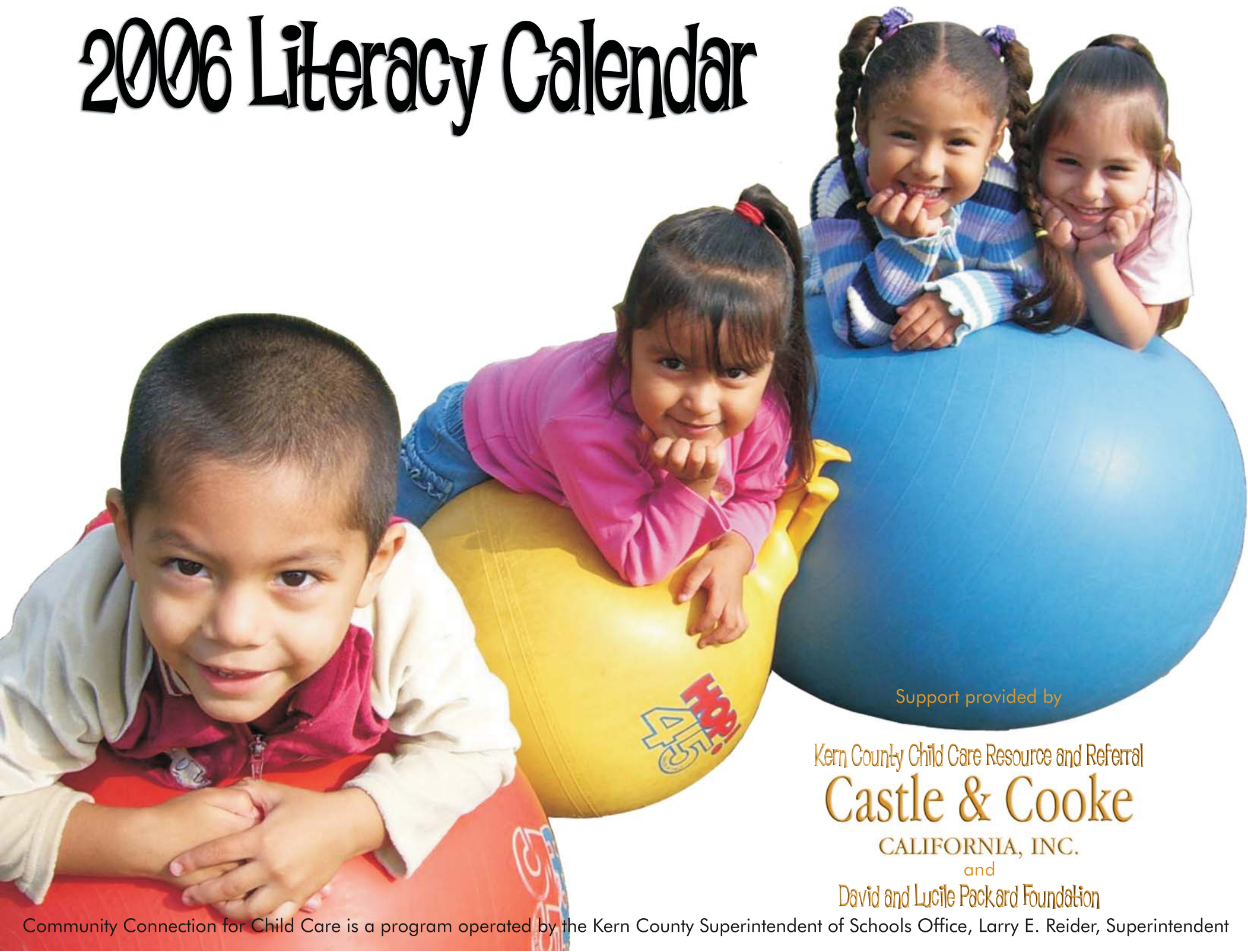


2006 Literacy Calendar



Support provided by

Kern County Child Care Resource and Referral

Castle & Cooke

CALIFORNIA, INC.

and

David and Lucile Packard Foundation



Infant/Toddler



What's Cooking for Toddlers

Banana Bread Sticks (Teething Biscuits)

- 1/4 cup brown sugar
- 2 eggs
- 1 - 3/4 cup flour (white or wheat)
- 2 tsp. baking powder
- 1/2 cup oil
- 1 cup mashed banana
- 1/2 tsp. baking soda

Combine ingredients and stir only until smooth. Pour into a greased loaf pan. Bake at 350° for about 1 hour or until firmly set. Cool, remove from pan, and cut into sticks. Spread sticks out on a cookie sheet and bake at 150° for 1 hour or until sticks are hard and crunchy. Store in sealed container.

Rhymes

Me

I can stand way up tall
(stand on tiptoes)

Then make my self very, very small
(crouch down)

I can be quiet as quiet can be
(finger in front of lips)

But here I am, just being ME!

Activity Spotlight

Pop Goes the Weasel

Find a box large enough for a child to crouch in with the top flaps closed. Let children take turns climbing in the box to be the "Jack-in-the-Box" by putting the flaps down and letting the children jump up on the word pop ("Pop Goes the Weasel"). The words to the song are: All around the mulberry bush, the monkey chased the weasel. The monkey thought 'twas all in fun...POP goes the weasel!

Including All Children

Children learn social skills when what they do is reinforced, or followed by a pleasant event such as a hug, smile, or extra attention. Watching and imitating others are also ways they learn. The pressure of a disability can delay the natural learning of social skills.

- Keep groups small.
- Have the right number of materials in group play.
- Give similar toys to two children and encourage them to play beside each other.
- Model the behaviors you want children to learn.
- Prompt desired behaviors.
- Help children notice what is going on around them by pointing it out and talking about it.
- Move children through the motions, for example: helping a child make the movements for a finger play.
- Practice some skills ahead of time.

Story Time Tips:

Children like to have activities repeated and often ask for the same story many times. Here are some ways to add to the experience:

- Provide/make simple puppets for the main characters.
- Use play dough and cookie cutters for characters.

Reading Corner

Pat the Bunny

by Dorothy Kunhardt

I Kissed the Baby!

by Mary Murphy

How to Behave So Your Children Will Too

by Sal Severe

Preschool



What's Cooking

Fruit Kabobs

- apples
- bananas
- tangerines
- pineapple
- strawberries
- cut grapes

Pre-cut fruits into small pieces. Supervise the children as they thread the fruit on a wooden kabob stick (with sharp end snipped off) to make their own kabob.

Fun Fingerplay

My Body

A mouth to speak kind words each day
(point to mouth)

Two ears to listen to what others say
(cup hands around ears)

Two feet that help me run and play
(move feet as if running)

Two hands to put the toys away
(pretend to pick up toys)

Two eyes to see nice things to do
(point to eyes)

Two lips to smile the whole day through
(point to lips and smile)

A body that helps when there's work to be done
(point to self)

Makes a happy day for everyone
(clap hands or pat self on back)

Tips for Literacy:

Limit or eliminate TV viewing. Help children make other choices for their free time activities (e.g., reading, writing, playing, talking).



Including All Children

Why are Social Relationships Important for all Students?

- Social relationships add substantial quality to our lives.
- Social interaction skills are needed in many daily routines.
- Social relationships are often a prime motivation for attending school, holding jobs, and making positive contributions in life.
- Children who are socially competent are less likely to exhibit problem behaviors.
- The presence of relationships between people with disabilities and those without disabilities in a given community can serve as an indicator that disability is more an attitude than a defining human characteristic.

Activity Spotlight

Soap Crayons

- mild powdered laundry soap
- water
- food coloring (optional)

Add 1 cup of laundry soap to a bowl with several drops of food coloring. Slowly add water by the teaspoon until the soap is liquid. Stir well and pour into ice cube trays. Set in a sunny or warm, dry spot for a few days. Allow crayons to harden. These are great for writing on sinks or bathtubs.

