

# NORTH CAROLINA CHILD CARE HEALTH AND SAFETY BULLETIN

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY RESOURCE CENTER

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The NC Child Care Health and Safety Resource Center promotes safe and healthy environments for children in child care settings. Project Director: Dr. Jonathan Kotch, MD, MPH, FAAP

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## We're Going On A....



Welcome to the Summer 2010, Special Edition, of the NC Child Care Health and Safety Bulletin, a collection of activities inspired by *We're Going on a Bear Hunt* by Michael Rosen. Simple activities, such as a “bear hunt”, can be magical when children use their imagination. Children add motions as they chant: “*We're going on a bear hunt. We're going to catch a big one. We're not scared.*” They transform familiar activities into new adventures. Perhaps today, an outdoor obstacle course sets the scene for an alligator hunt...

Our “hunt” took us back through past bulletins to compile this collection of activities. Each page also includes a **poem** by Lucretia Dickson, tips **For Families**, tips **For Educators**, and **Children's Books**.

Come along with us. “*What a beautiful day! We're not scared...*”

# Getting Ready to Go Out

**It's a hot and steamy melty day  
Too hot for me  
to play today...  
Too hot? No it's not!  
I'll just play in the shade,  
And drink lemonade!**

**It's a cold and freezing snowy day  
Too cold for me  
to play today...  
Too cold? No it's not!  
I'll just wear my coat  
and mittens out,  
I'll drink hot cocoa,  
play and shout!**

**For Families:** Through active play children master physical skills, exercise their bodies and minds, and maintain a healthy body weight. Active play outdoors is both stimulating and challenging. It encourages friendships as children plan and engage in play. Help your children dress for the weather, so they can play outdoors. Bring drinking water to keep active children well hydrated.

**For Educators:** Too cold, too hot, too wet, too smoggy to go out? Go to *Child Care Weather Watch*, [www.idph.state.ia.us/hcci/common/pdf/weatherwatch.pdf](http://www.idph.state.ia.us/hcci/common/pdf/weatherwatch.pdf), for guidance on extreme temperatures. Go to *North Carolina Air Quality Forecast*, [www.ncair.org/airaware/forecast](http://www.ncair.org/airaware/forecast) for guidance on air quality concerns. Stay inside during storms, but enjoy a gentle rainfall outdoors.

Spending time outdoors every day, even in winter, helps children of all ages develop healthy minds and bodies. Children explore self-help skills by choosing weather appropriate clothing. Additionally, fine motor skills develop as the children fasten and unfasten clothing. They will develop language skills as they talk about the weather and begin to learn about nature and science. Children in North Carolina are fortunate to be able to go outdoors year round.



## Dressing Dolls or Bears for the Weather



Collect infant and toddler sized clothes that are appropriate for different types of weather. Talk about the weather with the toddlers and preschoolers. Encourage them to dress the dolls or teddy bears in clothing appropriate for the weather. "It's snowing. What will Dolly wear outside today?" Just like their dolls and bears, children and educators need to be ready for the weather, too. What will they put on in the rain? ...snow? ...hot sun?

## "There's no bad weather, only bad clothes!"

Ask preschoolers what they think this means. In the dramatic play area add clothes and props appropriate for different weather conditions. Add a weather forecast felt board and weather symbols for rain, snow, sleet, bright sun, and cloudy days. Children can "forecast" the weather by putting a symbol on the felt board. "Looks like rain. What should we wear outside?" "Today it is sunny. Let's put on our sunglasses and hats. Don't forget sunscreen!" *Extend this activity with Get Ready, Get Set, Go!*

**Get Ready, Get Set, Go!** Move the felt board and weather symbols near the children's cubbies. Assign two children the job of meteorologists. They determine what the weather condition is for the day and post their forecast on the felt board. The other children read the forecast on the board. Everyone dresses for the weather. "All set? Let's go out to play – Hooray!"



## Children's Books

*Oh Say Can You Say  
What's the Weather Today?:  
All About Weather*  
by Tish Rabe 2004

*Are You Ready to Play Outside?*  
by Mo Willems 2008

*What Will the Weather Be?*  
by Lynda Dewitt 1993



# Way Up High in the Sky

## ...see the clouds go floating by!

Young children look at the sky and wonder what clouds are made of, and what causes thunder and violent storms. Sometimes children are afraid of the loud sounds of thunder and high wind. Activities planned around the theme of clouds, thunder and storms help children begin to make sense of the world around them.

**Cloud Shapes** Gaze at clouds and talk about them with infants, toddlers and preschoolers. "What shape does that cloud look like to you? I think it looks like a big, fluffy sheep!"

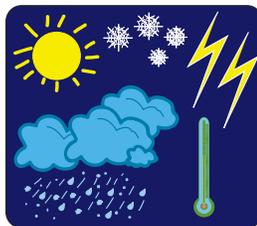


**Paint-blots** After reading the book *It Looked Like Spilt Milk* by Charles Shaw, have children create "paint-blot" clouds. Fold a sheet of blue construction paper, reopen, and lay flat. They can squeeze a few dots of white tempera paint on one side of the fold. Have children close the paper on the fold and gently press. Open to see a "paint-blot" cloud. "It looked like \_\_\_\_\_, but it was really a big, fluffy cloud floating by."

**Cloud Experiment** Talk about the size, color and shape of clouds. Place a sponge in water. Like a cloud, the sponge soaks the water. Take the sponge cloud out of the water. Squeeze it until all the water comes out. It is like rain coming out of the clouds and falling to the ground.

**Weather Forecasting Station** In the science center add weather props, such as large weather maps, handcrafted thermometers and barometers, or weather instruments, such as a rain gauge, wind vane or wind sock. Explain weather maps. Point out fronts moving into the area and temperatures in different places across North Carolina. Children can be meteorologists and give the week's weather forecast. If possible, videotape the children forecasting the weather.

