



Child Care Resource & Referral

Of Marion, Polk & Yamhill Counties

A Program of Community Action Agency

Newsletter October - December 2019

Professional Development update from ODE - Early Learning Division



Prevention is Better Than
Treatment



Arriving 9/30/2019
in English, Spanish, Russian,
Vietnamese and Chinese.

Prevention is Better Than Treatment

Prevention is Better Than Treatment is a required online health and safety training.

This training:

- Addresses how to prevent, reduce, and respond to childhood illnesses and food allergies in child care settings
- Is free and can be found at: <http://campus.educadum.com/OCCD/>

If you hold one of the positions below and are approaching your second (or more) licensing period and have been working at your facility for 2 or more years, you are required to complete this training before your child care facility renews its annual license. Registered Family Providers need to complete the training prior to their next renewal or by 10/1/2020, which ever comes first.

Registered and Certified Family Homes: Providers, Assistant 2s, and Substitutes
Child Care Center Settings: Directors, Teachers, and Aide IIs

For questions, contact your Licensing
Specialist or 1-800-556-6616



Additional MONEY to child care providers may be available when parents are receiving child care assistance through DHS

Inclusive Partners



— Opening Doors For Oregon's Children —

Previously Inclusive Child Care Program

No matter what their diverse interests, abilities and needs... ALL children are children first.

How can IP Consultation help YOU?

Consultation is a partnership. It involves sharing information and expertise. The goal of IP consultation is to increase and support quality, inclusive child care placements. Together with partners we can help: Support a caregiver's problem-solving and planning skills, share creative ideas for improving the child care Environment, explore strategies for responding to behaviors that children bring to child care and exchange information about recommended practices, resources and materials. Financial supplements through IP may be available to providers.

Please call for more information!

Portland Main Office: 1-866- 837-0250 Email: inclusivepartners@state.or.us

Lending Library - Free Membership!

CCR&R has a large library full of fun, educational toys, books, furniture, and curriculum available on loan to child care providers! Come take advantage of this fantastic resource! By participating in our lending library, you can keep your child care fresh and engaging which makes for HAPPY kids and quality child care environments!!!



***Due to safety concerns we ask that you make arrangements for child care. We value the safety of your children. Thank you for your understanding.**

TIME: 5:30pm-8:30pm

October 21, 2019 (Total of 6 spots available)

November 18th, 2019 (Total of 6 spots available)

December 16th, 2019 (Total of 6 spots available)

Call if you have any questions or to schedule your appointment!

503-585-2491 or 1-800-289-5533

NO WALK- INS - BY APPOINTMENT ONLY

Are you interested in networking with your child care provider peers?

Are you interested in FREE training?

Are you interested in becoming a Spark Rated Program?

Are you interested in incentives and supports to improve the quality of care?

Are you interested in support with moving up on the Oregon Registry?

CHECK OUT THE CHILD CARE RESOURCE & REFERRAL NETWORKS CURRENTLY RUNNING IN YOUR AREA!!

Connect with a Coordinator if you have any questions or wish to join!

MARION FAMILY CHILD CARE NETWORK (ENGLISH)

COORDINATOR: LAUREN JOSI **CONTACT:** LAUREN.JOSI@MWVCAA.ORG

MARION FAMILY CHILD CARE NETWORK (SPANISH)

COORDINATOR: CASSANDRA HERNANDEZ **CONTACT:** Cassandra.Hernandez@mwvcaa.org

MARION SLAVIC FAMILY CHILD CARE NETWORK (RUSSIAN)

COORDINATOR: OLGA ARSHILOVICH **CONTACT:** OLGA.ARSHILOVICH@MWVCAA.ORG

POLK FAMILY CHILD CARE NETWORK (ENGLISH)

COORDINATOR: LAUREN JOSI **CONTACT:** LAUREN.JOSI@MWVCAA.ORG

POLK FAMILY CHILD CARE NETWORK (SPANISH)