Reading Corner

If You Give A Mouse A Cookie

by Laura Numeroff & Felicia Bond

Negotiating the Special Education Maze: A Guide for Parents and Teachers

by Winifred Anderson, Stephen Chitwood & Deidre Hayden

March 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 P •Make a bird feeder from cleaned milk cartons. Cut a square opening (2"x2") near the bottom of the carton on two sides. Put in bird seed and hang from a tree.	2	3 P •"What shape are our sandwiches today?" Cut sandwiches and cookies into triangles, circles, squares, and rectangles. Learning to recognize shapes is a pre-reading skill.	4
5	6	7 P •Make hand shadow puppets by darkening a room and adjusting a lamp in a safe position where it casts shadows onto an uncluttered wall or hanging sheet.	8	9 I •Lotion hand massage. After washing the infant's/toddler's hands, give them a gentle, soothing hand massage using baby lotion. Discuss their fingers while massaging their hands.	10	11
12	13 P •Have preschoolers arrange a group of objects in order from smallest to largest. When this concept is mastered, have them arrange the objects from large to small.	14	15 I •Cut star shapes out of a large piece of cardboard. Show the child how to make a star show by darkening the room, then shine a flashlight through the cut out stars to make "stars" on the walls.	16	17 I •Put a long piece of masking tape across the floor. Show the toddler how to lift one foot high to step over the line. Laugh and have fun going from side to side. Encourage the child to try.	18
19	20	21 I •Peek-a-boo toys. While the child is watching, place a favorite, small toy under a container or blanket. Ask the child, "Where did it go?"	22	23 P •Encourage children to use empty plastic soda bottles for bowling pins. Set the bottles up in a triangular shape. Use a soft ball to knock the bottles over.	24	25
26	27 P •Create a quiet space for children using a small plastic swimming pool with blankets and pillows for reading, relaxing, or resting.	28	29 P •Make a Name Box. Neatly print each child's name on a sturdy 3x5 card and put them in a box with pencils and lined paper. Encourage the children to find their name cards and practice writing the letters in their names by copying the letters on their cards.	30	31	Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey . Thanks!

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Infant/Toddler



What's Cooking for Toddlers

Cookie Cutter Toast

- toast
- quartered bananas
- cream cheese
- butter
- jelly

Cut the toast into circles for each child and let the children build their own sandwiches using bananas, cream cheese, butter and/or jelly.

Including All Children

General Suggestions For Success in Gross Motor Activities.

- Large muscle activities provide children with the sensory input they need to maintain an optimal level of attentiveness. Follow large muscle activities with quiet activities to help children be calm and focus on learning experiences.
- If the teacher is animated and energetic during large muscle activities, the child will be more motivated and focused.
- Watch the children during gross motor activities. If a child has muscle weakness or an attention problem he/she may need to have a shorter activity time at first.
- Children with special needs may not need to participate in gross motor activities in the same way or for the same amount of time as typically developing children.
- Encourage parents to send children in sneakers so that they may participate as fully as possible.
- The child's current level of skill will provide clues as to which motor activities will offer just the right challenge.

Rhymes

I Love

I love my mommy
Yes, I do
I love my mommy
And she loves me too!

Repeat with daddy, grandma, etc.

Activity Spotlight

Picture Time

Take photos of items the child sees every day. Include his crib or cot, changing table, eating place, book corner, play areas indoors and outdoors, and adults and children they know. Make sure the pictures are easy to understand. Then glue them to a sturdy book you have made from cardboard and string. Cover with clear contact paper. Talk about each picture.

Story Time Tips:

Try using open ended questions and comments. An example, "I see a dog," "It looks like he is making a hole." Then wait several seconds and smile, this gives children a chance to respond without the pressure of a question.

Reading Corner

A Super Chubby Mother Goose Rhymes

Pudgy: A Puppy to Love

by Pippa Goodhart

Between Parent and Child

by Haim Ginott



Preschool



What's Cooking

Trees in a Broccoli Forest

- 1/4 cup plain nonfat yogurt
- 1/4 cup light sour cream
- 2 tsp. spicy brown mustard
- 2 tsp. honey

Combine all ingredients in a small bowl (or just use regular Ranch dressing).

For the trees: peeled carrots cut into long quarters, broccoli florette, cherry tomatoes, parsley leaves, let the children create a healthy snack!

Including All Children

Did You Know?

Physical education can serve as a method in which preschoolers with and without developmental delays learn meaningful concepts and how to interact with their environment. Physical education is considered a primary service in the definition of special education for all pupils with Individualized Educational Programs (IEP) or Individualized Family Service Plans (IFSP), and is supported by federal regulations (i.e., Public Law 105-17, Part C, Individuals with Disabilities Act, 1997). Children with developmental delays may need more time, practice opportunities, and instruction from the teacher than preschoolers without developmental delays; however, that should not limit their participation in developmentally appropriate physical education activities.

Sing a Song

Row, Row, Row Your Boat.

Pair children together, sit on the ground facing each other, put feet together and have children hold hands. Have them rock back and forth to the pace of the music, row faster/slower.

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream.

Tips for Literacy:

Encourage children to experience and discover new things. The more opportunities children have to see and do, the more competent they will become and the more they will understand the world around them.

Activity Spotlight

Puppet Theatre:

- a large box
- scissors
- paints
- fabric

Remove one side of the box and cut out a window in the center panel of the box. Paint the outside of the box with bright colors. Have the children paint and decorate the box. The children may enjoy making puppets for the theatre. Have them color or paint people or animals shapes. Cut out the shapes and glue them onto a tongue depressor or stick.

Reading Corner

Stellaluna

by Janelle Cannon

The Family Book

by Todd Parr

Healing ADD: The Breakthrough

Program That Allows You to See and Heal

the Six Types of Attention Deficit Disorder

by Daniel G. Amen

April 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Read to your children every day!					1
2	3 I Use simple and gentle arm stretches with babies while vocalizing "in again, out again" or "up we go, down we go."	4	5 P Place many different types of materials in a large shallow pan or container and use a strong magnet to see which items attract.	6	7 I Sit the baby on your lap facing you. Lean her back slightly and let her pull herself back up. Make up a song to go with the rocking motion. Example: "This is the way that Kimberly rocks," etc.	8
9	10	11 P Make different colors and flavors of Jell-O. Empty the Jell-O on a cookie sheet and talk about the differences in color. Taste the different flavors. This activity could be tied in with snack.	12	13 I Have a special place for picture books in reach of the children, preferably board books and make sure to make reading time a warm emotional experience.	14	15
16	17 P Fill pairs of baby food jars, or containers with lids, with equal amounts of sand or water and have the children match the pairs that weigh the same.	18	19 I The Creeping Mouse Here comes the creepy, creepy mouse. (say slowly with creeping 2 fingers up baby's arm) Right up to his little house. (tickle baby under the chin on the last word)	20	21 P Let the children help plant seeds in a cup and water lightly daily (mustard and grass seeds grow pretty quickly).	22
23	24	25 I Show the toddler that when you drop a ball, it will bounce up and down on the floor. Let the toddler experiment with trying to bounce and catch the ball.	26	27 P Collect objects for a collage while taking your preschoolers on a nature walk. Have them make a picture with the items they collected.	28	29
30						Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey . Thanks!

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Infant/Toddler



What's Cooking for Toddlers

Best Baby Jigglers

- 1 envelope unflavored gelatin
- 1 cup hot milk or soy milk
- 4 oz. cream cheese
- 2 cups of any combination of the following: peas, zucchini, squash, carrots, green beans, or any other vegetable that has been chopped and cooked.
- salt and/or sugar to taste
- 2 tsp. lemon juice

In a blender or food processor whip the gelatin and milk. Add the cream cheese and lemon juice and process for 10 seconds. Add the fruits and/or vegetables and blend until thoroughly pureed. Don't over process or it will become foamy. Pour into an 8-inch square pan and chill until firm.

Including All Children

When choosing books for children with vision impairments consider selecting books with the following qualities:

- large font
- contrasting colors
- simple illustrations without "busy" backgrounds, and textures

Rhymes

Flopsy Flora

I'm just like Flopsy Flora,
My doll that's made of rags.
My arms go flop—my feet go plop,
My head just wigs and wags



Activity Spotlight

Touch My Nose

- Sing the words below to the tune of "Twinkle, twinkle little star."
- While the infant is on his back, grab his ankles, and move his feet as you sing. On the last line, bring his feet up to touch his nose.

"Wiggle, wiggle little toes,
Oh, my goodness what a pose!
Up above my head so high.
Dancing way up in the sky.
Wiggle, wiggle little toes,
Won't you come and touch my nose!"

Story Time Tips:

Some children may have difficulties at circle time. These behaviors may be due to the child's inability, at this time, to understand a complex language-based activity or that the child is not developmentally ready to sit for that length of time.

Some suggestions:

- Have the child sit on your knee or beside you.
- Shorten their time at circle.
- Give the child something tactile to hold, (not too distracting), i.e. squishy ball.
- Use dramatic vowel effects while reading.
- Use props to go with the story.