**Weather Observations** Have children chart the week's clouds and weather. Make shapes of the sun, clouds, lightning bolts, and snowflakes. Use Velcro to attach shapes to charts.



Upon the clouds  
I'd like to fly  
(they're steamy  
water in the sky)

Some look like tigers,  
some like bears,  
and some like monsters  
on the stairs.

But when they make  
dark-grumbly sounds,  
their fluffy water falls  
back down

As rain to water  
all the earth, and  
give the flowers  
a whole new birth.

**For Families:** Thunderstorms can be very frightening for young and old! Read *Flash, Crash, Rumble and, Roll* by Franklyn Branley together and learn about thunderstorms. Talk about the wind, rain, thunder and lightning. Talk about feeling scared. What makes it better? What makes you feel safe?

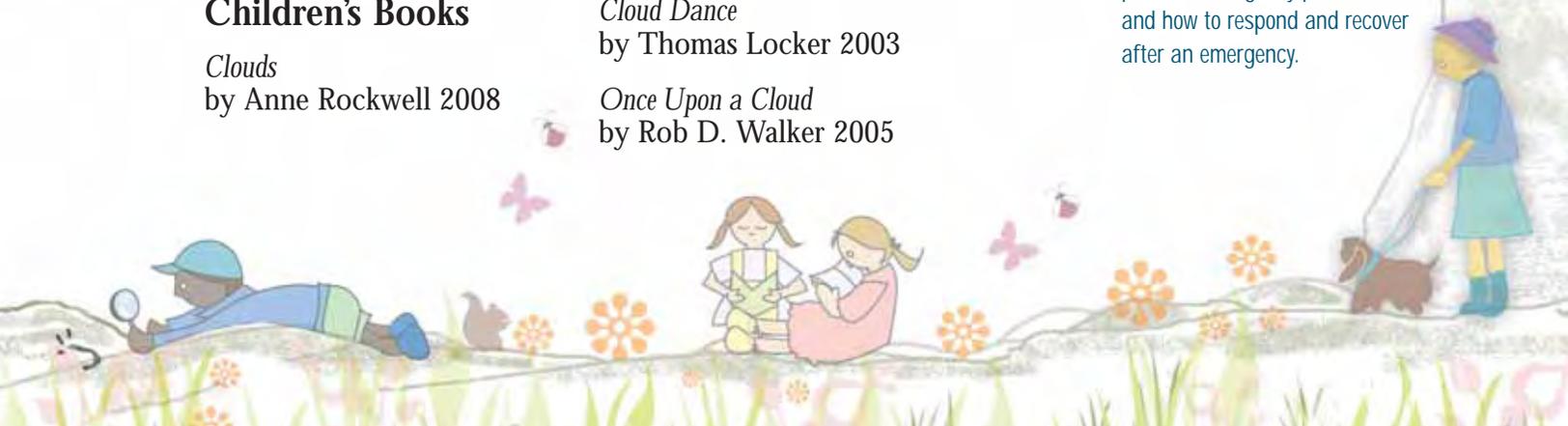
**For Educators:** Hurricanes, tornadoes and snow storms are weather related emergencies. Get ready for these emergencies by taking the *Emergency Preparedness and Response in Child Care* training. Learn how to plan, prepare, and practice emergency procedures, and how to respond and recover after an emergency.

### Children's Books

*Clouds*  
by Anne Rockwell 2008

*Cloud Dance*  
by Thomas Locker 2003

*Once Upon a Cloud*  
by Rob D. Walker 2005





# Let's go for a WALK!!!



**Sneakered feet,  
sandaled feet,  
softly stalking bare feet,  
Fast feet, slow feet,  
tumbling toddler's  
stumble feet;**

**Feet for a journey,  
feet for play,  
feet for tiptoe-pointing day,  
Feet in the air, feet here  
and there,  
feet that take me everywhere;**

**Feet that fit me oh so grand,  
feet for sifting  
through the sand,  
Feet that take me far away,  
feet that bring me  
home each day.**

**For Families:** When walking with a child, be patient. Be prepared to go at the child's pace, stopping to look at things along the way. Children often seem to have a huge amount of energy one minute and become tired and grumpy the next. Encourage their efforts and be prepared to cut a walk short if necessary. Regular walking helps children, and adults, become more fit and healthy.

**For Educators:** Teach children pedestrian safety: respond to safety-warning signs; recognize crosswalks; only cross streets with a grown-up; stop at the curb and wait for the light to turn green; look left then right, then left again before crossing a street. Remind children that streets are for cars and sidewalks are for people. Prepare children for traffic rules by playing "Red Light, Green Light".

Come and follow Silly Sally on a walk. Make it an adventure!

During the first year of life, an infant learns the skills that lead to walking: gaining head control, rolling from side to back or back to side, sitting alone, and pulling up to stand. Provide protected space on the floor for lots of "tummy time" to strengthen trunk muscles. Low, stable furniture support an infant's early efforts to pull up to a standing position.

Let young toddlers practice "toddling" on short walks. Stop often to look and explore things found along the way. Talk about the shape, size, and color of the things they observe. "Oh, look at that yellow leaf falling from the tree!" "Do you hear a dog barking?"



**Counting a Silly Walk** Take a walk with a few toddlers. Make up some silly steps to do together. Example: Take two large steps and three tiny steps counting 1, 2 large steps ~ 1, 2, 3 tiny steps ~ 1, 2 large steps... Count with LARGE VOICES for the large steps and tiny voices for the tiny steps.

Read *Silly Sally* by Audrey Wood. Encourage the children to think of all the silly ways that they can walk. Can they walk backwards, sideways, on their hands, etc.? Walk silly together!

**Observation Walk** During a walk with preschoolers, ask the children to look at the different ways people are moving. Examples: walking, rolling in a wheelchair, biking, driving, etc. How are they moving? Alternate activity: During a walk, suggest that the children find and name things that grow. Examples: trees, flowers, weeds, people, dogs, etc. "Do rocks, or cars grow?"