COORDINATOR: GISELA MORALES **CONTACT:** GISELA.MORALES@MWVCAA.ORG

YAMHILL FAMILY CHILD CARE NETWORK (ENGLISH)

COORDINATOR: JENNA SANDERS **CONTACT:** JENNA.SANDERS@MWVCAA.ORG

YAMHILL FAMILY CHILD CARE NETWORK (SPANISH)

COORDINATOR: CASSANDRA HERNANDEZ **CONTACT:** Cassandra.Hernandez@mwvcaa.org

CERTIFIED CENTER DIRECTOR'S NETWORK

COORDINATOR: JENNA SANDERS **CONTACT:** JENNA.SANDERS@MWVCAA.ORG

Making Circle Time Count

POSTED IN: TEACHER EDUCATORS, TEACHERS

by [Deborah Stipek](#), Stanford University

It is a rare preschool that doesn't have a daily routine of circle time, often at the beginning of the day. It provides a time for children to transition from home to school and to get settled and oriented for the day.

But how valuable is circle time? And how might teachers use it in ways that engage young children and develop their mathematical thinking?

The Preschool Day: So Much to Learn, So Little Time

The National Association for the Education of Young Children (NAEYC) encourages instruction in language, literacy, and math, as well as science and social studies. Other priorities include helping children develop fine and gross motor skills, positive personal health habits, self-regulation, and social skills. Finding time to support children's development on all of these dimensions requires taking advantage of every minute and finding ways to get two (or more) for the price of one.

Studies suggest that circle time could be used more effectively in most classrooms.

Strategies for making circle time productive are worth investigating, considering that the typical daily circle time of 15-20 minutes adds up to about 45-60 hours over a 180-day year!

Although circle time is not necessarily considered instructional, it can be used effectively to promote a wide range of competencies, including math. A study in Chicago-area preschool classrooms, for example, found that the amount of talk about math during circle time was a significant predictor of growth in children's conventional math knowledge over the course of the school year.

Calendar Time: A Circle Time Staple, but Is It Worthwhile?

A recent question about calendar time on NAEYC's community platform, Hello, quickly became the most active thread. Consensus was that though calendar has become ingrained in daily routine, there are better ways to support children's learning.

The NAEYC community has this right. A recent study that observed circle time in 22 public preschools reported that, after morning message, the greatest amount of time was spent on calendar. [2] Yet calendar time tends to involve rote learning, such as reciting the days of the week, the months of year, or counting the days up to the present day. Many early childhood education experts have called into question the value of such calendar activities because months and days of the week can be abstract and not very meaningful to children if not put into a familiar or significant context.

If you do calendar, make sure that the mathematics are interactive, non-rote, and connect to other concepts children are learning in the classroom. "How many days until our field trip?" "Let's see, the sunflower seed package said that we will be able to see the sunflower plant peek out of the ground in ten days. Let's count and mark that on the calendar!" "The first caterpillar made its chrysalis today! Let's count how many days the caterpillar ate before it was big enough to spin a chrysalis."

Using Circle Time to Support Early Math Learning

What are fruitful math activities to introduce while children are gathered together in a group? Below are a few suggestions.

Choose a math activity for circle time that reinforces the math concepts being worked on during instruction. Whatever the math concept, an important goal is to engage children in conversation, taking care to encourage all children to participate. One strategy for engaging more children is to ask another child or the whole group whether they agree with the child who answered a math question. You can also ask another child to explain a child's answer. "How do you think Shana figured that out? Can anyone think of a different way?"