Reading Corner

Wemberly's Ice Cream Star

by Kevin Henkes

Good Day, Bad Day: The Child's

Experience of Child Care

by Lyda Beardsley

Kids are Worth It: Giving Your Child the

Gift of Inner Discipline

by Barbara Coloroso

Preschool



What's Cooking

Cheesy Bran Muffins

- 2 cups plain flour
- 4 tsp. baking powder
- 1 cup grated Cheddar cheese
- 1 egg
- 1/2 cup unprocessed bran
- 1 cup milk
- 1/2 cup butter melted

Preheat oven to 400°. Sift the flour and baking powder into a bowl. Stir in the cheese and bran. Make a well in the center and add the combined milk, butter and egg. Fold together, stirring no more than 15 times. Spoon into greased mini muffin tins. Bake for 15 minutes or until golden.

Including All Children

How to improve the school environment (atmosphere and attitudes) in order to facilitate positive social relationships:

- Conduct ongoing staff in-services on the disabilities present in your school.
- To encourage everyone to appreciate diversity, have diversity & multiculturalism information infused into class content and reading.
- To encourage ability/disability awareness, provide age-appropriate literature and videotapes that include persons with disabilities.
- Adults should model appropriate interactions and express positive attitudes towards all children regardless of race, ethnicity or disability.

Sing a Song

Sing this song to the tune of "Here We Go 'Round The Mulberry Bush."

First the farmer plows the ground,
Plows the ground, plows the ground.
First the farmer plows the ground,
Then he plants the seeds.

This is the way he plants the seeds,
So that they will grow.

The rain and sun will help them grow,
Right up through the ground.

Now the farmer picks the corn,
And we have food to eat.

Tips for Literacy:

Each time you open a book with children you take them on an exciting journey. Open a new world in books and give your children a great start to learning.

Activity Spotlight

Unique Eating Experiences

Let your child eat out of different containers such as: paper sacks, cupcake baking cups, a small basket, measuring cups, glass jar, Ziploc baggies, etc. Eat somewhere different such as: the park, front yard, back yard, living room, etc.

Reading Corner

26 Letters and 99 Cents

by Tana Hoban

Different and Wonderful: Raising Black Children in a Race-Conscious Society

by Darlene Powell Hopson

& Dr. Derek S. Hopson

365 TV-Free Activities You Can Do

With Your Child

by Steve and Ruth Bennett

May 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 P•Place a hula hoop on the floor and encourage children to try to land their bean bags inside, outside, on top of, etc.	2	3 I•Simple and gentle leg stretches with babies vocalizing "bend your knees, and stretch your legs."	4	5 P•Cover tables in the 3 primary colors (red, blue, yellow) and encourage children to find items in the classroom that match and put them on the tables.	6
7	8	9 I•To make musical instruments: Fill a plastic cup 1/3 to 1/2 full of medium size pasta. Add a second cup on top and secure the two cups with packing tape. Shake to create a great sound.	10	11 P•For an art project, use tennis, golf, and ping pong balls for painting and rolling on a piece of paper laid inside a box with sides.	12	13
14	15 I•Give babies opportunities for kicking soft objects above their feet such as interesting mobiles during floor time or on the changing table.	16	17 P•Let children make their own pretend first-aid kit for dramatic play with paper box, cotton balls, Q-tips, popsicle sticks, and a cut up gauze.	18	19 I•Drop interesting toys in front of the child and encourage them to bend over and pick them up, one at a time.	20
21	22	23 P•Give children buckets or bins with soapy water and clean water to wash and rinse the dishes in the home/living/dramatic play area.	24	25 I•Use musical instruments for simple rhythmic beats for babies to bounce and boogie to . Try using a pot lid and wooden spoon to create a fun beat.	26	27
28	29 P•Apples that are cut in half and dipped in paint make great stamps. Try cutting them across the fattest part to find the star or cutting them length wise to find the eye shape.	30	31			

Notes

We need your feedback...please visit www.everydaylearning.net/ calendarsurvey and complete a very quick survey. Your input is very important to us and will be used in the development of the 2007 version of this calendar. Thank you!



Infant/Toddler



What's Cooking for Toddlers

Pudding Paint

Pre-mix banana or vanilla instant pudding or let the children assist. Give them each 2 tbsp. to start painting on their paper, tray, or even on the table! Jell-O also works well for this!

Including All Children

Facilitating Peer Interactions

Peer interactions between children with disabilities and typically developing peers do not occur naturally by placing them in an inclusive setting. Meaningful instruction through play and developmentally appropriate activities can be used to encourage interactions between children with disabilities and peers. Child care providers should model interactions and carefully plan activities that include children with and without disabilities working together.

Fun Fingerplay

Four Little Babies

Four little babies in the nursery I see,
(hold up four fingers)
The teacher gives one to her mommy,
And now there are 3 (hold up three fingers)
Three little babies crying boo, hoo,
The teacher 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)

Activity Spotlight

Choose Big or Little

Give your two-year olds a choice about playing with big and little things. Put out both big and small toys such as:

- blocks
- animals
- dolls
- cars

See which your twos choose.

Point out big and little, as the children play.

Story Time Tips:

Accept the differences in children's involvement. Some children are able to stay for the entire story while others may be only able to stay for a minute and will need time and practice to be able to stay longer.

Reading Corner

Where Are You Going? To See My Friend

by Eric Carle & Kazuo Iwamura

Where's Spot

by Eric Hill

How to Behave So Your Children Will,

Too

by Sal Severe

Secrets of the Baby Whisperer: How to Calm, Connect and Communicate with

Your Baby

by Tracy Hogg

Preschool



What's Cooking

Make-Your-Own Parfait

- whipped cream
- frozen orange juice
- various berries
- fruit cocktail
- chocolate syrup
- graham crackers
- applesauce
- sherbet
- mini marshmallows
- cereal
- pineapple
- custard
- yogurt
- raisins
- jelly
- seeds
- granola
- nuts

In a clear plastic cup, children layer their choice of ingredients.

Including All Children

Did you know?

Research has shown that social skills of children with disabilities improve in inclusive settings. Typically developing peers are also more accepting of others. Everyone becomes more comfortable in their friendships with diverse others.

Rhymes

Reach For The Ceiling

Reach for the ceiling,
Touch the floor,
Stand up again,
Let's do some more.

Touch your head,
Touch your knee,
Up to your shoulders,
Like this, you see?

Reach for the ceiling,
Touch the floor,
That's all for now,
There is no more.

Tips for Literacy:

Children love stories! Whether you read a story or tell a story of your own, children are learning how to imagine—and how words communicate ideas. The most important thing you can do as you share a story with your children is to make it an enjoyable experience for all.

Activity Spotlight

Sprinkler Fun

The goal of this game is to step over the sprinkler head without getting wet. You will need an adult to control the faucet's water flow. To start the game, turn on the sprinkler, which should have just a little water coming out. Give children the opportunity to go over the sprinkler. After a few minutes raise the water level a bit more each time. Eventually, the goal will change from not getting wet to just braving the spray!

Reading Corner

Green Eggs and Ham

by Dr. Seuss

Don't Grown-Ups Ever Have Fun

by Jamie Harper

Self-Esteem Revolutions in Children: Understanding and Managing the Critical

Transitions in Your Child's Life.

by Thomas W. Phelan, Ph.D.



June 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 P•Draw pictures on tongue depressors of items numbered 1 – 10 and let children put them in order or make 2 of each number for a matching game.	2	3
4	5 P•Let children cut out pictures of various foods they like and are healthy for them, then they can glue them on a paper plate and talk about them.	6	7 I•Get down on your hands and knees beside the baby. Crawl a little ahead of her and then turn about and encourage the baby to try crawling to you.	8	9 P•Let children paint with pine needles found on a nature walk using contrasting paper and paint.	10
11	12	13 I•Let children make their own noise makers with items such as toilet paper or paper towel rolls, newspapers, wooden spoons, plastic cups, etc.	14	15 P•Have the children explore different textures such as flour, corn starch, cornmeal, oatmeal and other grains.	16	17
18	19 I•Lay a few cushions or pillows on the floor in a carpeted area for the baby to climb on. Lay out a couple of soft toys to encourage her to climb over the cushions to the toy.	20	21 P•Use 4–6 of the same sized glasses with different levels of water in them and use metal spoons to hear different tones and variations in sound.	22	23 I•Seat baby on a soft rug and sit down in front of her. Give her a finger from each hand to hold and say, “How big is Marsha? So big!” As you say “So big,” raise baby’s arms up over her head.	24
25	26	27 P•“Paint” outside using water on the fence, building, sidewalk, bikes, etc.	28	29 I•Give babies plastic basins with water to scoop into and pour from plastic cups or small pots.	30	Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey . Thanks!

