARS

turns pages one at a time, and from left to right  
sits still for longer stories  
scribbles and draws

recites whole phrases from books  
moves toward letter recognition  
begins to detect rhyme  
pretends to read to dolls and stuffed animals

## 4 TO 5 YEARS

starts to copy letters and numbers  
sits still for even longer stories

can listen longer  
recognizes numbers, letters  
can retell familiar stories  
can make rhymes  
learning letter names and sounds

**ANTICIPATORY GUIDANCE**  
*What parents can do*

Ask questions and wait for your child to answer  
Read and speak in your first language

talk back and forth with your baby; make eye contact  
cuddle, sing, talk, play, read  
point at and name things: nose, ball, baby, dog...  
follow baby's cues for "more" or "stop"  
play games such as "peek-a-boo" or "pata-cake"

smile and answer when your child speaks or points  
let your child help turn the pages; keep naming things  
use books in family routines: naptime, bedtime; on the potty, in the car, bus  
use books to calm or distract your child while waiting

ask "Where's the dog?" or "What is that?"  
be willing to read the same book again and again  
as you read, talk about the pictures  
keep using books in daily routines

ask "What happens next?" in familiar stories  
point out letters, numbers  
point out words and pictures that begin with the same sound  
together, make up stories about the pictures

relate the story to your child's own experiences  
let your child see you read  
ask your child to tell the story  
encourage writing, drawing  
point out the letters in your child's name

**WHAT TO READ**

board and cloth books; books with baby faces; nursery rhymes

board books; rhyming books; picture books; books that name things

rhyming books; picture books that tell stories; search and find books

picture books that tell longer stories; counting and alphabet books

fairy tales and legends; books with longer stories; fewer pictures

LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.

[www.reachoutandread.org](http://www.reachoutandread.org)

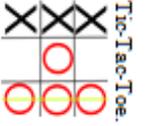
reachoutandread



# August 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>BACK TO SCHOOL MONTH</p> <p>FAMILY FUN MONTH</p> <p>GET READY FOR KINDERGARTEN MONTH</p>	<p>3</p> <p>Nat'l Watermelon Day</p> 	<p>4</p> <p>Dance with someone.</p> 	<p>5</p> <p>Give your child an age appropriate chore that she/he is responsible for.</p>	<p>6</p> <p>Do you have the number for the poison control center posted by or on your phone?</p> 	<p>7</p> <p>Nat'l Lighthouse Day</p> 	<p>1</p> <p>Watch the sun set. What colors do you see?</p> 
<p>2</p> <p>Friendship Day</p> 	<p>9</p> <p>Book Lover's Day</p> 	<p>11</p> <p>Sing a happy song. Sing it loud. Sing it soft. Sing it medium.</p> 	<p>12</p> <p>Make some lemonade and put a cherry in each glass. Go outside and enjoy your drink in the shade!</p>	<p>13</p> <p>Int'l Left-Hander's Day</p> 	<p>14</p> <p>Put several toys in a bag. Pull them out one at a time. Can you tell what they are before you see them?</p>	<p>8</p> <p>Count the dandelions in your yard.</p> 
<p>16</p> <p>Name your three favorite toys. Why do you like them?</p> 	<p>17</p> <p>Make shapes, letters, designs, and messages with pretzel sticks.</p>	<p>18</p> <p>Read a peaceful, comforting story before bedtime.</p>	<p>19</p> <p>Aviation Day</p> 	<p>20</p> <p>What is a grouch? Look it up.</p> 	<p>21</p> <p>What happens to an ice cube if you leave it out in a bowl</p>	<p>15</p> <p>Go to a theme park with two or three friends.</p>
<p>23</p> <p>Read the comics together.</p>	<p>24</p> <p>Help a neighbor complete a chore.</p>	<p>25</p> <p>Don't throw out those old cardboard boxes! Think of ways to adapt them as toys.</p>	<p>26</p> <p>Women's Equality Day</p>	<p>27</p> <p>Hang up a sunflower for the birds to munch on.</p> 	<p>22</p> <p>Tooth Fairy Day</p> 	<p>29</p> <p>Wear something yellow today. Say it- spell it.</p>
<p>30</p> <p>Nat'l Marshmallow Toasting Day</p> 	<p>31</p> <p>Nat'l Trail Mix Day</p> 		<p>Family Fun</p>	<p>28</p> <p>MLK Gave "I Have a Dream Speech" (1963)</p>	<p>21</p> <p>What happens to an ice cube if you leave it out in a bowl</p>	

# September 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p><b>BABY SAFETY MONTH</b> <b>LIBRARY CARD SIGN-UP MONTH</b> <b>CLASSICAL MUSIC MONTH</b></p>		<p><b>1</b> Play Tic-Tac-Toe.</p> 	<p><b>2</b> Put on a blindfold. Draw a picture of a dog. Take off the blindfold. Does it look like a dog?</p>	<p><b>3</b> Go on a rhyme hunt: floor/door clock/block chair/hair</p>	<p><b>4</b> Play a favorite board game.</p> 	<p><b>5</b> Cheese Pizza Day</p> 
<p><b>6</b> Read a Book Day</p> 	<p><b>7</b> <b>LABOR DAY</b></p> 	<p><b>8</b> Can you wiggle your nose? Or your ears?</p>	<p><b>9</b> Teddy Bear Day</p> 	<p><b>10</b> Set up a row of small paper cups and try to knock them over with a squirt gun.</p>	<p><b>11</b> Banana Day</p> 	<p><b>12</b> Let African American Woman in Space</p> 
<p><b>13</b> Grandparent's Day</p> 	<p><b>14</b> Set up a tent-inside or outside-then take a nap and enjoy a snack.</p>	<p><b>15</b> Talk about sharing.</p> 	<p><b>16</b> Narl Play-Doh Day</p> 	<p><b>17</b> Count all of the pillows at your house: big ones, little ones, round ones and square ones.</p>	<p><b>18</b> Narl Cheeseburger Day</p> 	<p><b>19</b> Int'l Talk Like a Pirate Day</p> 
<p><b>20</b> Help bake some muffins.</p> 	<p><b>21</b> Int'l Day of Peace</p> 	<p><b>22</b> Ice Cream Cone Day</p> 	<p><b>23</b> First Day of Autumn</p> 	<p><b>24</b> Wash baby's toys. Be sure to rinse well.</p> 	<p><b>25</b> Make a drawing in dirt of sand with a stick.</p>	<p><b>26</b> Johnny Appleseed Day</p> 
<p><b>27</b> At bedtime, talk about your favorite time of this day.</p>	<p><b>28</b> Help sort socks from the laundry.</p> 	<p><b>29</b> Can you crawl backwards?</p>	<p><b>3</b> With Play-Doh, make: A long, skinny snake A birthday cake A round ball A cup</p>			
						

## Child Care Resource & Referral

---

2111 Suite F  
Neuse Blvd.  
New Bern, NC 28560  
Phone: 252-672-5921 Ext. 23  
Fax: 252-672-5922  
E-mail: sheila@cravensmartstart.org

*For training calendars & special events, check out our website or Facebook!*



---

*Child Care Resource and Referral is here for you. FREE referrals to fit your child care needs with a licensed, regulated, or legally exempt childcare program.*

*Looking for:*

- \*Full-Time/Part-Time Care*
- \*Before/After School Care*
- \*Part-Time Preschool*
- \*Weekend Care*
- \*Drop-In Care*
- \*Hourly Care*

## Congratulations Providers

### Increasing Stars



Increased to 4 Stars  
Kelli's Kids



Increased to 3 Stars  
Caring N Sharing Child Care