Number and Operations

- Ask children to count how many boys are here today, then how many girls. "How many more boys than girls are there?" "How could we figure out how many children altogether are here today?" "Jose and Mary aren't here today. How many children would we have if they were here?"
- Have children stand in groups of four and ask them, "How many legs are in your group altogether? How many arms? How many legs AND arms? How many fingers altogether?" Ask each group to explain how they figured out the answer.
- Ask children to hold up a specific number of fingers. Encourage them to find different ways to represent that quantity on their fingers (four fingers on one hand, two fingers on each hand, three fingers on one hand and one finger on the other). Ask them how they figured out how many fingers to hold up on each hand.
Have children vote on which of two books they would like you to read, and put a hatch mark on the board for each vote. Then ask the children to count how many votes each book got, and which book has more votes.

Patterns

- Move! Clap your hands in a rhythmic pattern and discuss the pattern. "That was three loud claps, then two soft claps." Have children introduce patterns that others can imitate.
Ask children to describe the pattern in a child's clothing (e.g., "George's shirt has stripes that go green, white, green, white.")

Measurement

- Ask children which is longer, their legs or their arms? Ask pairs of children to compare the lengths of their legs. Ask them to take off one shoe and figure out how many shoe lengths the leg and arm of their buddy is (it is okay if it turns out to be three shoe lengths and a little more). Engage in a discussion about length. "How many more shoe lengths is your buddy's leg than his/her arm?" "How many shoe lengths do you think the whiteboard [or some other large object in view] is?"
- Have children stand up in groups of three and figure out who is the tallest and who is the shortest or who has the longest hair and who has the shortest hair. Have half the children lie down next to each other with their feet touching the wall. Ask the other half to look closely at the line-up and decide who is the longest and the shortest. Who is the second longest? Have half the children stand in a line, close together, and have the other half move them around so they are in order of their height. (See our video, *Using Bodies to Compare Size*.)

Shape and Space

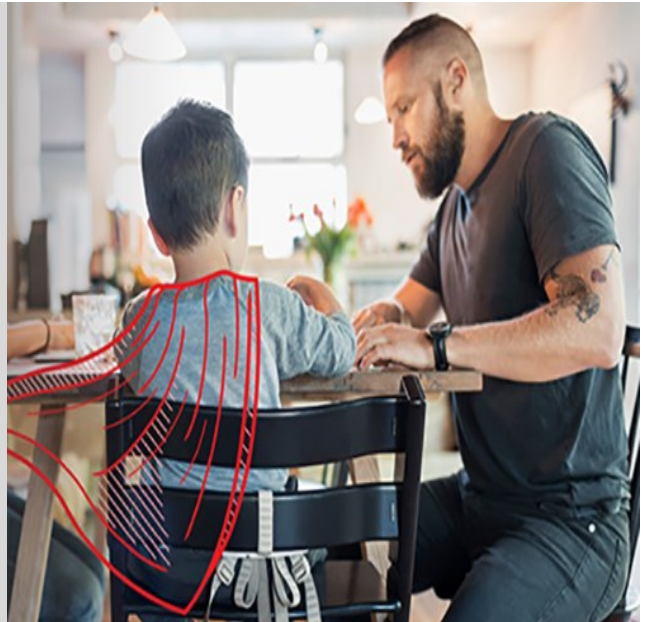
- Have children discuss different shapes they can see from where they are sitting. "How do we know a shape is a triangle, a square?" "Which shape has more sides?" Read a picture book that provides opportunities to discuss math concepts like shape and space or numbers and counting. <https://dreme.stanford.edu/news/making-circle-time-count>

Not every hero wears a cape. Plan and Practice your Escape

Why home escape planning and practice matter

- Home escape planning and practice ensure that everyone knows what to do in a fire and is prepared to escape quickly and safely.
- Today's homes burn faster than ever. You may have as little as **two minutes** to escape safely from the time the smoke alarm sounds.
- When the smoke alarm sounds in a real fire, it's too late to start making a plan.

<https://www.nfpa.org/Public-Education/Staying-safe/Preparedness/Fire-Prevention-Week?>



October is National Fire Prevention Month, a time when we should all be aware of ways to help learn fire safety and prevention. According to Department of Homeland Security Federal Emergency Management Agency (FEMA) Acting Regional Director Dennis Hunsinger, most Americans underestimate their risk for fire, and many either lack emergency response plans – or fail to practice them with fire drills.