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Infant/Toddler



What's Cooking for Toddlers

Applesauce French Toast

- 2 eggs
- 3/4 cup milk
- 1 tsp. cinnamon
- 2tbsp. sugar
- 1/4 cup applesauce
- 6 slices of bread

In a large mixing bowl, combine the eggs, milk, cinnamon, sugar and applesauce.

Mix well. Soak bread one slice at a time until saturated with liquid. Cook on a lightly greased skillet or griddle over medium/high heat until lightly brown on both sides.

Including All Children

Tips for Helping Parents of Children with Disabilities

- Ask questions about how the child behaves and performs at home-- try to arrange at least one substantive home visit.
- Don't be afraid to call frequently to keep parents up to date on the child's progress and/or problems.
- Work closely with parents to help them implement the child's program as much as they can at home.
- If they want it, share as much information as possible with the parents about the child's disability.
- Listen carefully to what the parent feels are the child's strengths, limitations, and needs.

Reading Corner

Goodnight Moon

by Margaret Wise Brown

Mrs. Chicken and the Hungry Crocodile

by Won-Ldy Paye

& Margaret H. Lippert

Successful Child: What Parents Can Do to Help Kids Turn Out Well

by William and Martha Sears

Fun Fingerplay

My Eyes

Here are my eyes,

One and two.

I give a wink.

So can you.

When they're open,

I can see the light.

When they're closed

It's dark like night.

Activity Spotlight

Color-Sock Sorting Game

- Find three or four pairs of clean socks of different colors.
- Put one sock of each of three colors, on the floor or table.
- Give the child a container with the matching three socks in it.
- Take one of the child's socks and show them how to match it to one on the table.

Give lots of praise for each attempt!

Story Time Tips:

- Read every day.
- Read books with clear pictures and short text with children who are not yet developmentally ready for longer stories.
- Read slowly
- Use expression when you read.
- Read the same book many times until the child is familiar with the story.
- Point to the pictures and give the child enough time to really enjoy them.

Preschool



What's Cooking

Homemade Butter

- pints of heavy cream
- salt
- baby food jars

Make sure cream is at room temperature prior to starting. Place cream into jars and secure with tight lid. Shake until cream turns into a solid. Pour off the buttermilk that has formed through the shaking. Add salt for desired taste and spread onto crackers or bread. Note: chilling the jar and adding a cold marble speeds up the process.

Including All Children

If a child has cognitive delays or disabilities, provide toys in the play space that typically developing children of the same age would all enjoy using. Toys that can be used by children with differing skill levels are best, such as blocks, art materials, and pretend play toys.

Sing a Song

The More We Get Together

The more we get together, together,
together

The more we get together, together,
together the happier we are

Because your friends are my friends and
my friends are your friends

The more we get together the happier we
are

With (all children's names) ex. Jo, and
Amy, and Billy, the more we get
together the happier we will be.

Tips for Literacy:

One of the best ways to encourage a love of reading is to have regular times each day for sharing books with your children.

Activity Spotlight

Bubble Wrap Play

- bubble wrap
- masking tape
- plastic hammers
- colored paper

A fun idea that works from toddler to pre-K. Tape bubble wrap that is used for shipping, on the floor or sidewalk. Carpeted floors don't work as well. Let children run, walk, hop, dance or roll on it to pop the bubbles. For older children, you can tape the bubble wrap onto a piece of wood and let them hammer the bubbles with a plastic hammer. Put different colors of paper underneath the wrap and direct which color to pop. Show them how to pop the bubbles with their fingers.

Reading Corner

Swimmy

by Leo Lionni

What Do You Do With A Tail Like This?

by Steven Jenkins & Robin Page

Preventing Childhood Eating Problems: A

Practical, Positive Approach to Raising

Children Free of Food & Weight Conflicts

by Jane R. Hirschmann

& Lela Zaphiropoulos



July 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 I • Hold the baby or young toddler in front of a mirror and point to his body parts while saying the names.	4	5 P • Fill containers with water and experiment by putting different materials that sink or float. Talk to the children about why some float and others sink.	6	7 P • Put a large box or basket on the floor and let the children toss objects into it or lay it on its side and let them kick a ball into it.	8
9	10	11 I • Rattle play. Stand behind the baby so that she can see the rattle but not you. Hold it a little above her face and gently shake it. When she look up at it, move it in a slow circle so she watch it.	12	13 P • Playing with play dough is great for creativity, sensory and fine motor skills.	14	15
16	17 P • Tell the children to catch the bubbles you are blowing with their hands.	18	19 I • Give the child two blocks, one in each hand. Hold blocks in your hands and bring them together as he watches. Try to encourage him to bring his blocks together. Use words describing your actions.	20	21 P • Guess what animal I'm thinking about? • it has 4 legs • it has long ears • it goes hop, hop	22
23	24	25 P • While there is music playing, hand each child a scarf. Dance with the children encouraging them to dance with their scarves.	26	27 I • Use pudding, cooled Jell-O or Cool Whip as finger paint. This provides an opportunity for fun, texture and tasting experiences.	28	29
30	31					Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey . Thanks!

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Infant/Toddler



What's Cooking for Toddlers

Painted Toast

- milk (2 cups for every 30 children)
- food coloring
- bread
- butter
- Q-tips

“Paint” (1/2 cup milk in a bowl, add a few drops of food coloring until desired color). Children get to “paint” their bread first, then toast and butter, or toast, paint, then butter. (Creativity)

Including All Children

High activity levels and distractibility may affect a child's developing play skills.

Some tips to help:

- Add a new toy to help refocus the child while at a learning center and about to leave.
- Be aware of high levels of stimulation in the environment that includes noise, music, colors, people and activity centers.
- Try doing calming activities after exciting ones that are new or offer a lot of sensory input.
- Allow children the opportunity to move around before and after activities.

Reading Corner

Baby Animals

by Gyo Fujikawa

I'm Mighty!

by Kate & Jim McMullan

The Girlfriends Guide to Toddlers: A

Survival Manual to the Terrible Two's

by Vicki Iovine



Fun Fingerplay

Beehive

Here is a beehive (make a fist)

Where are the bees?

Hidden away where nobody sees

Here they are creeping out of the hive

One, two, three, four, five (extend fingers one at a time)

Buzz, buzz, buzz (wiggle your fingers)

Activity Spotlight

Sorbet Painting

- Sorbet (choose a flavor that has a dark color)
- Paper

Place a scoop of sorbet on to paper, allow sorbet to be soft or slightly melted.

Encourage children to finger paint with sorbet. They can taste it and feel the difference from cold to warm. Let paper dry before hanging.

Story Time Tips:

When reading a story to a group of children it's wonderful to get comments and some questions, but occasionally it gets difficult to keep the continuity of the story.

When this occurs try:

- Answering as many questions as possible and encourage the children's input.
- If the group begins to engage in a big conversation, remember that this is a great thing. Set the book aside and enjoy the interactions and conversations. When the group is ready, continue to read the story.
- If the children's attention spans begin to drift, move on to another activity. You can always return to the book later.

Preschool



What's Cooking

Banana Dips

- bananas
- peanut butter
- chopped nuts
- coconut
- jelly
- honey
- chocolate chips
- various sugars (white, powdered, brown, cinnamon)

Peel bananas and slice into 1 inch pieces.

Melt chocolate chips for a few minutes in a microwave, stir until smooth. Dip banana slices into chocolate, then roll into other ingredients as desired. (Social)

Including All Children

When selecting individuals for group activities, try to make diverse groups based on:

- Gender (groups should be comprised of both boys and girls)
- Ethnicity (Create groups of various backgrounds—e.g., African American, Native American, European American)
- Achievement levels in the subject area (Try not to select children who all excel in the activity area for one group)
- Academic ability (Groups should consist of children with various levels of intellect)
- Preferred in-class activities (choose groups that include children who have a wide variety of favorite activities).

Rhymes

I Am Walking

I am walking, walking, walking, I am walking, walking, walking

I am walking, walking, walking, I am walking, walking, walking

Now I stop. (walk around room, have children stop)

I am jumping, jumping, jumping...

I am skipping, skipping, skipping...

I am crawling, crawling, crawling...

(let children pick what they will do next)

Tips for Literacy:

Show children there are things to read everywhere. Make a game of finding things with words on them (like soup cans and cereal boxes). This helps the children understand that print is words that are spoken.

Activity Spotlight

Ice Painting

- water
- food coloring
- paper
- ice cube trays

Put water into trays and add food coloring then freeze. Once frozen the child can take an ice cube and paint on paper. As the ice melts you can talk about colors, ice melting (solids to liquids) if the ice is cold or hot, etc.