How about an Alphabet Hike? "A" is for acorn, ants ... "B" is for bark, bike, bluebird... "C" is for ... Letters can be hiding almost anywhere. Look on the ground, in the trees, on the water, and in the sky. Where else are they hiding? The Green Hour, Alphabet Hike, Retrieved May 5, 2010 from [www.greenhour.org](http://www.greenhour.org)

Visit [www.urbanext.uiuc.edu/woods](http://www.urbanext.uiuc.edu/woods). Take a walk in the woods - indoors!

## Children's Books

*I Went Walking*  
by Sue Williams 1992

*Owen's Walk*  
by Karen Hill 2006

*Rosie's Walk (El Paseo de Rosie)*  
by Pat Hutchins 2005





# Blueberries – the little “Superfood”



“...kerplink, kerplank, kerplunk...”\*

We're going on a blueberry hunt, just you and I; Let's pick them fast - one, two, three, don't pass them by!

A few for me, a few for you, let's put some in the bucket too;

We'll bake them in a scrumptious pie, oh my, oh my!

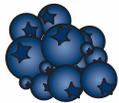
\* (line from *Blueberries for Sal*, by Robert McCloskey)

Blueberries, packed with vitamin C, vitamin K, and fiber, are low in calories and fat. An antioxidant, they prevent the type of cell damage that may lead to cancer. As food for the brain, blueberries help the brain function normally and protect it from premature aging. They are fun to eat with fingers or a spoon. Try eating just one! Celebrate *National Blueberry Month* during July!

**Blueberry Smoothies** Read *Blueberries for Sal* by Robert McCloskey. Encourage the children to touch, smell, squish, and taste a blueberry. Then make a blueberry smoothie.

- 1 cup milk
  - 1/2 cup frozen yogurt
  - 1 banana
  - 1/2 cup frozen or fresh blueberries
- Put ingredients into a blender one at a time. Blend until smooth. Serve and enjoy!

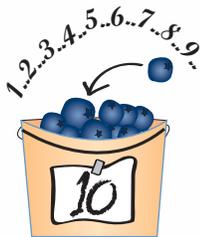
## Blueberry Play Dough



- 1 cup flour
- 1 cup boiling water
- 1/2 cup salt
- 3 teaspoons cream of tartar
- 1-2 packages unsweetened *BerryBlue Kool-Aid* mix
- 1 tablespoon cooking oil

Add *Kool-Aid* and oil to boiling water. Mix in remaining ingredients. Knead on a heatproof surface until smooth. Let cool before giving it to the children to shape into “berries”.

## How Many Blueberries in a Basket?



Save washed plastic berry containers. Place a piece of paper with a number in the bottom of each berry basket. Have the children figure out the number on the bottom of the basket. Encourage children to drop that number of play dough “berries” into the basket. Include simple addition and subtraction activities, when a child is developmentally ready for it.

**Blueberry Buoyancy** Set up the science area for a “blueberry” experiment. Have children predict whether a blueberry will sink or float in a tub of water. Have them put the blueberries in the water. “Did they sink or float?” “Why do you think that happened?” Write down what they say. What will happen with raspberries, blackberries, cranberries, gooseberries? Let's find out!

**For Families:** Blueberries are a delicious fruit to add to the family diet. A serving size is ¼ cup for young children and ½ cup for adults. Fresh, dried, or frozen blueberries can be added to cereal, green salads, yogurt... To avoid exposure to pesticides, choose organically grown blueberries.

**For Educators:** The vitamins, minerals and fiber found in fruits and vegetables provide many health benefits. They help reduce the risk of chronic health conditions such as heart disease and cancer. It is easier to maintain a healthy weight by replacing higher calorie foods with low calorie fruits and veggies. Want to know more? Go to: [www.fruitsandveggiesmatter.gov/benefits](http://www.fruitsandveggiesmatter.gov/benefits)

**Reference:** Dole 5-A-Day. *Fun Facts About Blueberries*. Retrieved May 8, 2007 from [www.dole5aday.com/pdf\\_global/FunFactsAboutBlueberries.pdf](http://www.dole5aday.com/pdf_global/FunFactsAboutBlueberries.pdf)

## Children's Books

*Berries to Jelly*  
by Inez Snyder 2005

*Blueberry Mouse*  
by Alice Low 2004

*Blueberry Shoe*  
by Ann Dixon 1999

*White Is for Blueberry*  
by George Shannon 2005



**Wilma the cat has  
two blue eyes,  
But for some, two eyes  
are just too few.**

**Grasshopper Al,  
with two bulging eyes,  
Has three more - for a  
circular view.**

**Lizzy the lizard has  
three eyes,  
The third hides between  
her front two.**

**Stan Scallop shows off  
one hundred eyes,  
To stare right back  
at me and at you!**

**For Families:** Follow these guidelines to protect the eyes. Provide proper lighting and make sure that children who have eyeglasses wear them. Have children sit 24-28 inches from the computer or TV screen. Have children wear sunglasses in the sunlight. Remove toys with sharp edges or hard points, spikes, or rods.

**For Educators:** Children learn much about their world through their senses. Use the eye activities as a starting point for exploration of the senses. Add books on the body and on the 5 senses to the science and drawing centers. Learning Foundations Curriculum, available at [www.childcarelounge.com/diva/LearningFoundationsSample-5Senses%5B1%5D.pdf](http://www.childcarelounge.com/diva/LearningFoundationsSample-5Senses%5B1%5D.pdf), offers curricula on each of the 5 senses.

# Jeepers Creepers – Where’d You Get Those Peepers?



what is seen. These activities teach children about their eyes and how to protect their vision.

Eyelids, eye lashes and eye brows protect the eyes from infections and injuries. Eyes and the brain make up the visual system that interprets

**Collage for Infants** Cut out pictures of human and animal eyes. Big eyes, little eyes, brown eyes, blue eyes ...all looking at you! Glue them onto paper. Laminate when dry. Display the collage at infant’s eye level....on the floor, over the changing table, or on the wall. Point out the display and talk about it to the infant.