"This last week, the National Fire Protection Association (NFPA) sponsored National Fire Prevention Week, with a great message: 'Home Cooking Fires: Watch What You Heat!'" said Hunsinger. "And it's true. One out of three home fires start in the kitchen, and leaving cooking unattended and other unsafe kitchen practices are recipes for disaster."

Hunsinger also cautioned against complacency and encourages everyone to take the next step. "Annual observances like National Fire Prevention Week and National Fire Prevention Month are excellent opportunities to focus on fire hazards – but we should all practice fire safety every day—at home, at work and at play," he said. "The NFPA offers a wealth of safety information, fire prevention tips and resources on their comprehensive website: www.nfpa.org. And I encourage everyone to contact your local fire department to learn more about making your home safer from fire, or how you can best participate in fire prevention activities.

FEMA manages federal response and recovery efforts following any national incident, initiates mitigation activities and manages the National Flood Insurance Program. FEMA works closely with state and local emergency managers, law enforcement personnel, firefighters and other first responders. FEMA became part of the U.S. Department of Homeland Security on March 1, 2003.

Fire Prevention Month is the perfect time to talk with your whole family about fire safety – include testing alarms, changing the batteries or upgrading to 10-year sealed battery alarm for hassle-free protection, and escape planning.

- **3 of every 5** home fire deaths resulted from fires in homes with no working smoke alarms
- Less than **50%** of homeowners have an escape plan
- Carbon monoxide (CO) is the **#1** cause of accidental death
- **60%** of consumers do not test their smoke and CO alarms monthly*
- Only **47%** of people report having CO alarms in their home
- Just **43%** of homeowners have an escape plan*



**FIRE
PREVENTION
WEEK™**

Are You Fully Protected?



Smoke Alarm

One on every level and in every bedroom



Carbon Monoxide Alarm

One on every level and in every bedroom



Fire Extinguisher

One on every level, plus kitchen and garage

Having functioning alarms installed throughout your home is the first line of defense for fire prevention. They work around the clock to give your family an early alert in the event of an emergency, allowing you time to safely escape.

Smoke and CO alarms should be placed on every level of the home, including the basement, as well as inside and outside each bedroom. Fire alarms should also be placed on every level of the home, especially in the kitchen and garage.

Spark Story

by Lauren Peterson

What a pleasure it was to spend some time with Julie Lutter, owner of Grandma's Village, a Registered Family child care program in Hillsboro, Oregon. Julie shared the story of her Spark journey.

Although Julie was always drawn to kids, she had planned to be an accountant. In 1991, a single mom and unable to find care for her children, Julie "created the program for children that I couldn't find. It was intended to be temporary. It went from a need to a career."

While her career as an early learning professional started with a need for quality care for her own children, the attachment to the children has kept her in the field for 28 years. "Many of the children in my program come in as infants and stay until they turn 12. I am so bonded to them; they are just like my own." Julie shows no signs of slowing down. Currently she is finishing her Child Development Credential (CDA) and has recently submitted her Spark portfolio in hopes of a 3-star rating.

After nearly three decades in the field, what motivated Julie to participate in Spark? Ami Russell, a Quality Improvement Specialist from Child Care Resource and Referral of Washington County reached out to invite Julie to an Improving Quality Training, an overview of Spark. Julie recalls, "I didn't know what it was, but it was a free training, so I thought, 'why not?' Before I knew it, I was knee deep in it." Julie shares that until fairly recently, she did not know how many resources existed to support providers.

Julie had some reservations at first. She could see that evaluating her program, completing her Quality Improvement Plan, and working through the portfolio was going to be a lot of work. "There was just the fear of the unknown." Her fears and hesitations were short-lived. She relates, "I went from feeling like I have to do training hours to I have to do this because I want to learn more."