Reading Corner

Corduroy

by Don Freeman

Roller Coaster

by Marla Frazee

“What's Happening to My Body?” A

Book for Boys: A Growing-Up Guide for Parents and Sons

by Lynda Madaras, Area Madaras

August 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 P•Fill some plastic squeeze bottles with water and 1 tbsp. of powdered paint. Shake well. Take the bottles outside and let the children experiment with mixing colors.	2	3 I•Infants and toddlers like to be sung to and diaper changing is a great opportunity to do it.	4	5
6	7 P•Let the children help make a helper chart. List all the children in the group and have them take turns being the daily helper. This will help the child feel special and teach them responsibility.	8	9 I•Put some blocks in a container and shake it so that it makes noise. Encourage a toddler to follow your lead and try shaking the container.	10	11 P•Create an obstacle course for the children using chairs, boxes, hula hoops etc. Have the children move through the course. Talk about their movements; over, under, around.	12
13	14	15 I•Spread several toys around on a blanket. Put the baby on the blanket with toys around. Encourage the baby to move (crawl or scoot) to the toys.	16	17 P•Letting the children sponge paint with plastic letters or pieces of cut sponge in shapes will help them with letter and shape recognition.	18	19
20	21 I•Hide different objects in a large bin filled with rice or uncooked pasta and ask the toddlers to find them.	22	23 P•Line shoe boxes with materials of different textures, such as fake fur, felt, and sandpaper. Then put toys inside them. The child will reach for the toys and feel the lining at the same time.	24	25 I•Hand the infant a toy by first giving it to one hand, and then to the other. Soon the infant will begin to transfer the toy from one hand to the other by himself.	26
27	28	29 P•Take an old sheet, table cloth or blanket and cut into a large, round or oval shape to create a parachute. Have the children hold on to the ends and place a ball in the center. See how high you can bounce the ball. Can a child run underneath it as the other children raise the parachute high in the air?	30	31		Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey . Thanks!

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Infant/Toddler



What's Cooking for Toddlers

Applesauce Ice

Have children help spoon applesauce into ice cube trays. Freeze. Crush the frozen cubes in a blender and spoon into small cups.

Including All Children

Fingerplays

Fingerplays are good for children with speech and language needs. Done in a group or with one child, fingerplays cause children to lose their self consciousness in some part because they are participating in the motions without speaking. The motions also provide visual cues that can help children understand the words.

Fun Fingerplay

Grandma's Spectacles

These are Grandma's spectacles,
This is Grandma's hat.
This is the way she folds her hands,
And lays them in her lap.



Activity Spotlight

Obstacle Course

Set up a little obstacle course for baby to climb on and play in:

- a hula hoop to crawl through
- a pillow to crawl over
- beach balls to push away and crawl around
- boxes to crawl through
- cardboard blocks to pile up
- mobiles or hanging things to hit at

Story Time Tips:

Fingerplays need to be simple. Children with developmental delays (and many typically developing children as well) might be able to point their index finger but have difficulty isolating any of the other fingers. Use fingerplays in which all the fingers work together such as "Grandma's Spectacles" or "Wheels on the Bus," or choose songs that use whole arm and hand movements such as "I'm a Little Teapot."

Reading Corner

The Little Chicks

by Nicola Smee

Different and Wonderful: Raising Black Children in a Race Conscious Society

by Darlene Powell Hopson
& Dr. Derek S. Hopson

Preschool



What's Cooking

Robots

- cubed meats
- cubed cheeses
- vegetable slices

Cut meats and cheeses into small cubed pieces, slice various vegetables into thin slices. Place all of the ingredients into separate bowls. Let the children create their robots or people by placing ingredients onto a paper plate to make their robot design.

Including All Children

Children with developmental delays need a longer time to move through transitions, extra cues, and assistance. These children might need to play a few extra minutes before cleanup to watch what the other children are doing first or wait for a suggestion from the teacher. Concrete words such as, "Joey put the blocks in the basket," are preferable to general words such as, "clean up time." Some children with moderate or severe delays also benefit from teacher modeling and direct instruction.

Reading Corner

Are You My Mother?

by P.D. Eastman

"What's Happening to My Body?" Book for Girls: A Growing-up Guide for Parents and Daughters

by Lynda Madaras, Area Madaras

Fun Fingerplay

One elephant went out to play—upon a spider's web one day. He had such enormous fun that he called for another elephant to come a Lumpa Bump—Bumpa Bump Bump Bump. Two elephants out to play upon a spiders web one day. They had such enormous fun, that they called another elephant to come. (Try doing actions, bend over with arms straight down, hands together and swing like an elephant's trunk)

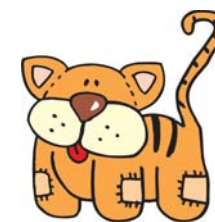
Tips for Literacy:

Show children how you read and write every day to have fun and to get things done.

Activity Spotlight

Bubbles to chase and pop

- Blow bubbles for the children to chase and pop
- Blow some up high so that they have to stretch, reach, and jump
- Blow others down low so that the children have to bend and stoop
- after 3-15 minutes let the children have time to blow their own bubbles.



September 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 I • With the baby or toddler sitting in front of you or on your lap, hide a favorite toy under a small blanket or towel. Encourage the child to grab the cloth and find the toy.	5	6 P • Have the children make a necklace using different size macaroni noodles. Use a variety of pasta shapes to thread on pieces of yarn.	7	8 I • Place small foods such as cereal bits within an infant's (8 months or older) reach, this will help her practice eye hand coordination.	9
10	11	12 I • Hold baby up with her head on your shoulder. Walk around and talk about the things she can see.	13	14 P • Use a cookie sheet to put three or four smaller toys on. Point to each item and tell what it is. Then cover the tray and remove one toy. Then ask the children if they know which one is missing.	15	16
17	18 P • Have several plastic flashlights available for the children. Encourage them to experiment with the light on the ceiling, floor, corner, under a couch, etc.	19	20 I • Provide the baby with a pop-up toy, one that has keys or buttons to press to make the character pop-up. Model how to press the buttons. This will strengthen hand and finger muscles.	21	22 P • Put a variety of dress-up clothes in a box (clothes from thrift stores work well). Include items that require buttoning, zipping, and snapping. Encourage the children to practice these skills.	23
24	25 P • Put buckets of soapy water and a bucket of rinse water outside where you will be able to monitor the children. Give the children doll clothes to wash and rinse. Tie a piece of string between two children's chairs. The children can then hang the wet clothes on the line using clothes pins.	26	27	28 I • Tie a pretty colored toy to a short ribbon. Swing the toy gently to encourage the child to move her eyes. Say the child's name and the color of the toy.	29	30 <small>Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey. Thanks!</small>

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Infant/Toddler



What's Cooking for Toddlers

Chilly Willy Sandwich

Let children spread yogurt onto a waffle with a spoon, top with small chopped pieces of fruit, fold into a sandwich, and freeze in plastic wrap. Remember to cut into small pieces for little ones.

Including All Children

Infants and toddlers learn by watching and imitating. To assist all children to learn, watch them first. Try imitating them, one simple move at a time. For example, baby taps the table or makes a “goo” sound, you watch, then tap the table or say “goo” one time and wait. The goal is to engage the child in an interaction, turn taking. Give verbal and visual feedback for any part of the child’s response, to encourage her. As the child copies the action or sound follow the same pattern. Do this 3–4 times. If the child is easily doing the action, try “bumping up.” That means add one simple move or sound to the established pattern. Be sure to give good eye contact and the words to match.

Rhymes

Two little hands go clap clap clap.
Two little feet go tap tap tap.
Two little hands go thump thump thump.
Two little feet go jump jump jump.
One little body turns round and round.
And it sits quietly down.

Activity Spotlight

Tunnel Crawl

Make a tunnel for your two’s to crawl through by covering a long low table with a blanket.

Try putting a few toys or pillows inside the tunnel to add to the play

Story Time Tips:

When reading a book that has familiar things/animals that make sounds, point to the animal/object. Wait several seconds and start to mouth the sound. This allows the children time to make the sounds first and cues them if they don’t know the sound.