**“I Spy with my Little Eye”** Toddlers love being detectives following clues. “I Spy something green that hops. It’s behind you! What is it? ...a hopping green frog.”

**Painting Blindfolded** Take the art easel outside. Set it up and have preschoolers paint an object such as a tree. Then blindfold the children, if they are willing. Have them paint the same object. What was it like to paint without seeing?

**Eye Observations** Read *Seeing* by Sharon Gordon with the children. Let children use a mirror to really look at their eyes. Can they find the parts of their eyes: pupil, iris, cornea, and the whites of the eye? Have children draw what their eyes look like to them. Graph the colors of the children’s eyes.

**Color Days** On red day, collect an apple, a cherry, a strawberry, a leaf, a stop sign, etc. On green day collect a frog, a pepper... *Extend the activity:* add color wheels, prisms, color paddles, paint samples, magnifying glasses, and kaleidoscopes to science centers.



**Eye Doctor’s Office** In the dramatic play area provide an eye chart, white lab coat(s), paddle or wooden spoon for holding over one eye, eyeglass frames, mirrors and the patient’s chair. Invite an ophthalmologist or optometrist (eye doctors) to give a talk about what he or she does.

## Children’s Books

*I See Me!*  
by Pegi Deitz Shea 2000

*My Eyes: My Body*  
by Lloyd Douglas 2004

*The Incredible Peepers of Penelope Budd*  
by Marie Karns 2005



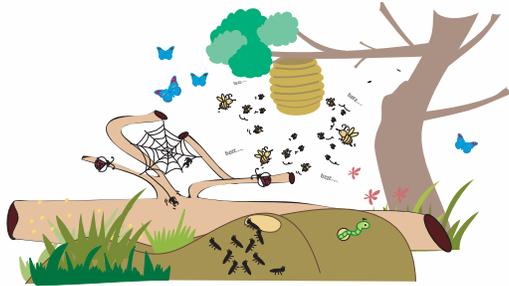


# Beautiful Bugs and Butterflies



**Explore Outdoors** With a stick, gently overturn a rock, a log, or even a pile of leaves, and look for bugs. If a cocoon or chrysalis is found, keep it in a place indoors where there will be plenty of room for the moth or butterfly to open wide its wings when it emerges.

**Food Chain** Hold group time outdoors to discuss insects. Help children understand that each insect has its purpose in the world. Generally insects are not trying to attack, though a few sting for their supper. In fact most insects are frightened of people. Each insect plays an important role in the food chain. Insects eat plants or other insects. Insects are food for birds, reptiles, amphibians, fish, and other insects.



## Habitats for Insects

A habitat is the natural home for a plant or animal. Let budding scientists identify an insect in the outdoor learning environment. Where did they find the insect? ...At the base of a tree? ...In the crack in the sidewalk? Is that the insect's habitat? What were the insects doing? Provide notebooks

and crayons or markers so children can draw their observations. Children gain firsthand knowledge of the natural world by observing. Have resource books on insects on hand to find the answers to children's questions.

**Ant Snack** Fill a piece of celery with peanut butter. Use soft cheese for those with peanut allergies. Have children arrange raisins to look like ants on a log. It is a fun and nutritious way to extend the outdoor learning experience. Yum! Ants on a Log!

**Bug Hunt** Bring the outdoors inside! Open a screened window, just a crack so the sounds of grasshoppers and crickets can be heard inside. Place models and photos of insects where young children can easily see them. Encourage them to go on a Bug Hunt!



Clouds of butterflies  
sweep the skies,  
As monarchs  
journey home in  
the fall.

Southward to  
jade green forests  
they fly,  
Hanging in mists  
till they hear the call.

Stirred, on translucent  
wings they rise,  
Northwards again  
to delight us all!

**For Families:** Ants are amazing little insects. They are community spirited and work together for the benefit of all the ants in their colony. Before lunch, read *Ant Cities* by Arthur Dorros together. Then be like the ants and work cooperatively to prepare lunch. One will get the table ready, another will get food out, two will make lunch and everyone will eat!

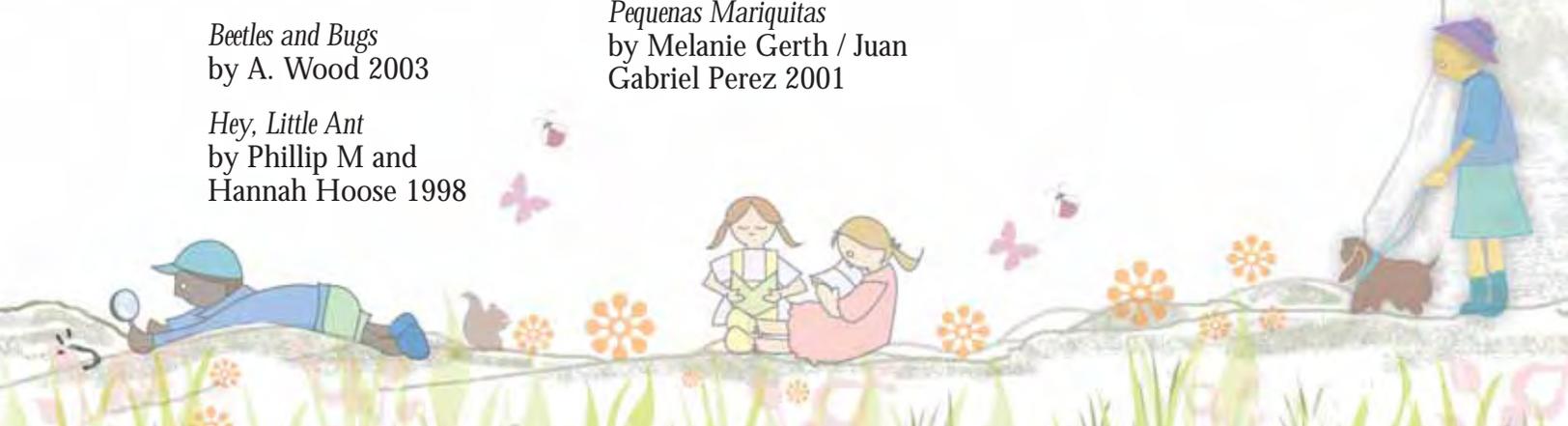
**For Educators:** Afraid of bugs? To avoid passing on fear, control your reaction and resist the urge to scream or run. Open your mind. Investigate the life of bugs, starting with one not so fearful to you, such as butterflies. Learn to identify poisonous insects and spiders and what first aid is needed for insect stings and bites.