Julie describes the many ways in which the process enhanced her program. She recalls a situation in which some parents shared a developmental concern about their child. She gave them an Ages and Stage Questionnaire (a developmental screening tool, required by one of the Spark standards). She suggested to the parents they take it home and have fun completing it with their child. She indicated she would do it with the child as well and then they could get together to talk about what they saw. Julie remembers that they were excited about doing it and were reassured about their concern as a result. Julie's realization "If I had not had Spark and the knowledge to give them the ASQ, I would not have had the backing to tell them my thoughts about their concern. It would have just been me talking. The parents also recognized it as something they had completed at the doctor's office. It was reassuring to the parents to realize that they were leaving their child with someone who does something that their doctor also does too. It was an a-ha moment for them about the quality of care I was providing."

Spark Story continued....

She describes other ways in which Spark has changed her relationships with parents. “I wasn’t really engaging them and involving them as much as I thought I was. Now my handbook really welcomes them and lets them feel like what they have to say is the most important thing.” Julie shares that the Spark standards about diversity and understanding the family’s culture have enriched her program for children and created deeper relationships with parents. Her enrollment forms have been changed to ask families to share their culture and their language. She reveals, “I never thought about asking parents to share that.”

In addition to improving the relationships with parents, Julie shares the many other ways in which her participation in Spark has impacted her personally and professionally. “There were areas where what I thought what I had was okay, but now I had the motivation to make it great. Our programs can always keep improving. I thought I was the master of it all these years. Spark gave it new life and gave me a new frame of mind.”

Julie spoke with great enthusiasm about being part of a community of early learning professionals. “I have developed great friendships with other providers who are doing this too. The networks and the kinships have re-energized me.” Julie expressed great appreciation for the support she received from Ami Russell. “Ami is so awesome. She was encouraging and organized and available. She was so good at honoring what we were saying and also gently adding advice or another angle to think about. She gave us the feeling we were accomplishing it.”

A new sense of professional pride was another unexpected aspect of participating. After 27 years and wondering ‘what am I going to do as a career when I am done with this?’ I realized, oh my gosh this is a career. I can keep building this. I don’t want to stop. I want to go as high as I can.”

Julie’s final thoughts: “It was self-rewarding to go through it. It was different from the rewards I get from being with the kids. For all the people who feel this work is nothing, this says it is something.”

At the conclusion of our time together, I had the privilege of informing Julie that her program had achieved the 3-star rating. When her excitement subsided, she said “It was a lot of work but it has been so worth it. It added to every aspect of my life.” Congratulations Julie!

<http://triwou.org/library/page/1230?site=spark>



SPIDER HEADBAND CRAFT

- Cut long strips of paper to fit each child's head. Glue two pieces together if need be.
- Cut enough long thin strips of paper for each child to have eight. The kids can practice counting to eight.
- Fold and Flip. To save time you can Fold and Flip two spider legs at once.
- Mark the center of the headband and leave a four to six inch space in the middle. Glue four legs on each side of the space.
- When all the legs are attached, fold the headband in half lengthwise and seal it with glue. This helps the legs stay attached and increases the spider hat durability.
- Have the kids each pick four big eyes and four small eyes. This is a good way to practice counting, sorting, opposites, one-to-one correspondence, and a little math vocabulary.
- When complete flip over the headbands and glue on all eight eyes.
- After the legs and eyes are dried on, staple the headbands together and put them on with the legs extending out the top.



Interesting Spider Facts

- Spiders are Arachnids, not Insects.
- Spiders have 8 legs. When a spider travels, it always has four legs touching the ground and four legs off the ground at any given moment
- Most spiders have eight eyes and are very near sighted. Spiders also have tiny hairs on their legs to help them hear and smell
- Spiders eat more insects than birds and bats combined.
- Spiders are vital to a healthy ecosystem. They eat harmful insects, pollinate plants, and recycle dead animal and plants back into the earth. They are also a valuable food source for many small mammals, birds, and fish.
- Jumping spiders can leap up to 40 times their own body length. If humans could jump this far, they would be able to jump over 230 feet
- There are around 40,000 different species of spider.