Reading Corner

“A” *You’re Adorable* illustrated by

Martha Alexander

Creative Play Activities for Children with

Disabilities: A Resource Book for

Teachers and Parents by Lisa Rappaport

Morris and Linda Schulz



Preschool



What's Cooking

Oatmeal Wheat Germ

Applesauce Cookies

- 2 cups oatmeal
- 1 – 1/2 cups whole wheat or unbleached flour
- 1/2 cup wheat germ
- 1 tsp. baking soda
- 1/2 tsp. cinnamon
- 1/4 tsp. nutmeg
- 1 cup unsweetened applesauce
- 1/2 cup brown sugar
- 1 tsp. vanilla
- 2/3 cup raisins (or chopped dried apples or any other dried fruit)

Combine the oatmeal, flour, wheat germ, baking soda, cinnamon and nutmeg. Mix the applesauce, sugar and vanilla and add them to the dry ingredients. Stir in the dried fruit. Roll in small balls and flatten to 1/4" thickness on the cookie sheet. Bake at 275° F for 22–25 minutes.

Including All Children

For some children with disabilities, it is important to have things in the same place day after day. Children with visual impairments are free to explore and learn when a space is set up with clearly defined pathways and play areas. If something is not working well and changes need to be made be sure to show all the children the changes.

Reading Corner

The Little Engine That Could

by Sara Lynn

How to Talk So Kids Will Listen and

Listen So Kids Will Talk

by Adele Faber and Elaine Mazlish.

Sing A Song

Little Turtle

There was a little turtle
(make a fist like a turtle)
That lived in a box
(draw a box in the air)
He swam through the puddles
(pretend to swim)
And climbed on the rocks
(walk finger’s across child’s hair)
He snapped at a mosquito
(make a snapping motion)
He snapped at a minnow
(make a snapping motion)
And he snapped at me
(snap at yourself)
He caught the mosquito
(tickle the child)
He caught the minnow
(tickle the child again)
But he didn’t get me!

Tips for Literacy:

Children who look at books and hear stories read aloud learn that words and ideas can be written down and that marks on paper have meaning.

Activity Spotlight

Move and Stop

Play some lively music for interested four-year-olds to march to. Make a fun game out of marching and stopping. Move and Stop to some of these actions too:

- clap
- hop
- stamp
- shake hands or whole body

October 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 I • With the baby on his back, shake a rattle gently. Move the rattle slowly to encourage the child to turn toward the sound. Say the words for the actions.	3	4 P • Use a piece of masking tape to make a path on the floor. Put in curves, corners and even a loop. Challenge the children to walk along without stepping off the line.	5	6 I • Pull out several pull-toys for toddlers. Show them how to pull toy forward, backward, and to the side. Say the words for the actions.	7
8	9	10 P • Collect as many large buttons as possible. Give the children fine string with a knot on the end and show them how to string the buttons. Be sure that buttons are not small enough to swallow.	11	12 I • Place baby facing different directions often. Use a variety of positions and equipment. Encourage the baby to explore the new experience.	13	14
15	16 P • Have 3-6 children sit in a circle. Have all the children put their shoes in the corner, mix and cover the shoes with a small blanket or towel. They take turns feeling and then pulling one shoe out trying to guess whose shoe. Give the shoe to the correct child. Keep taking turns until they have a match.	17	18 I • Make a peek-a-boo board by cutting out 6 pictures of animals from a magazine and gluing them onto a sheet of cardboard. Cover each picture with fabric glued across the top. Let the child discover the animals.	19	20 P • Give the children a sequence of 2 things to do. For example: jump up, then sit down. Increase to 3 things. Example: touch your nose, turn around, then sit down.	21
22	23	24 I • Cut the lid off a large diaper box. Put the box filled with balls or light toys in the center of the room. Show how to drop or toss each toy into the box. Encourage the child to fill and dump the box.	25	26 P • Bring a few pair of clean adult shoes that lace up. Make sure that they have sturdy laces with plastic tips on the ends. Show the children how the laces go in and out of the holes. Give the children time to practice and maybe even attempt to tie the shoe after they have laced it.	27	28
29	30 I • Find pictures or toys of animals. Show the toddler the animal and talk about its name and what type of sound the animal makes. Encourage the toddler to try to make the animal sound.	31				

Notes

We need your feedback...please visit www.everydaylearning.net/ calendarsurvey and complete a very quick survey. Your input is very important to us and will be used in the development of the 2007 version of this calendar. Thank you!



Infant/Toddler



What's Cooking for Toddlers

Banana Pudding

- 3 medium ripe sliced bananas
- 1/2 cup unsweetened applesauce
- 1/4 cup orange juice

Combine all ingredients in a blender. Process until smooth. Serve in small bowls or cups. Makes 4 1/2 servings.

Including All Children

Snack time can present some challenges for both you and the children. Typical problem behaviors are children taking others food, leaving the table before they are finished and difficulties with verbal communication to meet their needs. Some ideas to try:

- Give clear expectations. Start with short amounts of time for snack so that the child will be successful right away and then lengthen the time gradually.
- Present food in small pieces/amounts, this will help the child chew before getting a second bite.
- Try putting the snack table in a quieter area (one with less distractions).
- Work slowly to increase the child's tolerance for different tastes/textures, introduce new foods slowly.
- Avoid power struggles over eating, provide appropriate foods during snack then remove when snack is over.
- Help children who may have difficulties with verbal communication to use sign language and pictures to make comments and requests.



Fun Finger Play

Baby Grows

Five little fingers on this hand
(hold up hand with fingers extended)
Five little fingers on that hand
(hold up other hand)
A dear little nose
(point to nose)
A mouth like a rose
(pucker lips slightly and point to mouth)
Two cheeks so tiny and fat
(pretend to pinch cheeks)
Two eyes, two ears
(point to each)
And ten little toes
(wiggle toes and point to them)
That's the way the baby grows
(stretch arms up over head)

Activity Spotlight

Beach Ball Fun

Sit baby in a soft play area, say her name while looking at her, and then roll a small beach ball toward her.

Encourage her to put out her arms to get the ball and to push it back to you.

Story Time Tips:

Read books with rhyme in the text. Nursery rhymes and Dr. Seuss books have silly words and rhymes that are both soothing and show excellent ways to play with words.

Reading Corner

Garden Animals

by Sara Lynn
Bringing Up Boys
by James Dobson



Preschool

What's Cooking

Granola

- 2 cups uncooked oatmeal
- 1/2 cup coconut
- 1/2 cup wheat germ
- 1/2 cup chopped dried fruit
- 1/4 tsp. nutmeg
- 1/4 cup sunflower seeds
- 1/2 cup honey
- 1 tsp. cinnamon

Mix all ingredients with honey. Mix well and store in an airtight container. Options: for crunchier, add more nuts; for sweeter, add more honey; for chewier, add more fruit.

Including All Children

Accept what a child is able to produce at his current developmental level while still trying to move him/her on to the next stage. A child who is functioning at a lower developmental level than his peers might have skills at age appropriate levels. It takes many repetitions for a child with developmental delays to fully learn a new skill. This explains why a child may be able to do a task on one day but not on another. This type of inconsistency is common and frequently misunderstood as willful misbehavior or laziness.

Reading Corner

The Mitten

by Jan Brett

Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children
by Ross W. Greene

Sing A Song

Ol' Man Winter

(Sing to the tune of Twinkle, Twinkle Little Star.)

Ol' man winter has arrived,
Tem-pera-tures have nose dived.
Brr! The weather's really cold,
The wind is blowing fierce and bold,
I'll be glad when spring comes in,
That's when I'll warm up again.

Tips for Literacy:

Speaking, reading, and writing are all linked. And they can all be learned and practiced throughout the course of each day in age-appropriate ways.

Activity Spotlight

Bead Patterns

- Make up some cards that have three color patches in a row (for example red, blue, yellow and make several different cards.)
- Give each child a card
- Give each child the same colors in beads or blocks as those on the cards.
- Ask the children to make the same patterns of colors with the beads as those patterns of colors on their card.



November 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 I •For a toddler. Make a shoe-box sorter. Find some large peg-like objects, such as the bottoms of plastic film containers. Make sure the edges are smooth. Cut some holes in the top of a shoe box large enough for the pegs to fit through easily.	3	4
5	6 P •Hide a common object from the room. Give children two step directions to find the item. For example, "I have hidden the blue cat. Go to the doll bed and look under it."	7	8 I •Stand baby on your knees and bounce gently up and down. Let the baby support himself as much as possible to strengthen leg muscles. Use words or song, "this is the way we bounce with..."	9	10 I •Tie 2-3 empty boxes (i.e., shoe box, milk carton, cereal box) together to make a train. Provide some toys for the toddlers to put into the boxes. Encourage children to pull the train around. Talk about the action of pull or push.	11
12	13	14 P •Teach the children some simple exercise such as touching their toes, jumping jacks or standing on one foot. Talk about the importance of exercising our bodies to keep them healthy.	15	16 I •Place baby on her tummy on a rug or blanket. Shake a rattle gently in front of baby. Lift the rattle just a bit to encourage baby to lift her head. Give baby the words for the action.	17	18
19	20 I •Sit on the floor with the children. Ask the children, "where is (child's name)?" and point the child out. Do this with all the children.	21	22 P •Play games that involve different ways to move and use basic concept words. Walk across the room. Crawl over the cushions. Wiggle through the blankets. Tip-toe around the room.	23	24 I •Put a few small cars in a box with some paper towel tubes. Model rolling the car through the paper towel tube. Have the toddler try.	25
26	27 I •Encourage an older infant to practice crawling and creeping. Tape several large cardboard boxes with the ends cut off together. Place your created tunnel on the floor and encourage the infant and toddler to practice going through the tunnel.	28	29	30 P •Set up a special picture board on a wall or bulletin board. Put up pictures of what you and the children have done for activities while in care. Provide opportunities to talk about their thoughts and memories.		Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey . Thanks!