## Children's Books

*Beetles and Bugs*  
by A. Wood 2003

*Hey, Little Ant*  
by Phillip M and  
Hannah Hoose 1998

*Ten Little Ladybugs / Diez  
Pequeñas Mariquitas*  
by Melanie Gerth / Juan  
Gabriel Perez 2001



# Nurturing Nature

A spade to  
dig in my garden,  
A trowel to make  
narrow rows,

For a bucket of seeds  
I will bargain,

From Mr. Rabbit  
who lives near the hose.

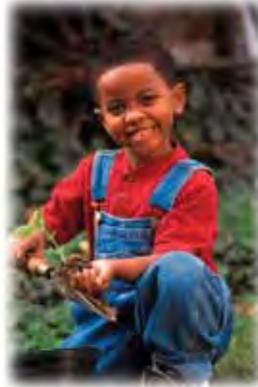
But first I must now  
beg his pardon.

For I laughed when  
he wiggled his nose.

**For Families:** "If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in." – *Rachel Carson*. Make the time to take your sons and daughters to the woods, the ocean, the mountains, the fields...

**For Educators:** Encourage families to contribute to the classroom recycling effort. Ask families to bring in newspapers, empty cereal boxes, clean water or soda bottles, and scraps of fabric. These items can be transformed through art activities and used in science projects. Reuse in the classroom to help children develop earth friendly habits.

Young children show fascination with the natural world they see each day. A falling leaf, passing cloud or flitting hummingbird can hold their attention for endless minutes. Promote children's respect for living things and their skills in caring for the planet. Engage them in activities that encourage protection of the environment.



**Encourage Wonder** Infants and toddlers marvel at the world around them. Point out what they see each day. "Look at that butterfly. Do you see the sun shining through its wings? See how it is flying from flower to flower. Why do you think it's doing that?"



**Plant a Tree** Trees absorb carbon dioxide, a damaging greenhouse gas, from the air. Locate a spot for a tree. Have the children dig a hole and plant a tree in it. They can

water and tend to the tree as it grows. Before long the tree will invite children to play in its shade.



## Math Recycling Game

2-4 preschool and school-age children can play.

**Preparation:** Create a nature collage on poster board. Laminate it to use as the game board. The game pieces are trash: tiny novelty food containers from a party store and laminated pictures of food. Find one die and four small plastic garbage cans.



**How to play:** Each player is given a garbage can. First dump all the trash on the game board. One child rolls the die. The number on the die tells how many pieces of trash to collect and put in the garbage can. Pass the die to the next player and repeat. The game ends when the trash is cleaned up and the nature scene is uncluttered. Encourage children to count the trash they collect and sort the trash into categories.

**Reuse or Recycle** Invite people who work at a recycling center or a landfill to visit and talk about their jobs. Identify classroom items that can be recycled or reused.



## Children's Books

*365 Days to Live Green for Kids: Saving the Environment at Home, School, or at Play – Every Day!*  
by Sheri Amsel 2009

*One Small Place in a Tree*  
by Barbara Brenner 2004

*The Three-R's: Reuse, Reduce, Recycle*  
by Nuria Roca 2007

**References:** Smith C, Hendricks C, Bennett B. *Growing, Growing Strong*. St. Paul: Redleaf Press; 1997.

Jones G, Moomaw S. *Lessons from Turtle Island*. St. Paul: Redleaf Press; 2002.



# Shake, Rattle and Roll



Are some of the children feeling cranky, or having trouble sitting still or following simple directions? Without enough active play children may burn up their energy in inappropriate ways such as jumping on the furniture or running inside. Active play helps children release energy and supports brain development and learning.



**Laughing and Wiggling!** Take children outdoors, even on a chilly day, for creative movement fun. Practice all kinds of movements by playing *Follow the Leader*. Wiggle, bend, jump, reach, wave, fly. Ask children to copy the movement. Add music with a peppy beat. Try moving like an animal. "Can you fly like a bird?" "Can you wiggle like a worm?" "Can you laugh like a hyena?" Add an obstacle course. How would a cat ...crab ...butterfly move through the course?

**Babies on the Move** Place an infant on her stomach and encourage her to move about actively on a clean or blanketed floor. Place a rattle or favorite toy just out of her reach so she can inch her way over to it.

## Turn on the Music

- ✿ Dance with infants while holding them. Dip, sway and twirl to the music.
- ✿ Have a variety of dance props available to assist with movement. Scarves can be used with creative movement activities. They can become the wings of a flying seagull. Children can shake beanbags to a lively tune. Additional prop ideas: hula hoops, streamers, fabric remnants, rhythm instruments, feathers, and pom-poms.
- ✿ Play "twist" dance music and pretend to be milk shakes shaking. Extend the activity by serving milk shakes for snack.



**Room to Move** Create space for children to move freely in the classroom. Push the furniture to the side walls. How about dancing barefoot in this open space? What about tumbling on mats? A tarp or blanket can become a stage for performers. Children can pretend to be ballet dancers, tightrope walkers, rodeo riders, etc.

**Reference:** Sanders, Stephen W. (2002) *Active for Life*, Washington DC, National Association for the Education of Young Children.

Watch me dance  
and twirl and tumble,  
Watch me fly and swoop  
and rumble.

I'm a snowflake  
falling on the trees;  
I'm a bear cub  
swatting at the bees.