Great Spider Songs:

Boris the Spider, The Who
Spider on the Floor, Raffi
The Itsy Bitsy Spider
Five Creepy Spiders

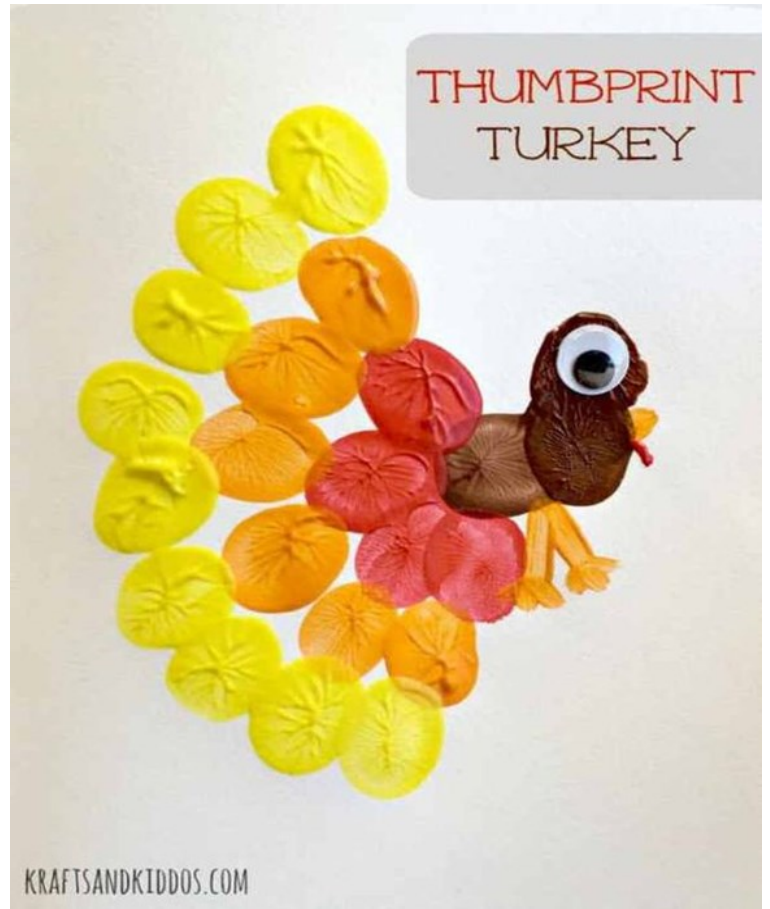
Great Spider Stories

Anansi the Spider: A Tale from the Ashanti,
Gerald McDermott
The Eensy-Weensy Spider, Mary Ann Hoberman
Aaaarrgghh! Spider! Lydia Monks
Diary of a Spider, Doreen Cronin
Miss Spider's Tea Party, David Kirk
The Very Busy Spider, Eric Carle



Corn Cob Painting

Naturalbeachliving.com



KRAFTSANDKIDDS.COM

The Apple Tree

Way up high
In the apple tree,
Two little apples
Smiled at me.
I shook that tree
As hard as I could.
Down came the apples,
And MMMM they were good!



Apple

Homemade Bird Feeders

Naturalbeachliving.com





Sensory Play Preschool Age

Fall Slime

½ Cup Clear Elmer's Glue
½ Cup Warm Water
½ Cup Sta- Flo Liquid Starch
Sequins or Glitter

Start by mixing the glue with the water in a bowl. Add in the glitter and stir. Then slowly pour the liquid starch in while stirring. It will begin to form into slime once you add in the liquid starch. It may be slippery/wet at first, but the more you knead and play with it, the less slippery it will get.