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Infant/Toddler



What's Cooking for Toddlers

Cereal Mixings

Set out a variety of cereals and let the children mix their own.

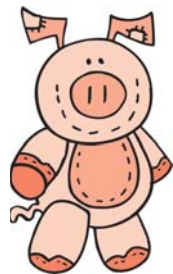
Chocolate Milk

Put milk and chocolate syrup into sippy cups and let the children mix!

Including All Children

Why are Inclusive Settings Preferred?

- It is very important to parents that their children with special needs develop friendships with same-age, typically developing children within their early intervention setting.
- The development outcomes most likely to lead to optimal post-school adjustment are social skills.
- Positive social outcomes found within inclusive settings occurred when interaction was frequent, planned and carefully coordinated by teachers.
- Typically developing children have shown positive developmental and attitudinal outcomes from inclusive experiences.



Sing A Song

This is the way

This is the way we wave goodbye, wave goodbye, wave goodbye (wave)

This is the way we wave goodbye early in the morning.

This is the way we blow kisses, we blow kisses, we blow kisses (blow kisses)

This is the way we blow kisses, early in the morning.

Continue song with activities that you would do with a young child:

Drink from a cup, eat with a spoon, brush our teeth, etc.

Activity Spotlight

Same Game

- Stand in front of a two year old to play the same game.
- Lift one foot up and encourage them to imitate.
- Give the child the words with praise, great job you did the same!
- Take turns being the leader.

Story Time Tips:

Help children learn new words. Give opportunities for practice with the new words by providing the appropriate props. For example vegetables. After reading a story about vegetables, provide pictures of vegetables, real vegetables or plastic vegetables for the children to practice their new words.

Reading Corner

A Super Chubby Mother Goose Rhymes:

Goodnight Moon

by Margaret Wise Brown

Preschool



What's Cooking

Cranberry-Orange Warm-Up

- 4 cups cranberry-apple juice
- 1 cup orange juice
- 1 cinnamon stick

Combine all ingredients in a saucepan.

Simmer for about 5 minutes, then cool until warm. Makes 10- 1/2 cup servings.

Including All Children

Teaching For Success

Using demonstration, task breakdown, and hand-over-hand assistance as needed to encourage children with developmental delays to participate in activities. Try open ended activities, for example (activities that are not product oriented) finger painting, painting or "just gluing."

- Name the materials
- Demonstrate first step
- Wait for child to try/assist
- Demonstrate next step by gently doing hand-over-hand if necessary.
- Have a variety of shapes and sizes of brushes and drawing implements to help with individual needs of the children.
- Try adding textures and or fragrances to the art materials to heighten sensory awareness.
- To help define the child's working space, place the child's project on a cookie sheet or cardboard tray.

Fun Fingerplay

Windy Weather

Like a leaf or a feather, in the windy, windy weather

We whirl around and twirl around

(children can swirl scarves or flags)

And all fall down together

Tips for Literacy:

Help children learn new words. Give opportunities for practice with the new words by providing the appropriate props. For example vegetables. After reading a story about vegetables, provide pictures of vegetables, real vegetables or plastic vegetables for the children to practice their new words.

Activity Spotlight

Sorting Buttons

Make a collection of many colorful buttons that are different sizes, shapes, textures, and colors.

Encourage your four-year olds to sort the buttons by:

- same size
- same shape
- smallest to biggest
- the same color

*Make sure the buttons are large enough not to be swallowed.

Reading Corner

The Little House

by Virginia Lee Burton

December 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 I • Place two tubs in front of children. Place toys in one tub. Encourage children to move toys from one tub to the other.	5	6 P • Take food coloring and place in a cup of water. Add a celery stick. Children can watch the color change in the celery stick over time.	7	8 I • Lay on the floor with the child. Look through books. Point out pictures and name them.	9
10	11	12 P • Take time to dance to a one, two beat. Hold your child and pat one, two, one, two. This increases a child's coordination.	13	14 I • Use words like "empty," "full," and "all gone" with the children. All "please" and "thank you" during snack or mealtime. How many children want more?	15	16
17	18 P • Fill small plastic water bottles with a variety of materials (glitter, oil, colored water, etc.). Hot glue the bottle tops after filling. Shake the bottles and watch the changes.	19	20 I • Place infants on a pad on their tummies to allow them to practice lifting their heads and kicking their legs. This strengthens their back, stomach, leg and neck muscles.	21	22 P • Have the children tell about an adult who is important in their life (a teacher, favorite aunt, etc.). Then have the children draw a picture or dictate a story about the person.	23
24	25	26 I • Provide an older infant or toddler measuring cups that nest into each other. Show the child how they fit together and stack.	27	28 P • Make drums out of empty cereal or oatmeal containers. Use wooden spoons for drumsticks. How do the items sound different?	29	30
31						Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey . Thanks!

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Infant/Toddler



What's Cooking for Toddlers

Banana & Peanut Butter Sandwiches

- peanut butter
- peeled and quartered bananas
- raisin bread
- plastic knives or spoons

Let the children construct!

Rhymes

After a bath - I try, try, try

To wipe myself dry, dry, dry (rub upper arms with hands).

Hands to wipe and fingers and toes (hold hands out, palms up, then point to toes)

Two wet legs and a shiny nose (hands on thighs, then point to nose).

Just think how much less time I'd take

If I were a dog and could shake, shake, shake (shake body)!

Including All Children

Key Points for Adapting a Child Care Environment

- The child care environment includes indoor and outdoor spaces, a schedule of activities, toys and materials in the setting, and most important the adults who talk and play with the children.
- A good child care environment has spaces for different kinds of play.
- Keeping spaces clean and safe is important.
- Play spaces and activities may need to be adapted to meet the needs of children with disabilities and planning ahead is important.
- Dependable routines and schedules help all children feel safe.



Story Time Tips:

By reading daily with your infant/toddler, you will be helping him develop:

- a longer attention span, which is needed for learning throughout life.
- a larger vocabulary which is very important for reading comprehension and other learning experiences in life.
- an eagerness to read.
- the ability to predict what will come next.
- book handling skills.
- a vast storehouse of background knowledge.
- concepts of print.
- knowledge of proper sentence structure.
- a bond with you that could last a lifetime.
- an attitude that reading is an important part of daily life.
- knowledge of story grammar, which helps reading comprehension.
- reading comprehension strategies.

Activity Spotlight

Foot Prints

- butcher paper
- tape
- non-toxic paint
- soap

Tape butcher paper to the bottom inside of the jumper or exersaucer. Place child in the seat. Take non-toxic paint and add soap (this makes it easy to wash up) and paint the bottom of the feet lightly. Then encourage child to jump, spin, etc., this will leave lots of little toes and foot prints on the paper. (Physical)

Reading Corner

Bilingual Book Titles

Just Like Home/Como en mi Tierra

by Elizabeth I. Miller

What to Do When: A Handbook for Parents and Other Beleaguered Adults

by Juliet V. Allen

Preschool



What's Cooking

Lentil Soup

- 1 large onion
- 1 large apple
- 2 tbsp. flour
- 4 cups chicken broth
- 1 cup dry red lentils
- 1 tbsp. finely chopped fresh parsley
- salt and pepper to taste
- 1 tbsp. oil
- 1 tbsp. butter

Finely chop onion and apple. Sauté one onion and apple in butter and oil for a few minutes. Add flour. Add chicken broth slowly and bring to a boil. Add lentils and let simmer for 30 minutes. Sprinkle with parsley and season with salt and pepper.

Rhymes

Oranges, apples, bananas too.

These are fruits I chew, chew, chew.

Pears and grapes I like a lot.

Yes, they really hit the spot.

Oranges, apples, bananas too.

These are fruits I chew, chew, chew.

Tips for Literacy:

Children who learn to love books will be children who grow up to be good readers. The very best time for children to learn to love books is while they are young. You can help them by making story time a regular part of their day and by encouraging them in their early attempts to speak, read, and write.

Reading Corner

Bilingual Book Titles

All the Colors We Are/Todos los Colores de Nuestra Piel

by Katie Kissinger

Raising Lifelong Learners: A Parents Guide

by Lucy Calkins

Including All Children

What is the difference between Least Restrictive Environment (LRE), Mainstreaming, and Inclusion?

The concept of LRE refers to a mandate in the Individuals with Disabilities Education Act (IDEA) that children with disabilities be educated to the maximum extent appropriate with non-disabled peers. It is a term that is not clearly defined within IDEA and is has been shaped by the court system. Mainstreaming implies that the child will be educated with non-disabled peers when appropriate, but not necessarily exclusively in general education (e.g., child is with non-disabled peers for English, but not for math and science). Inclusion considers that the placement of students with disabilities in the regular classroom with non-disabled students as a right and implies that the right is absolute.

Activity Spotlight

Marble Art

- paper
- marbles (5)
- tape
- paint
- large container with a large lid

Cut a circle of paper to fit the inside of the lid and tape the paper onto the lid. Place a small amount of paint into bottom of container, you can use more than one color. Place marbles in bottom of container. Place lid back on container. Children can turn container upside down and shake and roll container. Remove the paper and you have a finished product.



January 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 P •Make a bean bag toss. If you don't have bean bags, place sand in zip lock bags, place the closed bag in a sock and tie or sew it shut. Throw the bags into a box or can.	2	3 P •Teach preschool children how to spell their names using sign language.	4	5 I •Help infants and toddlers explore their fingers and toes by playing "This Little Piggy Went to the Market."	6
7	8	9 P •Make a chain story with preschool age children. One child starts, "Once upon a time..." and the next child continues the story, and so on.	10	11 I •Make a big smiley face out of a paper plate and play peek-a-boo behind the "mask" with infants and toddlers.	12	13
14	15 P •Make clean up a game. "Let's see how many of your toys you can put away before the timer goes off."	16	17 I •Infants and toddlers love to clap hands. Turn conversations into songs where clapping hands is modeled and encouraged.	18	19 P •With the children, cut out pictures of 6-8 things that go together, such as cereal and milk, bat and ball. Using the pictures create a matching game.	20
21	22	23 I •Use numbers in everyday language. "Here is one cookie." "You can have three crackers. One, two, three!"	24	25 P •Create crayon rubbings from coins, keys, paper clips, etc. Simply place paper over the item and color the paper, creating an easy imprint of the item!	26	27
28	29 I •Sit across from the child. Call her name. Wait until she looks at you. Smile and roll a ball to her. Encourage her to roll it back to you or another child. Can she use the person's name?	30	31	Children love to hear the human voice. Even babies find great comfort in listening to voices. What a wonderful way for them to hear you speak-reading to them! In fact, one of the best ways to encourage a love of reading is to have regular times for sharing books with your children each day starting in infancy.		Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey . Thanks!

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Infant/Toddler



What's Cooking for Toddlers

Apple Prune Sauce

- 5 large apples
- 1 cup pitted prunes
- 1/2 cup apple juice

Cut apples in 4 and remove core and stalk. Put all ingredients in a pan and simmer over medium heat until apples are tender. Puree with food processor. Keep refrigerated.

Fun Fingerplay

Pat-A-Cake

Pat-a-cake, pat-a-cake, Bakers man
Bake me a cake as fast as you can
Mix it and prick it and mark it with a
(letter of child's first name)
And put it in the oven for (child's name)
and me.

Including All Children

Providing Opportunities to Practice

Most children need some degree of consistency and structure, but children with behavioral issues, PDD, autism, developmental delays, motor planning problems and visual impairments need it even more. Routine means that you do the same activities in the same order everyday. This allows the children many opportunities to practice and eventually master the skills necessary for an activity. These skills might include the words to a simple rhyme or song, or simply passing a ball around the circle. Changes can be added slowly while maintaining the original activity.

Story Time Tips:

Make your story time area comfortable for the children. Avoid:

- Distracting bright lights.
- Distracting colors and pictures around or behind the storyteller.
- Distracting music or other background noise.

Activity Spotlight

Box Fun

Have fun with boxes! Collect boxes from different sources such as: grocery stores, warehouses, furniture stores, appliance stores, etc. Some fun accessories that may help with creativity include blankets, pillows, stuffed animals, and crayons. Let the children play with, assemble, and imagine!

Reading Corner

The Snowy Day

by Ezra Jack Keats

Olivia and the Missing Toy

by Ian Falconer

Healthy Sleep Habits, Happy Child

by Marc Weissbluth



Preschool



What's Cooking

Banana Smoothie

- 1 banana
- 1/2 cup natural yogurt
- 2 cups of milk
- 2 tsp. pure vanilla essence

Slice banana and put into a blender. Add 1/2 cup milk, yogurt and vanilla. Blend until banana is mashed. Add remaining mild and blend until smooth. Pour into glasses.

Sing a Song

The Shape Song

sung to the tune of "I'm a Little Teapot."

I am momma circle round like a pie.

(Make a circle over your head with arms.)

I'm baby triangle three sides have I.

(Make a triangle with 3 fingers.)

I am papa square my sides are four.

(Make a square in the air.)

I'm cousin rectangle shaped like a door.

(Draw a rectangular door in the air.)

Tips for Literacy:

Find a quiet, well-lit spot where you can sit comfortably with your children. Sometimes, you pick the books to read. Other times, let children pick out books (even if it's the same ones over and over).



Including All Children

Making Books More Accessible

To help make books more accessible for all children, especially those who have trouble with fine motor skills, try gluing "page fluffers" to the upper corners of each page. Packaging peanuts or small craft pom-poms can be used as page fluffers, which create spaces between pages making it easier for all kids to turn individual pages.

Activity Spotlight

Box Fun

Have fun with boxes! Collect boxes from different sources such as: grocery stores, warehouses, furniture stores, appliance stores, etc. Some fun accessories that may help with creativity include blankets, pillows, stuffed animals, and crayons. Let the children play with, assemble, and imagine!

Reading Corner

Where the Wild Things Are

by Maurice Sendak

I Am America

by Charles R. Smith Jr.

The Little House

by Virginia Lee Burton

February 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 I/P • Look for the children playing without conflict. Give as many positive comments as you see. For example, "I like the way you shared that toy."	3
4	5	6 P • Animal for a Day. Ask a child to imagine what his favorite animal does from the moment it wakes up until it goes to sleep. Ask the child about different parts of the animals body.	7	8 P • Tape down large pieces of newsprint or butcher paper to ease frustration when coloring, finger painting, or brush painting.	9	10
11	12 P • Set up a writing center. Put a small table in a quiet area and put neatly stacked papers of different sizes and colors nearby. Have containers with pencils, crayons, and markers on the table.	13	14 I • "Talk" to baby with a puppet. You can make one out of an old sock. Use a felt marker to make eyes, nose, and mouth. Sew on some loops of yarn for hair.	15	16 P • Play "I Spy." Give 3 clues about an item in the classroom and have the students try and guess what it is. For example: it's yellow, it is a rectangular shape and it has 4 wheels.	17
18	19	20 P • Reinvent the wheel. Have children experiment with items (apple vs. block, soda bottle vs. a book) and discuss with the child what the rolling items have in common.	21	22 P • Have a scavenger hunt. Hide several items. For example: hide 6 to 8 things with wheels. Ask the child to find any toys with wheels.	23	24
25	26 I • Mimic the sounds and/or facial expressions an infant makes, creating a preverbal conversation between you and the infant.	27	28 P • Create "Crazy Olympics." Create several events such as hopping on one foot across the room or walking backwards while flapping your arms.			Please give us your feedback on this calendar by visiting www.everydaylearning.net/calendarsurvey . Thanks!

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Thank you for playing an important
part in children's lives!

For more information,
activities, story stretcher ideas
and links to additional
Web sites, please visit
www.everydaylearning.net



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The Children's Cabinet, Nevada

The Early Education and Care department (EEC) of the Children's Cabinet in northern Nevada is proud to share our concept known as the "Literacy Calendar" with our new friends at Community Connection for Child Care. The calendar was developed to increase the knowledge of early childhood teachers and parents on early literacy. Our close ties with the early childhood community have enabled us to produce a successful calendar each year. We have just produced our 6th edition and hope that you will find the same success and great feedback that we have had over the years.

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