Watch me turn  
and twist and stumble;  
Watch me curl and  
dip and crumble.

I'm a raindrop falling  
on the leaves.

I'm a rabbit thumping  
in the peas!

**For Families:** Children need at least 60 minutes of active play each day. Start or end the day with a short walk. Talk with children about what the day will bring or what happened during the day. Turn on music and dance together. Clap, march, wiggle, and stomp.

**For Educators:** Choose movement activities that all children can do successfully, including children with limited physical abilities. Add a few activities that will help children develop skills. Put out props that invite imaginative active play: beach balls, balls that are easy to grasp, push toys and pull toys, parachutes, riding toys, hula hoops, strollers, digging tools, watering cans, large building blocks...

## Children's Books

*Rock-a-Baby Band*  
by Kate McMullan 2003

*Shake My Sillies Out*  
by Raffi 1988

*Swing, Slither, or Swim:*  
*A Book about Animal Movement*  
by Patricia M. Stockland 2005



He's hiding in  
the grass so tall,  
A tiny little mouse so small,

He nibbles on  
the seeds that fall  
From off the farmer's  
garden wall.

Close by, a green wet  
bullfrog hides,  
The bride, he hopes  
to woo, abides

On Lily-Pad Lane,  
in Mossy Pond.  
He croaks serenades,  
and hearts grow fond.

**For Families:** Children enjoy playful adults, especially their parents. Playful one-to-one interactions support infant bonding and foster curiosity. *Peek-A-Boo* teaches babies that their parents will always return. Trust and security build when a toddler hides, waiting for a parent's "surprise" discovery. Language and social skills blossom when preschoolers invite parents on imaginary hunts.

**For Educators:** Visual supervision of hiding activities and space is always required. Cut out "peeking" windows in boxes. Make sure the hiding place is safe. Large boxes should be free of sharp edges or exposed staples. Use puppets to explain when hiding is okay and when it is not! If children are upset or fearful when something is hidden, bring it back immediately.

# Hiding Games and Places to Dream

Children in child care are under direct adult supervision, both by sight and sound, throughout their day – and they should be for their health and safety. But, children also need solitude. They need semi-private nests where they can rest, contemplate, and observe. Caregivers can fashion spaces for retreat and privacy with hiding places and activities that provide mystery and stir the imagination.



**Peek-A-Boo with Infants** Cover a doll and ask, "Where is the baby? Where did she go?" Uncover her saying, "Oh, there's baby!" Hide stuffed animals, pictures or hide yourself! Because infants are just developing object permanence, only hide items partially and then slowly let parts show.

**Peek-A-Boo with Toddlers** Create a *Peek-A-Boo* picture board. Use Velcro to attach 4-6 photos to a board the toddlers can reach. Attach a "curtain" to cover each photo. Play where is \_\_\_\_\_? Change photos or pictures frequently. Try family photos, pictures of veggies, favorite pets, etc.



**Nests** Infants, toddlers and preschoolers enjoy playing in large cardboard box nests. It is the perfect spot for a child to hide. "Where is \_\_\_\_? I can't find him. Oh, he's hiding in the box."

**Let's Go on a Bear Hunt** Hide a bear in the classroom or outside. Give preschoolers 2-3 simple directions or clues about where to find it. "Go to the dramatic play area. Look under the doll bed." Add more directions as children become ready. A fun variation is a *Name Hunt* game. Print each child's name on an index card. Add last names, as children are ready. Hide them in easy to find places. Let's go on a *Name Hunt*!

**Hiding Games** Play a hiding game. Hide toys in the sand for a game of search and find. Children can also hide toys and watch you try very hard to find them. Hide a music box. "Where is that tune coming from?" Remember the preschool favorite, Hide-N-Seek!

## Children's Books

*Peek-a Who?*  
by Nina Laden 2000

*Peek! A Thai Hide and Seek*  
by Minfong Ho 2004

*Secret Place*  
by Eve Bunting 1996



# Finding and Making Friends

Learning how to be a friend is critical to early social-emotional development. Check out these friendship activities!

**Chummy Tummy Time** During infant “tummy time” lay babies next to each other. Lie on your tummy nearby and join the cooing, laughter and gurgling. Infants are not yet able to make their own friends. Create an environment in which warm human-to-human interactions can occur. This lays the groundwork for “making friends” and for early social-emotional health.



**Friends Photo Album** Collect photos and put them in an album. For infants, choose close-up shots of faces. Toddlers and twos will enjoy photos of friends in action with simple captions such as, “Look at my friend Jasper coming down the slide!” Preschoolers can add information about their friends. A photo of Chloe and Molly might say, “I like my friend because she gives me a hug when I come to school.”

**Row Your Boat** Older infants and toddlers sit together in pairs. They face each other and hold hands. While rocking back-and-forth, they can sing the timeless song.

*Row, Row, Row Your Boat,  
Gently Down the Stream.  
Merrily, Merrily, Merrily, Merrily,  
Life is But a Dream!*



**Friendship Mural** Bring a long sheet of butcher paper and finger-paints outdoors. Encourage toddlers to create swirls of mixed colors. Help preschoolers

trace their bodies’ outline onto a large piece of paper and cut them out. Have them add features such as eyes, nose, hair and clothing. Bring the paper children to life by displaying friends holding hands.

**Puppet Play** Use puppets to help solve issues that arise as children begin to develop early social skills. Puppets can model taking turns, sharing, comforting a friend that is hurt, and other friendship skills. “You’re not my friend.” “Desmond hit me!” “Will you be my friend?” Two puppet “friends” saying these words to each other provide the perfect opportunity for toddlers and preschoolers to learn about friendship.



*When Hissy-Cat Morrisy  
moved in next door,  
He hissed at the dog,  
he hissed at the frog,  
He hissed at  
the mouse living  
under the floor;*

*Till Kissy-cat Missy tapped  
on his door;  
She kisses the dog,  
she kisses the frog,  
She kisses when  
Morrisy opens his door.*

*Now Hissy-Cat  
Morrisy kisses, not hisses;  
He kisses the dog,  
he kisses the frog,  
But Kissy-Cat Missy  
gets most of his kisses!*

**For Families:** Infants learn to trust when their families respond to them sensitively, and offer a reassuring connection with the world. Infants respond to being comforted, spoken to with warm words, and serenaded with simple songs. These interactions support healthy emotional and social growth, which is needed for everything from successful learning to enjoyable friendships with peers.

**For Educators:** Developing social and emotional skills takes time, practice, and patience for all children. Children differ in how and when they learn these skills. Help children learn friendship skills. Opportunities for children to form friendships can be planned through activities, such as a “sharing circle,” stories about friendship, “buddy art,” or small group projects.

## Children’s Books

*Making Friends*  
by Fred Rogers 1996

*Frog and Toad Are Friends*  
by Arnold Lobel 1979

*Where is My Friend?*  
by Simms Taback 2006



**Tell me a story,  
won't you please,  
Of when you made green  
soup from peas?**

**"On a day that was hot,  
I put peas in a pot;**

**The pot bubbled over,  
I gave it to Rover;**

**He barked in dismay  
That his food for the day**

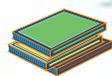
**Was a green slimy mess,  
Just not fit, I confess,**

**For our handsome and  
noble dog Rover,  
Who arrived in a red bow,  
from Dover."**

**For Families:** Make books for storing children's memories. Encourage children to share stories about their day at child care, their trip to the grocery store, their favorite activities and people to see. Write down each story as it is told. Children can illustrate their book and give it a title!

**For Educators:** Children engage more fully in the process when they can make books independently. Provide developmentally appropriate materials. *Paper:* any kind will work. Stiffer papers hold up better. Laminating the pages increases the life of the book.

*Writing and illustration tools:* colored pencils, markers, crayons, paint, photos, scissors, glue, tape, stamps and stamp pads. *Binding tools:* hole-punch, yarn, ribbon, or string.



# Let Me Tell YOU a Story

Every day in early childhood programs children tell their own stories – stories of eating buckets of blueberries, building a tent from pillows, or lying in the grass watching the clouds float by. Listen – what did they say today? By becoming authors, children can tell and re-tell their stories. They begin to see and appreciate the connection and POWER of written and spoken language.



## Encouraging Young Storytellers and Authors

- Ask open-ended questions to encourage children to expand their stories. "What happened next?" "Why did she laugh so hard?"
- Let children watch you write their dictated words so they will see the connection between the spoken and written word.
- Have children draw pictures to illustrate their words.
- Use photos taken during an event to stimulate storytelling.
- Set up an area for children to make their own books.
- Add the collection of stories to the book corner.
- Allow children to read or tell their own stories throughout the day.



## Ideas for Creating Infant and Toddler Books



Most infants and toddlers are just gaining language skills and will not be able to "dictate" their stories. Caregivers can tell their stories for them! Take photos of infants and toddlers in daily play and routines. Create books with the photos. Add simple words. These real life stories provide a source of joy for children and families. They will be read over and over again. Sample: Photos of Darius stacking blocks becomes a counting book.

## Story Starters for Preschoolers

A special story-starter box can be part of the writing or art center.

- Who is in your family? How are they special?
- Tell a story about an animal or your pet.
- When I woke up this morning ... (what happened next).
- "Raindrops on roses and whiskers on kittens." Share your favorite things.
- Describe a rainbow ...a cloud ...the wind.

## Children's Books

*Story Tree: Tales to Read Aloud*  
by Hugh Lupton 2009

*Tell Me a Story 2: Animal Magic*  
by Amy Friedman 2007

*Tell Me a Story, Daddy*  
by Moira Kemp 2005





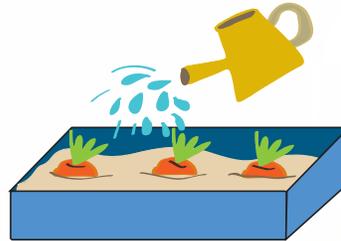
# Crunchy, Crisp & Colorful Carrots



Carrots are packed with nutrition and are low in fat and calories. Read the book *The Carrot Seed* by Ruth Krauss. Plan fun activities around the theme of carrots to promote not only healthy eating and food choice, but also to get children moving!

**Growing Carrot Tops** Ask children to save and bring in the tops of carrots from home. Have them put each carrot top in a shallow dish of water. Keep it well watered and watch the top grow. When the roots form, children can plant the carrot in soil.

**Planting Carrots** Help the children prepare a garden area outdoors. If land is not available for a garden, a container such as a dishpan or bucket can be used. Make holes in the bottom of the container for drainage. Children can fill the container with soil, making an instant and mobile garden site that is ready for planting. Have children plant carrot seeds, or rooted carrot tops, in either the outdoor garden or the container garden. They must tend the garden so their carrots will grow.



**Harvesting Carrots** Show children how to hold tight to the carrot tops and pull the carrots out of the soil. Besides eating the harvested carrots, they can be used for math activities. Carrots can be counted, sorted by size, and measured. Graph the children's preference for raw or cooked carrots.



**Wheelbarrows** Put small toy wheelbarrows in the block area. When it is time for clean-up, introduce the wheelbarrows as an easy way of putting the blocks away. Fill the wheelbarrows with blocks. Roll the wheelbarrows over to the block shelves, and put the blocks where they go. Talk about how the little boy in *The Carrot Seed* used a wheelbarrow to transport his huge carrot. "What other ways could we use the wheelbarrows?"

**Carrot Hide and Seek** Have children hide real or play food carrots. "Bunny Hop" to music ... and find carrots, carrots and more carrots!