Sensory play builds nerve connections within the developing brain's neural pathways, which trigger a child's inclination for and ability in completing more complex learning tasks

Sensory play supports language development, cognitive growth, motor skills, problem solving skills, and social interaction

Sensory play aids in developing and enhancing memory functioning

Sensory play is great for calming an anxious or frustrated child

Sensory play helps children learn vital important sensory attributes (hot, cold, sticky, dry, etc)

Cloud Dough

1 Cup Hair Conditioner

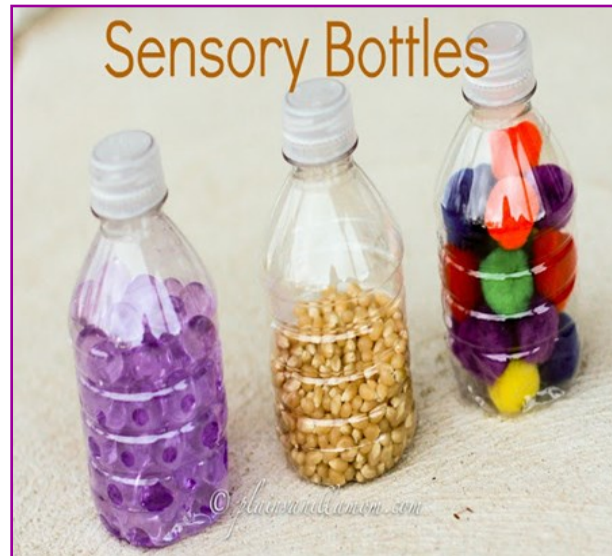
Suave is cheap & smells good

2 Cups Cornstarch

Food Coloring is optional

Pour Cornstarch and Conditioner and Food Coloring (optional) in a large mixing bowl. Mix ingredients using a spatula or wooden spoon until it gets too hard to mix. Use your hands to knead the dough until it is pliable to play with. If it is too wet and sticky add a little more corn starch. If it is too dry, add a little more conditioner.





A loaf of bread run through a food processor



Gingerbread Man

Collage Art Activity



Run, run, as
fast as you
can. You can't
catch me.

I'm the
Gingerbread
Man!



BRAIN INFOGRAPHICS

Left brain

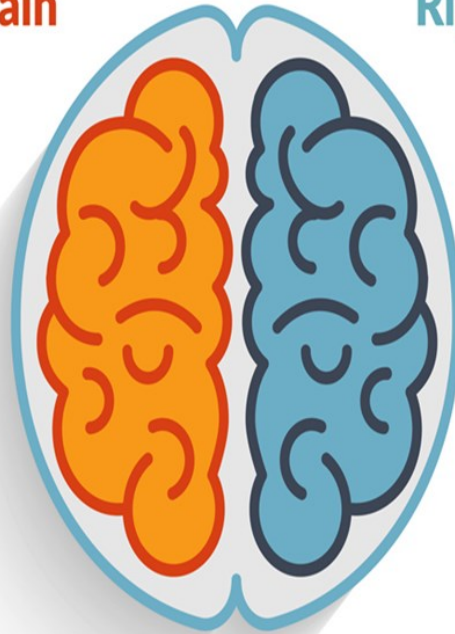
Right side of body control

- Number skills
- Math/Scientific skills
- Written language
- Spoken language
- Objectivity
- Analytical
- Logic
- Reasoning

Right brain

Left side of body control

- 3D shapes
- Music/Art awareness
- Intuition
- Creativity
- Imagination
- Subjectivity
- Synthesizing
- Emotion
- Face recognition



PARIENTAL	Intelligence, language, reading, sensation
FRONTAL	Behaviour, intelligence, memory, movement
OCCIPITAL	Lobe, vision
TEMPORAL	Behaviour, hearing, speech, vision, memory
CEREBELLUM	Balance, coordination
BRAIN STEM	Blood pressure, breathing, heartbeat, swallowing

Amazing facts about the brain:

