

Helps and Hints

Family Child Care Newsletter

Childhood Services

Arkansas State

University

2008

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Inside this issue:

Art & Creativity

Sing, Song, Sway

Math & Manipulatives

Sensory

Special Section

And much more!

My Body and My Five Senses

A child's first learning opportunities are through their body and their senses. From birth, children are taking in information and processing this data to create knowledge about the world around them. Research shows us that the more stimulation young children receive, the greater their capacity for learning will be as they grow older.

Play is a child's primary vehicle for learning through their senses. In this edition, we have provided you with various play activities and other resources to support your curriculum. Parent involvement ideas are included so that you can emphasize quality activities for children during the hours they are not with you. These ideas will also help make parents feel competent and active in the lives of their children.

Let's roll up our sleeves and get ready to involve our whole selves in this edition of Helps and Hints.



Start planning now!

Family Child Care Provider Training

May 16, 2009

ASU Childhood Services

615 University Loop East

Contact Jo Battle at 870-972-3055 for more information



Parent Involvement

A fun website for both parents and children is <http://kidshealth.org>. There are many great ideas, movie clips, quizzes, games, etc. that both parents and children will find interesting. This site addresses parent tips about subjects such as feelings, video games, and kids health. Information about childhood diseases and resources is written in easy to understand language.

There are also several question and answer pages within the website. Issues such as "What is puke?" or "What is sweat?" may not be appetizing for parents, but are a part of children's everyday life. A helpful aspect of the website is People, Places, and Things that Help Me page. This has several choices for review including going to the hospital, wearing glasses, and who needs a flu shot! All information is presented in a non-threatening way often with games and activities to help get the information across.



Extra Helpers

- ☺ www.creativeprek.com
- ☺ www.funlessonplans.com
- ☺ www.kinderplans.com
- ☺ www.preschoolprintables.com
- ☺ www.time4learning.com
- ☺ www.lessonplanet.com
- ☺ www.getreadyforschool.com
- ☺ www.mommynature.com
- ☺ www.hummingbirded.com

An additional resource that you might find helpful for this and any other units:

www.preschoolexpress.com





Circle (Group) Time

☺ **Listening Game**

Choose one child to be the listener. The child should be seated on the floor or on a chair in front of the group with face turned away from the group. Point to another child in the group who will become the mystery voice. She or he can say "Hi," or any other greeting. Let the first child guess who the mystery voice is. If the child can not guess correctly, let the speaker say something else. The child who is the listener gets 3 chances to guess who the mystery voice is. You may wish to use 2 telephones while playing this game.

☺ **Mystery Sound**

Have the children close their eyes. Make a sound such as ringing a bell, jingling keys, clicking a pen open and shut, tapping a full water glass, etc. Let the children identify the object of the sound.

☺ **Different Temperatures**

Provide objects for the children to feel that have been warmed by a heating pad or cooled in a refrigerator.

☺ **Counting Body Parts**

Have the children find different parts of their body. As a group, count how many of each part you have. For example, a child might say "fingernails". All of the group will find their fingernails and count them.

☺ **Body Part Riddles**

Say riddles to the children such as, "I'm thinking of the body part that you put your socks and shoes over. What is it?" or "It's on your face. You use it to eat and talk with. What is it?"

☺ **Watch Carefully**

Have a child come to the front of the circle. Have him/her stand still. Then whisper a body part to him/her. All of the children should watch carefully. S/he briefly moves that part and then stands quietly again. The children call out which body part s/he moved.



Circle (Group) Time

☺ **Doctor, Doctor, Nurse**

Play Duck, Duck, Goose inserting the words Doctor, Doctor, Nurse

☺ **Making Toothpaste**

Mix four teaspoons baking soda, one teaspoon salt, and one teaspoon peppermint flavoring. Then add just enough water to form a thick paste.

☺ **What's Missing?**

Place a variety of doctors' and nurses' tools on a large tray. Tell the children to close their eyes. Remove one item from the tray. Then have the children open their eyes and guess which item has been removed. Continue playing the game using all of the items as well as providing an opportunity for each child.

☺ **Read**

Read the story Curious George Goes to the Hospital. Talk about Curious George's adventures at the hospital and wonder which things in the book would really be found at the hospital. Plan to go and see. Ask the children if a monkey would go to a hospital. If the children wonder about that, plan to ask at the hospital.

☺ **Made-Up Stories**

Make up stories about situations involving a hospital. If you wish, let the children dramatize some of the stories.

☺ **I Can**

Cut a giant can shape from butcher paper. Bring it and a marker to circle time. Tell the children to think of things their bodies can do. As they think of things, call them out and you will write them on the can. To help the children begin to think, say, "When we go outside I see you using your bodies in a lot of different ways. I know that you can make them run, So I'm going to write "run" on the can. (Do it). What else can you do?" Hang the can at the children's eye level. Add to it as the children think of more activities. Every couple of days, read the list to the children. If you fill one can, cut out another one and continue the activity.



Circle (Group) Time

- ☺ Provide paper tubes (from rolls of paper goods) for each child. Have them look out the window or around the room through the paper tubes. Ask, "what do you see?"
- ☺ Prepare in advance for a treasure hunt. Hide around the room some items—shells, flowers, rocks, leaves (real or paper)—that they might see outside. Tell them what to look for. Show samples. Tell them to use their eyes to find the treasures. Have the children identify and talk about each thing they find.
- ☺ **"I Spy"**
Choose one child to be "it". He says "On my way to school I saw..." Then he describes an object and the children try to guess what he saw.
- ☺ **How Does My Nose Work?**
Inside my nose are many hair-like nerves. When a smell enters my nostrils the nerves send the message to my brain. My brain tells me what I smell. My sense of smell also helps my body get ready to digest my food. When I smell something good to eat, my brain sends messages to the glands that make my saliva and stomach juices. My mouth waters and my stomach glands start making their juices, before I chew my first bite.
- ☺ **I Can See My Nose!**
I can see part of my nose, the large part that sticks out from my face. The holes in my nose are called nostrils. The hairs in my nostrils keep dust out of my nose. Behind the part of my nose I can see is a large tunnel. The nasal cavity whose walls are wet and warm. They are covered with a sticky fluid called mucus.
- ☺ **Nose Discussion**
Discuss things we do with our noses. Look at each other's nose. Mirrors can be used to examine their own nose. Discuss the part of the nose we see (nostrils and hairs). Talk about the nasal cavity or big tunnel which is coated with sticky liquid. Develop an understanding in the children that millions of dust particles try to get into our nose and that our body is protected by the hairs and sticky liquid. Emphasize the importance of keeping the nose clean by sneezing or blowing the nose. Stress the fact that the nose is the entrance for the air to the lungs.



Circle (Group) Time

☺ Popping Corn

Gather materials needed for popping corn. Explain safety rules. Use open-ended questions to stimulate predictions of the change that takes place as corn pops. As corn pops, discuss changes taking place, explaining how we use our five senses. You may include this fingerplay:

Popcorn

I have some popcorn. Smack, smack, smack.
Here are my friends, I'll turn my back.
But sharing is nice, and sharing is fun,
So have some popcorn, everyone!



☺ Tasting Party

Have a tasting party: set out bite-size portions of a variety of foods that have distinctive flavors: salty, sweet, sour, bitter, spicy, bland. Let children match processed cheese shapes with corresponding cracker shapes. To increase the discussion about foods, consider color, texture, and odor when providing foods for the children to taste—for example, orange carrot coins, green pickle slices, yellow cubes of cheese, red radish roses, small orange slices, shavings of bitter chocolate. Serve strong tea, grapefruit juice, pink lemonade, chocolate milk to drink. Introduce new nutritious snacks.

☺ Name It—Look and See

Have one child be the baker with a plate of cookies or other baked goods. Blindfold the baker. Point to a child who says "Please may I have a cookie?" The baker says, "Yes, you may, _____" and guesses the child, who then takes a cookie. If the baker guesses wrong, he or she guesses again until he or she gets guesses correctly.





Art & Creativity

☺ Scented Paints

Add a few drops of spices or extracts to your tempera paint that is used at the easel. For example, add peppermint to green paint, cinnamon to red or brown.

☺ Lick and Stick

Need: Stickers that are gummed (need to be licked to stick)

Provide gummed colored stickers for children to make a "lick and stick" picture.

☺ Feely Board

Need: poster board, scraps of fabric (different textures of fabric), scissors, glue

Have children glue scraps of fabric onto the poster board to hang on the wall as a feely board in the room.

☺ Crayon Rubbings

Gather leaves and other objects while taking a Feeling Walk. Make a crayon rubbing by placing a sheet of thin white paper over one or more objects, rubbing the paper with the side of the crayon.

☺ Finger Paint

Finger paint with various media: buttermilk, starch, whipped soapsuds, whipped cream. Add powdered tempera for color. Add coffee grounds, sawdust, salt, flour for different textures.

☺ My Eye

Poster board cut in a eye shape. Give children mirrors to look at their eyes. Have the child draw a circle in the middle of the eye pattern. Have the child color the center of the circle black and color the large circle the color of your eyes. Give the child a choice of brown or black construction paper to cut strips to paste onto the top and bottom of the eye pattern for eye lashes.

☺ Paper Plate Meals

Need: magazines for the children to cut food pictures from the food groups.

Have the children paste the pictures they have cut from magazines on a paper plate to represent a balanced meal.



Art & Creativity

☺ Handy Book

On a piece of folded construction paper trace a child's hand. Cut out the hand, leaving the fold uncut. You end up with a hand-shaped booklet that will open up. Place small amounts of paint in shallow containers. Let the children decorate their hand books by dotting their thumb or fingers in the paint making thumb prints or finger prints. Print each child's name on the outside of the book.

☺ Body Tracing

Have each child lie on a large piece of paper. Trace the child's body and let each child decorate his/her tracing.

☺ Let's Make a Shape Person

Collect the following shapes from felt, wood, construction paper, or scrap material:

4 small circles

1 large circle

1 large rectangle

4 small rectangles

Have individual flannel boards, paper sacks, construction paper or any large surface for each child to construct his person. Provide only enough assistance to ensure success.

☺ Cotton Swab Painting

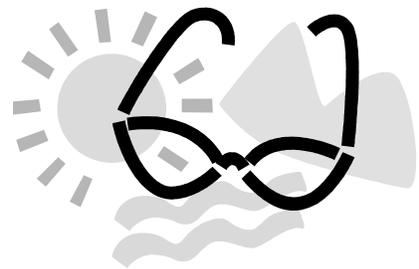
Place cotton swabs, cottonballs and tempera paint on a table in the art area. The cotton swabs and balls can be used as painting tools.

☺ Make a Camera

Use a chocolate box covered with contact paper, add buttons for lens, and a ribbon for a strap. Mount imaginary pictures on small pieces of cardboard and place in camera.

☺ Sunglasses

Materials: 2 pipe cleaners, colored cellophane,





Art & Creativity

😊 Animal Sounds

Have children look through old magazines and cut out pictures of animals. (Pictures can be mounted on cardboard or construction paper). Children then take turns showing their animal pictures and make appropriate sounds to go with them. Bring out animal puppets and ask children which animals they have imitated do not have puppets. Paper bag masks may then be made to represent those animals. Using hand puppets and masks, children act out the story, making appropriate animal sounds where they occur in the story.

😊 Make Pinocchio puppets by drawing and coloring the bodies on construction paper. Tie threads to hands and head. Attach other end of the thread around a rolled piece of construction paper. Stress Pinocchio's nose.

😊 Make face puzzles. Cut out the eyes and paste to one piece of cardboard and the nose to another piece, the mouth to another. Several of each can be cut out of magazines to see how the nose would change to appearance of each.

😊 Platters of Health

Explain to the children that there are four food groups (milk and dairy products, fruits and vegetables, breads and grains, and meats and other proteins). Point out that our bodies need foods from each of these groups every day. Set out magazine pictures of nutritious foods from each of the groups. Give each child a paper plate to use for making a "Platter of Health." Have the children select pictures from each of the four food groups and glue them to their plates.

😊 Real Flowers

Materials: paper, cotton balls, glue, smelly objects

Let your children make a flower with a twist. First give them paper and let them draw or cut out their petals. Put the petals around a few cotton balls. You can add any fragrance that you want to the cotton ball and it will stay in for a good while.

😊 Scratch and Sniff Watercolor Paintings

Materials: Paper, Kool-Aid

Mix Kool-Aid with water (about two tablespoons). Then let the children paint with the mixture. After the paintings dry you have great scratch and sniff pictures.

Warning: Kool-Aid can stain clothes, tables, and floors.

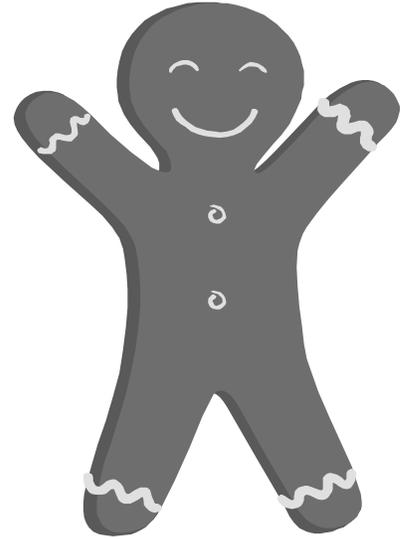


Art & Creativity

☺ Five Senses Gingerbread Art

Materials: Sandpaper, Crayons, Cinnamon Sticks

Cut out gingerbread men sandpaper and give them to your children. Allow them to decorate their Gingerbread man with crayons, and cinnamon sticks. The children will be able to smell and taste the cinnamon, feel the sandpaper, hear the scratching (of cinnamon and sandpaper), and finally see their gingerbread people.



☺ Texture Book

Make a texture book with lots of different items for your children to touch and feel. You can include aluminum, denim, springs, feathers, carpet, grass, and much more. Have the children describe the items.

☺ Feely Bag

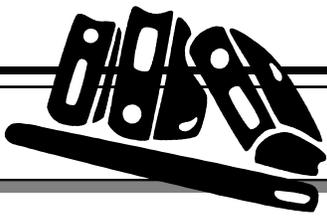
In a sturdy freezer bag, balloon, latex glove put Syrup with a bit of food coloring and let your children play with it. Note: Super Glue or Tape the top of the bag in order to insure that it does not come open. You can also put play dough, rice, beans, peas, marbles, cornstarch, sugar, water, sand, flour, or any other feely substance in the bag.

☺ Silly Putty

Mix one tablespoon glue with one tablespoon water.

In a separate container mix 1/2 cup water and one tablespoon borax

Mix the solution created in Step 1 with one tablespoon of the solution from Step 2 and presto you've got silly putty.



Language Arts

☺ **The Eyes**

Fold construction paper into 4 sections (horizontal fold). On the first section write (My (pic of eyes) are the same color as... Have children look in a mirror and tell what color their eyes are. Then on the first section of the page the child can draw his/her eyes and color them. The next 3 fold sections the child draws a picture of something that is the same color as his/her eyes. The adult labels each picture with what the child says it is.

☺ **Body Book**

Need: magazines and standard writing paper

Direct the children to find and cut out pictures of a specific body part from magazines. Select a different body part each day. Glue pictures to a sheet of paper, using one page for hands, and so on. Let the children write or dictate captions for the pages. Conclude the book with a few pages of whole bodies.

☺ **Body Talk**

Move your body to send a message to the children. After it has spoken, have the children to tell you what it said. Here are some starters.

Wave to say, "Hi"

Put finger on your lips to say, "Please be quiet."

Lay your head on your hands to say, "Time to rest."

Wave your hand towards you to say, "Come here."

Pinch your nose to say, "Bad Smell."

Point to your eyes to say, "Look"

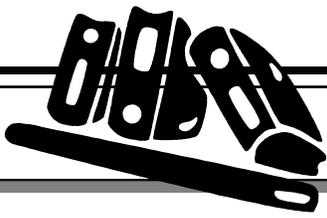
Stretch your arm out with your palm at a right angle to say, "Stop."

Put your hand up to your ear to say, "Listen"

Lay your hand on your heart to say, "I Love You."

☺ **Guess the Body Part**

Get a large sheet of paper. Have a child come to the front of the circle and he others close their eyes. Cover up one of the child's "legs". Have the others open their eyes and quietly call out what part is covered up. Do this several more times with other large body parts.



Language Arts

☺ Follow Directions

Ask one child to come up and face the group. Whisper directions to him/her, such as "Wiggle your leg." As the child is following the directions, have the group name the part of the body the child is moving. Taking turns, continue to play the game using all of the body parts that your children are learning.

☺ Listen Carefully

During the first part of the week have a tape recorder and mirror out during free play. Have each child describe him/herself into the recorder. S/he can talk about his/her face, clothes, favorite toys, etc. If the child is having difficulty, encourage conversation by asking questions like: "What color hair do you have?" "Tell me about the clothes that you're wearing." After you have taped each child's voice, play the tape at circle time. Have the class guess who is talking.

☺ Name It

Stand up so that the children can easily see you. Slowly point to different body parts, having the children call out the name of each part as you point. As they understand the game, begin pointing a little faster, faster, faster, and the slower, slower. Each time you play change the tempo of the game.

☺ Shopping for Health

Collect a variety of empty cans and containers of nutritious foods (at least two for each child) and a few junk food cartons. Display the "foods" on a table or some shelves. Give the children shopping bags and let them each go shopping for one or two nutritious foods. Have the children sit in a circle after they have finished. One at a time, let them show the foods they bought and talk about the choices they made. If their choices include junk foods, discuss what junk food is and why they should not eat it all the time.





Fingerplays

☺ **Grandmother's/Grandfather's Glasses**

These are grandmother's/grandfather's glasses

(make glasses over eyes)

This is grandmother's/grandfather's cap

(peak hands on head)

This is the way she/he folds her/his hands

(fold hands)

And puts them in her/his lap.

(place in lap)

☺ **Touch Your Nose**

Touch your nose,

Touch your chin;

That's the way this game begins.

Touch your eyes,

Touch your knees;

Now pretend you're going to sneeze

Touch your hair,

Touch one ear;

Touch your two red lips right here,

Touch your elbows

Where they bend;

That's the way this touch game begins.

☺ **It's Me Again!**

Here are my ears

Here are my ears

Here is my nose.

Here are my fingers.

Here are my toes.

Here are my eyes,

Both open wide

Here is my mouth

With white teeth inside.

Here is my tongue

That helps me speak

Here is my chin,

And here are my cheeks.

Here are my hands

That help me play.

Here are my feet

For walking today.

☺ **"Who Feels Happy?"**

Who feels happy, who feels gay?

All who do clap their hands this way.

Who feels happy, who feels gay?

All who do wiggle their bodies this way.

Who feels happy, who feels gay?

All who do scratch their nose this way.



Fingerplays

☺ Knock at the Door

Knock at the door

(Knock on forehead)

Peep In.

(Peer through circled thumbs and forefingers)

Turn the latch.

(Twist nose)

Walk in.

(Pretend to put finger in mouth)

☺ Four Little Babies

Four little babies in the nursery I see,

(Hold up four fingers)

The nurse gives one to a mommy.

And now there are three.

(Hold up three fingers)

Three little babies crying boo hoo,

The nurse picks up one

And now there are two.

(Hold up two fingers)

Two little babies cooing for fun,

Along comes a daddy

And now there is one.

(Hold up one finger)

One little baby is all that I can see,

But that is the one for my family.

(Pretend to rock baby)

☺ Sleepy

I'm sleepy, very sleepy

I want to stretch and yawn.

I'll close my eyes and just pretend.

That daylight time has gone.

I'll breathe so softly, be so still,

A little mouse might creep

Across the floor, because he thought

That I was fast asleep.





Fingerplays

☺ **Sometimes I am Tall**

Sometimes I am tall	(Stand at full height)
Sometimes I am small	(Bend down close to floor)
Sometimes I am very, very, tall	(Stretch up on tip toes)
Sometimes I am very, very, small	(Bend as close to floor as possible)
Sometimes tall, sometimes small	(Stretch high—bend low)
See how I am now.	

☺ **Stand Up Tall**

Stand up tall;	(Children stand)
Hands in the air;	(Raise hands).
Now sit down	(Children sit)
In your chair.	
Clap your hands;	(Clap 3 times)
Make a frown.	(Children frown)
Smile and smile,	(Children smile)
And flop like a clown!	(Children relax with arms dangling)

☺ **Baby's Bath**

Baby's ready for his bath.	(Make circle with arms)
Here's the baby's tub.	(Hold hand up, palm flat)
Here's the baby's washcloth.	
See how he can rub.	(Pretend to rub face)
Here's the baby's cake of soap,	(Make a fist)
And here's the towel dry,	(Hold hands flat, thumbs touching)
And here's the baby's cradle,	(Make imaginary cradle and rock it back
Rock-a-baby-bye.	And forth).

☺ **Baby's Nap**

This is a baby ready for a nap.	(Hold up finger. Place in palm of hand)
Lay him down in his mother's lap.	
Cover him up so he won't peep.	(Wrap other fingers to cover him)
Rock him 'til he's fast asleep.	(Rock hands to and fro.)



Fingerplays

😊 Going to Bed

This little boy is just going to bed. (Use forefinger for boy. Lay finger crosswise
Down on the pillow he lays his head on other hand using thumb for pillow.
He wraps himself in the covers tight Use fingers for cover)
And this is the way he sleeps all night
Morning comes, he opens his eyes.
Off with a toss the covers fly.
Soon he is up and dressed and away,
Ready for fun and play all day.

😊 Finger Family

This is the mother, as nice as can be. (Index finger)
This is the father, the tallest is he. (Middle finger)
This is the brother, he's growing up tall (Ring finger)
This is the sister, so sweet and so small. (Little finger)
Here's Grandma and Grandpa, and I love (Thumbs)
them all.

😊 Bear Hunt

(Leader gives a line—others repeat. Pat on thighs in rhythm)

Would you like to go on a bear hunt? Okay—all right—come on—let's go!
Open the gate—close the gate. (Clap hands)

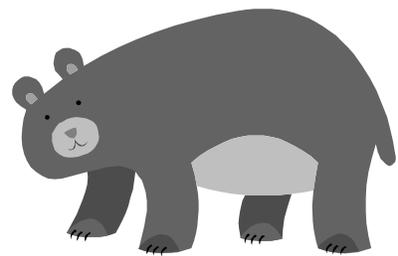
Coming to a bridge—can't go over it—can't go under it
Let's cross it. (Thump chest with closed fists)

Coming to a river—can't go over it—can't go under it
Let's swim it. (Pretend to do crawl stroke)

Coming to a tree—can't go over it—can't go under it
Let's climb it! (Pretend to climb tree and look around.)
No bears! (Pretend to climb down)

Coming to a wheat field—can't go over it—can't go under it
Let's go through it! (Rub palms together to make swishing noise)

Oh! Oh! I see a cave! It's dark in there (Cover eyes)
I see two eyes— I feel something furry (Reach out hand)
It's a bear! Let's go home! (Running motion with feet)
(Repeat above actions in reverse using fast motions)
Slam the gate. (Clap hands) We made it!





Fingerplays

☺ Look, Look

Look up, Look down
Look all around
Look here, Look there
Look everywhere.



☺ Little Boy Blue

Little Boy Blue, come blow your horn
The sheep's in the meadow, the cow's in the corn
Where's the little boy that looks after the sheep?
He's under the haystack, fast asleep.

☺ Two Eyes to See

Two lips to smile the whole day through (suit actions to words)
Two eyes to see nice things to do,
Two hands to put the toys away
A tongue to speak kind words each day,
Two feet that errands quickly run,
Make happy times for everyone.

☺ Smells

My daddy smells like tobacco and books,
My mother smells like lavender and Listerine.
Uncle John carries a whiff of cigars,
Nannie smells starch and soapy and clean.
Sandy, my dog, has a smell of his own
When he's been out in the rain he smells most,
But Kattie, the cook, is more splendid than all,
She smells exactly like hot buttered toast.



☺ Teddy Bear

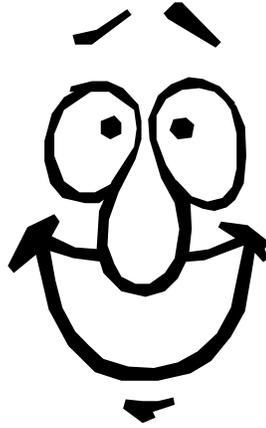
Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, tap your toes.
Teddy bear, teddy bear, pinch your nose.



Fingerplays

☺ What It Is For?

One, two, three, four
What is your nose for?
Smelling flowers fair,
Breathing is good air.
One, two, three, four,
What are my eyes for?
Seeing bugs so small
And the trees so tall.
One, two, three, four
What are your ears for?
Hearing chirping birds
And so many words.



☺ There Was a Young Lady Whose Nose

There was a young lady whose nose
Continually prospers and grows
When it grew out of sight
She exclaimed in a fright
"Oh, farewell to the end of my nose!"

☺ My Nose

It doesn't breathe
It doesn't smell
It doesn't feel so very well.
I am discouraged with my nose,
The only thing it does is blows.

☺ Five Fingers

Five fingers on this hand,
Five fingers on that;
A dear little nose,
A mouth like a rose,
Two cheeks so tiny and fat.
Two eyes, two ears,
And ten little toes;
That's the way the baby grows.





Fingerplays

☺ Lunch

Crunch, crunch

There's food for our lunch!

Today we have berries, or you may have cherries,

There's salad with peas, a sandwich with cheese.

Or—a slice of browned roast on your own buttered toast.

Crunch, munch, eat your lunch!

☺ Apples

Away up high in the apple tree, (point up)

Two red apples smiled at me. (form circles with fingers)

I shook that tree as hard as I could; (pretend to shake tree)

Down came those apples, and mmmm (rub tummy)
they were good!

☺ Eye Winker

Eye Winker (point to eyes)

Tom Tinker (point to ears)

Nose Smeller (point to nose)

Mouth Eater (point to mouth)

Chin Chopper (tap chin)

Chin chopper, chin chopper,

Chin chopper, chin.



Start planning now!

Environmental Rating Scale on Family Child Care

January 13, 2009 in Fayetteville, AR

January 26, 2009 in Mountain Home, AR

Visit <http://professionalregistry.ystate.edu> to register for these trainings.



Sing, Song, Sway

☺ **My Body**

To the tune of "Where is Thumbkin?"

This is my body.

This is my body.

It's the only one I've got.

It's the only one I've got.

I'm going to take good care of it.

I'm going to take good care of it.

Yes I am. Yes I am.

☺ **"Lobby Loo"**

Very similar to Hokey Pokey and will give you another activity to reinforce right-left and body parts. You can change the phrase "Saturday Night" to fit the day of the week and help reinforce this time concept. The child holds hands and moves in a circle while singing the chorus:

Here we go Looby Loo

Here we go Looby Li

Here we go Looby Loo

All on a Saturday Night.

Then stop and do the actions called for in the verse:

I put my right hand in

I take my right hand out

I give my hand a shake, shake, shake

And turn myself about

Sing the chorus again as the group moves in a circle. Stop and use the left hand. Continue repeating using other body parts.

☺ **My Body Parts**

To the tune of "The Mulberry Bush"

My head, my shoulders, my knees, my toes

Let's clap hands together.



Sing, Song, Sway

☺ Sing to the tune of "Here We Go Round the Mulberry Bush"

This is the way I touch my body.

This is the way I touch my body.

This is the way I touch my body.

This is the way I touch my body,

I touch (child's name) body.

This is the way I pat my body...

This is the way I shake my body...

This is the way I wash my body...

Pantomime "touch my head." On the last line the teacher touches a child's head and the group sings the child's name.

☺ Sing to the tune of "If You're Happy and You Know It"

If you're happy and you know it, touch your body

If you're happy and you know it, touch your body

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, touch your body

If you're happy and you know it, pat your body...

If you're happy and you know it, shake your body...

☺ Hokey Pokey

You put your right hand in (Right hand in circle)

You take your right hand out (Hand out of circle)

You put your right hand in (Hand inside circle)

And you shake it all about (Shake hand in circle)

You do the Hokey Pokey (Wave both arms above head)

And you turn yourself around (Turn around in circle)

That's what it's all about. (Clap hands twice)

Repeat using other body parts such as: left hand, right foot, left foot, right side, etc.



Sing, Song, Sway

☺ Sing to the tune of "Here We Go 'Round the Mulberry Bush"

This is the way I touch my eyes,
Touch my eyes, touch my eyes,
This is the way I touch my eyes,
I touch (child's name) eyes.

This is the way I close my eyes...
This is the way I blink my eyes...
This is the way I roll my eyes...

☺ Sing to the tune of "Row, Row, Row Your Boat"

Look, look with your eyes (cup hand around eyes)
See what you can see.
I see the boys and girls are here. (point to boys and girls)
I see a friend for me. (pick a friend)

☺ Have You Ever Seen a Lassie?

Have you ever seen a lassie, a lassie, a lassie?
Have you ever seen a lassie go this way and that?
Go this way and that way and this way and that way?
Have you ever seen a lassie go this way and that?
(Each time you sing the song a child acts something out).

☺ Springtime

(Sung to the tune of "Have You Ever Seen a Lassie?")

My eyes can see it's springtime, it's springtime, it's springtime.
My eyes can see it's springtime, the grass is so green!
The green grass, the flowers, the sunshine and showers.
My eyes can see it's springtime, and I am so glad!

My ears can hear it's springtime, it's springtime, it's springtime.
My ears can hear it's springtime, the birds sweetly sing
The birds sing, the lambs bleat, the frogs croak, the bees buzz.
My ears can hear it's springtime, and I am so glad!



Sing, Song, Sway

☺ **The Smelling Song**

Sung to the tune of "Did You Ever See A Lassie?"

Teacher sings: Have you ever seen a rose-bud, a rose-bud, a rose-bud?
Have you ever seen a rose-bud? Oh...how does it smell?

Children answer: (Teacher may substitute another word for rosebud. Allow the children to respond verbally. Adjectives and adverbs that they might use are: spicy, sweet, good, sour, badly burned).

☺ **Cough or Sneeze**

Sung to the tune of "Mary Had a Little Lamb"

When you have to cough or sneeze,
Cough or sneeze, cough or sneeze,
When you have to cough or sneeze,
Cover your mouth, please.

We don't want to spread our germs,
Spread our germs, spread our germs,
We don't want to spread our germs,
Ah-ah-chooo!

☺ **Achoo!**

Sung to the tune of: "The Farmer in the Dell"

Achoo! Achoo! Achoo!
Achoo! Achoo! Achoo!
When you sneeze use tissue, please.
Achoo! Achoo! Achoo!

☺ **Sing to the tune of "Did You Ever See a Lassie?"**

Did you ever smell a rose, a rose, a rose?
Did you ever smell a rose that blooms in Springtime?
There are red ones, there are yellow ones, there are blue ones, and white ones.
Did you ever smell a rose that blooms in Springtime?



Sing, Song, Sway

☺ **What Can That Smell Be?**

Sung to the tune of: "Oh Dear, What Can the Matter Be?"

Oh, oh, what can that smell be?
Oh, oh, what can that smell be?
Oh, oh, what can that smell be?
It must be a skunk, yes siree.

Oh, oh, skunk, are you angry?
Oh, oh, skunk, are you angry?
Oh, oh, skunk, are you angry?
Or are you just frightened of me?

☺ **Cows Give Milk**

Sung to the tune of : "Oh My Darling Clementine"

Cows give milk, cows give milk,
Cows give milk for us to drink.
Cows give milk, cows give milk,
Cows give milk for us to drink.

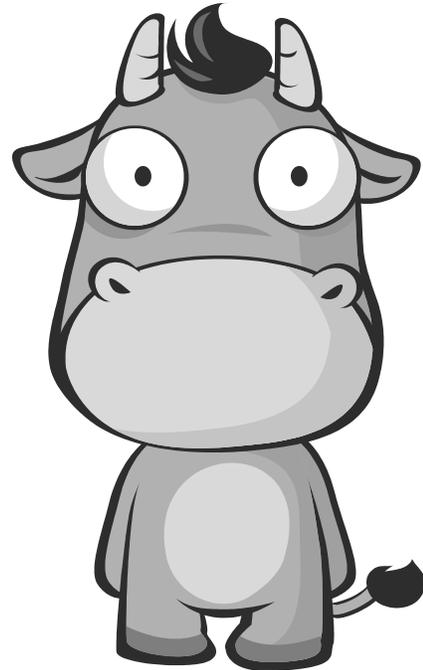
Sheep give wool, sheep give wool.
Sheep give wool for our clothes.
Sheep give wool, sheep give wool,
Sheep give wool for our clothes.

Hens give eggs, hens give eggs,
Hens give eggs for us to eat.
Hens give eggs, hens give eggs,
Hens give eggs for us to eat.

☺ **Grow, Little Children**

Sung to the tune of "Shine, Little Glowworm, Glimmer, Glimmer"

Grow little children, stronger, stronger
Sleep, little children, longer, longer,
Eat fresh vegetables everyday,
That will keep ill health away,
Have fresh air and plenty of water;
Exercise like children ought to.
Do these things and you will see
How healthy you will be.





Sing, Song, Sway

☺ **Lunch Is On the Way**

Sung to the tune of "The Farmer in the Dell"

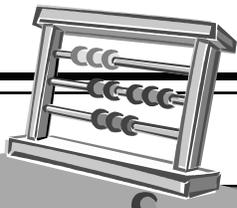
The lunch is on the way, the lunch is on the way,
Heigh-o the derry-o, the lunch is on the way.
We all will eat our food, we all will eat our food,
Heigh-o the derry-o, we all will eat our food.
The food will help us grow, the food will help us grow.
Heigh-o the derry-o, the food will help us grow.
And then we'll take our naps, and then we'll take our naps,
Heigh-o the derry-o, and then we'll take our naps.
And we will grow some more, and we will grow some more,
Heigh-o the derry-o, and we will grow some more.

☺ **We Drink Milk**

Sung to the tune of "Jingle Bells"

We drink milk, we drink milk, drink it every day
Coffee isn't any good, take it all away.
We drink milk, we drink milk, drink it every day
At our school, keep this rule, start this every day.





Math and Manipulatives

☺ **Make a Hospital Board Game**

On a large piece of tag board, trace a path and mark off space along the path. Draw special symbols by some spaces to indicate places or procedures seen in the hospital. Make a set of playing cards to use with the board. Children will pick the cards which will indicate how to move along the path. Most cards will say "Move 1, 2, or 3 spaces," but some will have special pictures indicating the player has to go to the appropriate space. Examples of special cards: "Ride in wheel chair," "Buy nursery," "Have X-Ray taken." For each of the special cards the player stays on the spot for one turn. Use spools with faces drawn on them for players.

☺ **How We Grow**

Materials: Ten snapshots of your child, from birth to the present age. Choose photos that clearly portray how much she has grown through the years.

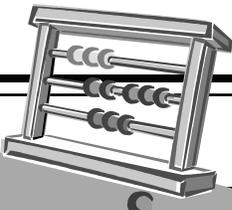
How to play: Arrange the pictures, side by side, in chronological order in front of your child. As you do this, take the time to discuss each picture with her and point out the details that indicate how she has grown. For example, in one picture she is crawling; in another, she can walk. Now, mix up the pictures and give them to your child so they can put them back in order again.

☺ **Tongue Depressor Dominoes**

Make a set of dominoes by writing on tongue depressors. Divide each tongue depressor in half with a felt-tip marker. On each half place a different number of dots. Consider the children's developmental level in determining the number of dots to be included. Demonstrate to interested children how to play dominoes.

☺ **Body Skeleton Floor Puzzle**

Make skeleton of poster board or purchase a Halloween skeleton. Cut apart only at joints and use as a puzzle. Explain that our body has a frame of bones which are attached to each other. Let child lay corresponding pieces on his body. Lay puzzle on floor intact and point to part of puzzle. Have child point to that part of his body. Remove a few pieces of puzzle, child replaces. Remove more pieces as child's skill increases.



Math and Manipulatives

☺ **How Many Boys and Girls Are In Our Class?**

Each child stands on a piece of construction paper when lining up. When the lines are complete, the kids shake hands—boy to girl and those without a partner indicate more. Afterward, everyone steps back 3 steps to look at the paper lines and we count.

☺ Find 12 pill bottles to make six pair of shakers. Place an equal amount of rice in two of the jars. Make sure the bottles make identical sounds when shaken. Make four more pairs of shakers using different material such as salt, pins, paper clips and rubber bands. Leave the remaining pair of jars empty. Put the 12 shakers in a box. Each child can take a turn selecting two jars that make the same sound.

☺ Make cardboard puzzles with ears missing. Have children put "ear" pieces in the puzzle.

☺ **Sniff and Smell**

Have two sets of smelling bottles filled with distinctive odors for the children to match. Include cloves, peppermint, coffee, cinnamon, garlic, chili, vanilla, cocoa, perfume. Small, opaque plastic bottles obtained from a pharmacy or unbreakable film tubes are best. Puncture two or three holes in each lid. Glue a circle of nylon fabric inside the lid to keep ingredients from spilling out, but allowing the odor to rise.

☺ **Name It**

Have a tray of fresh fruits and vegetables. Identify them by name and allow children to hold and sniff them. Blindfold children and have them identify the fruits or vegetables by odor alone.

☺ **"Susie No Nose"**

On a sheet of posterboard draw "Susie No Nose." It will be a large face for Susie with all the facial features except the nose. Cut several construction paper noses of different shapes: pointed, pug, flat, round, etc. Deciding which nose looks best will build an awareness in the children as to how the nose changes the appearance of the face.



Science

😊 Sniff and Smell

Place smelling jars on the science table. Have two sets of smelling bottles filled with distinctive odors for the children to match. For the jars you can use spice bottles (plastic). Just cover the bottles with paper so that the children can not see into the bottles. Cotton balls inside the jars will prevent spills but still allow sniffing. Have a child smell each scent and let him/her guess which scent it is. Then, mix, the order of the jars and see how many scents he/she can identify. Adults: You may want to put a piece of tape on the bottom of the jar with the name of the scent on it. If you have to keep sniffing the jars throughout the day you could get one giant headache. Fake sniff the jar and glance at the name on the bottom to name the scent. Possible scents to include: peppermint, coffee, cinnamon, garlic, vanilla, onions.

😊 Thermometer

Place a variety of unbreakable thermometers on the discovery table. Include a candy, meat, and an outdoor thermometer. Also include a strip thermometer that can be safely used on children's foreheads.

😊 Casts

Ask personnel at a local hospital to save clean, discarded casts. Place the casts on the discovery table, allowing the children to observe the materials, try them on for size as well as feel their weight.

😊 Learning About Our Bodies

Let the children compare height by standing next to each other. Measure and weigh each child on the length of white paper with yardstick. Mark the length of paper. Let each child compare his height to others on paper. Explain that some are taller or shorter than others; some of us are smaller than others; we are alike in some ways and yet different in other ways. Graph the children's weight and height.

😊 Mirror Image

Stand beside child in front of mirror. Discuss physical characteristics. (Example: hair, eyes, skin, clothing, size, color, shape).





Science

😊 Weight Bar Graph

On a long strip of paper make lines to divide the paper into bars (the paper should be longer than it is tall). Starting with the lightest child's weight, write weights at the bottom of each bar, increasing each one by the pound (45, 46, 47). Have strips of paper to fit the bars with each child's name on one. An adult should be there to read the weight as the child stands on the scales and then show him the same weight on the graph (if they are half a pound or more above a number let them use the next number). The child puts his name above his weight on the graph. After everyone has weighed, children can use the graph to find how many weigh the same as they do, which weight has the most names, which weight has the least, etc.

😊 Telephones

Materials: two Styrofoam cups, strings, toothpick

Punch a hole in the bottom of each of the cups. Thread one end of the string through the hole, and tie the string to a toothpick. Give each cup to a child, and have the children pull the string taut between them. Have one of the children put the cup to his/her mouth and speak into it. The other child should put the cup to his/her ear and listen. They can take turns talking and listening.

😊 Tuning Fork

Materials: tuning fork; shallow pan of water

Hit the tuning fork lightly on the table, and gently put it into the water. Don't let the fork touch the container. Have the children look closely. They should be able to see ripples in the water caused by the vibrations of the tuning fork.

😊 Smelling Snacks

Use plastic baggies with cotton balls in the bottom with various food odors poured or rubbed on the cotton balls. Let the children untie the sack and identify the smell.

😊 Only Odors

Materials: Things for children to smell, such as onion, lemon, perfume, etc.

Procedure: Discuss odors with the children. Let them smell the things you have collected. Then have the children walk around the room, smelling objects they normally wouldn't smell, such as blocks, chalk, color crayons, the pencil sharpener, etc. Have the children tell what was their favorite smell or their least favorite smell.



Science

- ☺ Explain to the children that being able to smell odors is very important to people and animals. The air carries odors. When we breathe in air, odors are carried into our nose and from there messages about the odors go to our brain.

The senses of taste and smell work together. Some foods wouldn't have any taste if you couldn't smell them. Try this experiment. Hold your nose and eat a piece of potato and a piece of onion. Can you tell the difference between the two?

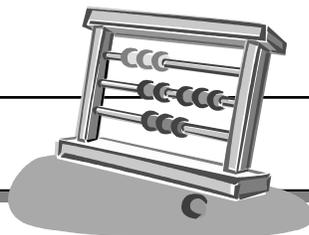
The sense of smell is also very important to animals. Some animals use odors to recognize where they live and where food will be.

- ☺ **Smelling Walk**

Take the children on a smelling walk. Talk about the odors you smell and whether they are pleasant or unpleasant. Compare farm/city/fishing village smells and odors, when possible.

- ☺ **The Sweet Smell of Fruits and Vegetables**

Set out a tray of fresh, cleaned fruits and vegetables. Identify the foods and let the children touch, smell and taste them.

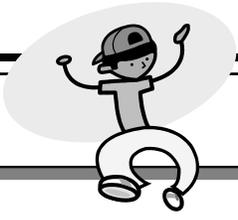


Math and Manipulatives

- ☺ Small pin bottles can be used for smelling bottles. They can be prepared by placing a small ball of cotton in the bottom with various spices such as nutmeg, cloves, cinnamon, etc. Variation: pictures of objects of smell placed in bottles can be glued on cards for the children to match the picture with the odor in the bottle.

- ☺ **Grouping and Sorting**

Categories should be salty, sweet, spicy, sour. Use labeled boxes, flannelboard or cardboard game board, with areas divided with a picture of a child/food identifying taste—for example, carton of salt, piece of candy, pickle—glued to each section.



Gross Motor

😊 **Body Awareness**

Have the children create a man by nailing the parts together. Talk about body parts and their relationship to the other parts of the body.

😊 **No Touching**

In a large open area, have the children walk around without touching each other. Have a signal when to start and stop. Variation: Give more specific directions, "Move towards the closest wall without bumping into another person." When the children know the game and can do it walking, use hopping, jumping, galloping, and sliding. These movements are more difficult to control.

😊 **Jack Be Nimble Jump**

Have a candle (real, paper towel or toilet paper roll) for each of the children. Have them hold their candles up and say the "Jack Be Nimble" rhyme. Then have them put their candles on the floor. Repeat the rhyme. When they say the line, "Jack jump over the candlestick," have the children jump over the candles.

😊 **Body Magnets**

Pair off the children. Have one child in each pair hold his hand out to be the magnet. The other child is the magnetic object. When you say, "Magnetize your elbow," he sticks his elbow to the magnet. Continue naming different parts. Switch roles and play "Body Magnets" again.

😊 Have the children identify taped sounds of telephone, car horn, teacher's voice, dog barking, television set, child's mother, etc. by touching correct pictures of source of sound or by verbalizing source of sounds.

😊 Place three rhythm instruments in front of children. Let children close their eyes while teacher plays one hidden from sight. Ask one child to touch the instrument played.

😊 Take the children on a listening walk, indoors or outdoors. Ask them to use their ears and see how many sounds they can hear. To get them started, you might say: "I can hear a _____. Can you hear it too? What else can you hear?"

😊 **Ring the Nose**

Each child will need a piece of cardboard about 15x20", crayons, large nail and 3 jar lids or plastic lid rims. Color face on cardboard and insert nail from back for nose. Place board on chair. Child stands a few feet in front of the board and uses the rubber rings to toss over the nail.



Cooking and Children Mix Well

😊 Fruit Tree Salad

Need: lettuce, pineapple slices, bananas, fruit cocktail

Place a lettuce leaf on a plate. On the center of the lettuce, place a pineapple slice. In the hole of the pineapple, place half a peeled banana. Drain 1 small can on fruit cocktail. Spoon the fruit over the banana.



😊 Thumb Print Cookings

Need: 2 cups of flour, 1 teaspoon of salt, 2/3 cup of oil, 4-5 tablespoons of water

Put all of the ingredients into a bowl. Mix with your hands or a fork. Roll the dough into small balls. Have children press their thumbs into the center of each ball. Bake on a greased cookie sheet at 325° F for 10 minutes. Let cool then fill with jam or peanut butter.

😊 Gingerbread Children

You'll need:

1 box butterscotch pudding mix

1/2 cup shortening

1/2 cup brown sugar

1 egg

1 1/2 cups flour

1 1/2 t. ginger

1/2 t. cinnamon

1/2 t. baking soda

To make:

Cream the shortening and brown sugar. Add the egg and mix well. Add the pudding, flour, and spices. Mix. Roll the dough 1/8" to 1/4" thick and cut into one large gingerbread character or lots of small ones. Bake on a greased cookie sheet at 350 degrees for ten minutes.

😊 Mighty Mixture

Mix any of the following:

A variety of dried fruit (apples, apricots, pineapple, raisins)

A variety of seeds (pumpkin, sunflower)

A variety of nuts (almond, walnuts, pecans)



Cooking and Children Mix Well

😊 **Vegetable Juice**

Prepare individual servings of vegetable juice in a blender by adding 1/2 cup of cut-up vegetables and 1/4 cup water. Salt to taste. Vegetables that can be used include: celery, carrots, beets, tomatoes, cucumbers, and zucchini.



😊 Meal time is a natural time to talk about odors of foods. You might want to have the cook plan to prepare foods with distinctive odors, such as onions, chocolate milk, bacon, and peanut butter.

😊 **Shredded Apple and Carrot Salad**

Stir a little bit of lemon juice into the shredded apples to keep them from turning brown.

😊 **Stuffed Celery and Cucumbers**

Cut cucumbers in half; scrape out seeds. Spread soft cheese in hollows of the celery and cucumber sections. Chill. Cut into small pieces.

😊 **Yogurt Add-Ins**

Set up several bowls of fruit, cut into small pieces. Give each child a cup of vanilla yogurt, leaving enough room in the cup for the children to stir in their own fruit.

😊 **Straw Flag Pattern**

Reproduce and cut out the flag pattern below. Fold around a straw and glue the ends together as illustrated.





Block Center

- ☺ Talk with the children about pictures. Children can build bodies from blocks. Talk with them about different parts of the body and what effect each part has on the other.
- ☺ Create a body with blocks
- ☺ Have the child lie on the floor and have the children make an outline of his body with blocks. When the child gets up, encourage them to name the parts of the body.
- ☺ Encourage children to stack the blocks as high as they are tall. Have them estimate how many blocks tall it will take to stack the height of their body.
- ☺ Have the children cut body figures out of magazines and mount on poster board. Cut out figures and place in block area for play.
- ☺ Place small props of objects that make sounds in block area. (Road graders, saws, tractors, etc.) If these objects are available, cut from magazines and glue on cardboard rolls.
- ☺ Make a train from cardboard, wooden boxes, or a row of small chairs. An occasional conductor's call "all aboard" and/or piano background sounds for a train whistle or engines will add to the dramatic play. Authentic train whistles are available.
- ☺ Encourage fire engine play by saying "I smell smoke. I think there is a fire over here. Please come and put it out!"
- ☺ Encourage older children to build a gasoline station. Talk about how gasoline smells.
- ☺ Suggest children build a fishing boat or bring in an oblong carton for dramatic play. Talk about how it would smell at a wharf or at sea. Remember the good smells too.





Dramatic Play



☺ Add an alarm clock that ticks loudly to your dramatic play area.

☺ **Doctor's Office**

Display a "Doctor's Office" sign. Provide dress-up props such as white jackets, doctor bags and stethoscopes. Set out pads of pretend prescription forms along with brochures outlining good health habits (eating proper foods, brushing teeth, getting lots of exercise, etc.) Let the children take turns being doctors. Have them "write" prescriptions and discuss the good-health brochures with their patients.

☺ **Health Club**

Provide mats, fake weights (can be made from large tinker toys), and music to represent a health club.

☺ **Restaurant**

Provide tables, tablecloths, menus, and writing tablets for taking orders. Paste pictures of food on the menus. A sign for the area could be "Eating for Health."

☺ **Animal Clinic**

Place stuffed animals with the doctor tools in the dramatic play area.

☺ **Eye Doctor Clinic**

Ask a local eye doctor for discontinued eye glass frames. Place the frames with a wall chart in the dramatic play area.

☺ **Hospital Dramatic Play Area**

Set up a hospital dramatic play area. Doll beds can become hospital beds. Other surfaces can be covered with towels to look like examining tables or storage space for medical kit materials and items brought back from the hospital. Ask any parents from the health field if they have any supplies to contribute to your hospital corner. Large cardboard tubes can be used to make pretend casts. Paint them white if you want them to look more realistic. Children can pretend to be doctors, nurses, patients, office personnel, telephone operators, visitors, volunteers and a variety of people observed on your trip.



Dramatic Play



☺ Place a telephone in the dramatic play area and talk about how to answer the telephone, how to dial the telephone, and how to lay the receiver down carefully. Younger children should be taught not to play with the telephone, and older children should be encouraged to learn their own telephone number.

☺ "Who's Coming To See Us?"

A large cardboard box the height of the children could be used to draw a life-size replica of a child. Draw in all the features, except leave a hole for the nose. The children will enjoy guessing whose nose is behind the cardboard.

☺ Bakery

Set up a bakery store and let the children "buy" their snacks. Provide a variety of breads, rolls, or fruit muffins. Provide hats and aprons for the bakers and servers, and "money" for the customers. A cash register or computer type model will also be needed.



Sand and Water

☺ Have people figures for the children to play with in the sand.

☺ Children can make impressions in the sand.

☺ They can order the children from largest to smallest.

☺ Place objects that make sounds in water in the water container (boats, etc.)

☺ Give children individual straws for blowing and making different sounds in the water.

☺ Have children play in the sand with sand tools that make sounds.



Books Worth Reading

Benchmarks: 1.19 Works cooperatively with others on completing a task

WSS: Domain: Personal and Social Development Component: Interaction with Others Performance

Indicators: 1: Interacts easily with one or more children. 2: Participates in the group life of the class

Books	Author
Bodies	Barbara Brenner
My Feet Do	Jean Holzenthaler
My Hands Can	Jean Holzenthaler
Arthur's Tooth	Marc Brown
Here Are My Hands	Bill Martin
The Foot Book	Dr. Seuss
My Body	Heidi Leigh Johansen and Alice Twine
My First Body Board Book	DK Publishing Staff
Five Senses	Herve Tullet
My Five Senses	Aliki
The Five Senses: Smell	Jose M. Parramon
My Five Senses	Margaret Miller
The Five Senses	Nuria Roca
Mis Cinco Sentidos	Aliki
It's Hard to be Five: Learning How To Work my Control Panel	Jamie Lee Curtis





Books Worth Reading

Books	Author
You Can't Smell A Flower With Your Ear! All About you Five Senses	Beverly Collins and Gary Ed. Cole
Peekaboo Kisses: Touch and Feel Series	Barney Saltzberg
Taste	Parramon, Maria Rius, and J.J. Puig
Fuzzy Yellow Ducklings	Matthew Van Fleet
Five Senses: Taste	Maria Rius
My First Book about the Five Senses	Kama Einhorn
My Own Five Senses	Giovanni Caviezel
Sight	Parramon, Maria Rius, and J.J. Puig
My Body (Little Scholastic Series)	Jill Ackerman
Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses	Pamela Hill Nettleton





Special Section

For more information on other Family Child Care Provider Training sites and dates, contact:

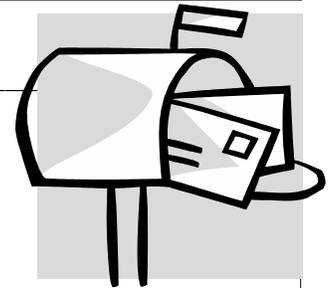
Early Care and Education Projects
College of Education and Health Professions
University of Arkansas

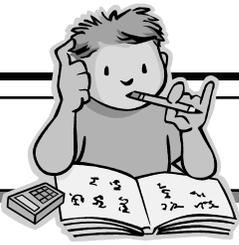
Marietta Baltz, M.S., Training Advisor
Early Care and Education Projects
1 University of Arkansas
333 West Avenue Annex
Fayetteville, AR 72701-1201
800-632-8754 or 479-575-4289
mbaltz@uark.edu



Suggestions? Ideas? Questions?
Feel free to send us your feedback!
Email: kmurphy@astate.edu

Mail: Childhood Services PO Box 808 State University, AR 72467





Training Announcement



FAMILY CHILD CARE PROVIDER TRAINING

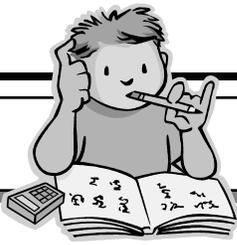
May 16, 2009

9:00 am-4:00 pm

615 University Loop East

Arkansas State University (Jonesboro)

Family Child Care Provider (FCCP) is a basis orientation training for family child care providers. It is required for newly licensed and registered providers within the first six months of being licensed or registered. It is also useful for providers who would like a refresher course in the basics of family child care.



Training Announcement

Child Care Resource and Referral Agencies provide information daily to parents and businesses to assist families in locating quality child care.

Let us help you fill your available child care slots. Call your local child care resource and referral agency when you have openings and inquire about other services that we provide.

Child Care Resource and Referral Agencies listed below.

Northwest Arkansas Child Care
Resource and Referral Center

(479) 751-3463
1-800-KIDS-LOG

Counties Served: Benton, Carroll,
Crawford, Franklin, Johnson, Logan,
Scott, Sebastian, Washington, Yell

CHILDREN of North Central
Arkansas

(870) 793-5233
1-800-737-2237

Counties Served: Cleburne, Fulton,
Independence, Izard, Jackson, Sharp,
Stone, Van Buren

ASU Childhood Services Quality
Institute for Resource and Referral
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Child Health ALERT

Cough and Cold Medicines for Children:
What's All the Concern About?
Child Health ALERT Newsletter

When their children have colds, parents often try to relieve the symptoms with various cough and cold medicines. There are hundreds of these products on the market, with a wide variety of ingredients, and most are available without prescription at supermarkets and drug stores. Given how commonly these medicines are used, news that could be dangerous came as a surprise to many parents, who assumed that they must be safe if they're available without a prescription. So what is going on?

Last spring, health officials reported that over 1,500 infants and toddlers wound up in emergency rooms during a two year period because of side effects blamed on these medicines. These problems were greatest in children under two years of age, where too much medicine seemed to have been given. Product labels tell parents to "consult a physician" before giving cough/cold medicines to young children—but as it turns out, that advice is put on the label because it's not known what doses are actually safe in young children! Without dosing information on the label, parents might make their own decisions about what does to give, which might explain why infants and toddlers often got doses intended for older children.

Based on the risks of these medicines in young children and the lack of good information on whether these medicines actually benefit young children, a group of doctors urged the U.S. Food and Drug Administration (FDA) to review the safety and effectiveness of cough/cold medicines in children. FDA agreed, and scheduled a meeting in mid-October where an advisory committee of outside experts would go over what is known. But a couple weeks before that meeting, the Consumer Health Products Association, which represents manufacturers of cough/cold medicines, announced that its member companies would stop promoting these products for infants. And right after that, some companies (such as the makers of Tylenol products) ran full-page newspaper ads announcing that they were taking a number of products off the market, including their "Tylenol Infant" and "Pediacare Infant" products. The ad also told parents who still had these products at home not to use them in children under the age of two. Other manufacturers removed their popular product from the market; these include "Dimetapp Infant" medicines, "Little Colds" medicines, "Robitussin Infant" medicines, and "Triaminic Infant and Toddler" medicines.

For more information, check out www.childhealthalert.com.