**Munchy, crunchy,  
carrot surprise,  
A dish to make  
your eyebrows rise,  
A dish to make  
you truly wise,  
Munchy, crunchy,  
carrot surprise!**

**Sweet and juicy  
berry surprise,  
A dish that makes  
for yummy sighs,  
A dish to quiet all  
your cries,  
Sweet and juicy  
berry surprise!**

**For Families:** Carrots are rich in beta-carotene, the plant pigment that gives carrots their vivid orange color. Fruits and vegetables that are yellow or orange contain beta-carotene. The body converts beta-carotene into vitamin A. Vitamin A helps fight infection, strengthens eyesight, and keeps skin and hair healthy.

**For Educators:** Carrots can be a choking hazard for children less than 4 years of age. To prevent choking, shred carrots or boil carrots briefly and cut them into bite size pieces, before serving them to the children. Serve them as finger foods for all ages. Offer each child cottage cheese, yogurt or low-fat salad dressing as a dip for their carrots. Yum!

## Children's Books

*The Giant Carrot*  
by Jan Peck 1998

*The Life Cycle of a Carrot*  
by Linda Tagliaferro 2007

*Mommy, What Do Carrots Do?:  
A Children's Book on Food*  
by Judy Tenzyk 2009



Feeling happy, feeling blue,  
Each feeling is just  
right for you,  
For when you feel  
the way you do.

But when your feeling  
very blue,  
Let's see what you  
and I can do  
To bid unhappy  
thoughts adieu;

For when you know just  
why you're sad,  
Sometimes the reason's  
not so bad,  
And you might feel  
more glad than sad!

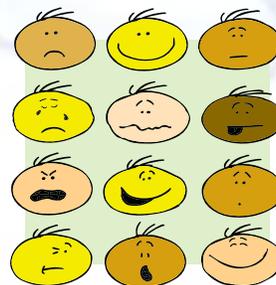
**For Families:** Support children's healthy emotional development. Pay attention to what children say makes them feel safe. Get down on the floor and watch them build a block house. Ask children what they are doing. Interact with them as they play. Demonstrating interest in their activities, teaches children that they are valued and loved.

**For Educators:** Help children learn to recognize and label their feelings. This is the first step to regulating their emotions. "You are mad. Sarah took your doll. Were you not finished playing?" "Sarah, Maria is mad. Do you know why?" Talking about feelings helps children learn to identify and understand them. Talk! Talk! Talk about feelings!

**Reference:** Clearinghouse on Early Education and Parenting. Emotions Count: Scaffolding Children's Representations of Themselves and Their Feelings to Develop Emotional Intelligence. Retrieved Jun 12, 2006 from <http://ceep.crc.uiuc.edu/pubs/katzsym/shuster.html>

# The Way I Feel

When children are emotionally healthy they can learn to regulate their emotions. This helps them form healthy relationships and learn more easily. Plan activities for children to explore emotions and label how they may be feeling.



**Feeling Words** Give voice to what a smiling infant might be feeling. "Oh, you are smiling. You look very happy. Did you like it when I tickled you under your chin?"



**Simon Says** Play a game of Simon Says ...Feelings. "Simon says, 'Look as angry as a grizzly bear.'" "Simon says, 'Look as frightened as a tiny mouse in front of a big cat.'" "Simon says, 'Look as silly as a cartwheeling clown!'"

**How Am I Feeling?** Place mirrors where children can look at their faces. Ask them to describe their own facial expressions. Encourage descriptive words .... "My teeth show when I smile. I am happy." "My eyes look very big when I am surprised." "I was feeling grumpy because my face was scrunched up and frowning."

**My Face, With Feelings** Move the mirrors into the art center. Ask children to look carefully at their faces and then draw what they observe. Offer sheets of white paper, colored pencils and markers. Encourage children to think about the lines that appear on their faces when they are expressing different emotions.



**My Feelings Book** Collect these drawings for a *My Feelings* book. Have children dictate stories about what might make them feel like the expression in their drawings. Share the book at circle time. Then make it available in the book corner. Read children's books that explore the themes of sadness, fear, anger and joy. This provides the opportunity for young children to begin to express their own feelings, such as sadness at the loss of a pet or being angry when a toy is snatched away. *Extend the activity* by having children use puppets to act out the different emotions expressed in their book.

## Children's Books

*Today I Feel Silly and Other Moods That Make My Day*  
by Jamie Lee Curtis 2006

*A to Z – Do You Ever Feel Like Me?*  
by Bonnie Hausman 1999

*I'm Feeling ..... Teaching Your Baby to Sign*  
by Lora Heller 2006



# Sleep Tight

Like a healthy diet and exercise, sleep boosts children's brainpower and keeps their bodies functioning properly. Children who fear going to sleep or are too excited from play may have difficulty settling down for a nap. Plan activities that will help children see their need for rest in a new way!



**Sleepy Sal slides  
into her bed,  
Quiet now,  
she lays down her head.**

**Her sheets are silky,  
soft and warm  
And gentle dreamy  
thoughts will swarm,**

**Beneath her tousled  
orange hair;  
While Sal lies down...  
without a care.**

**Roll Over** Toddlers and preschoolers will enjoy the book *Roll Over!: A Counting Song*. In the story, a young child shares his crowded bed with 9 friendly animals. Beginning with the number 10, one animal after the other tumbles to the floor. Children can practice counting backwards to the rhyming words, while singing a fun bed time song. They can act out the story indoors or outdoors with their dolls, stuffed animals and friends.



**My Bed Book** Encourage families to bring in photos of their child's bed, their child with a favorite sleep toy or snuggled with a parent reading a bedtime story. Put photos in a class album. Include children's dictation about their beds and bedtime routines. "I have a bunk bed. My brother sleeps on the top bunk and I sleep on the bottom." "When I go to sleep at night in my bed, my dad reads me my favorite story - *Curious George*." Add the class creation to the book corner.

**Camping** Pitch a tent in the cozy corner for two weeks. Allow 2 children to play together in the tent. Place flashlights in the tent. Children can imagine they are on a camping trip and play flashlight tag. This might be a good time to talk about fears of the dark.



Expressing these fears in the daylight often helps a child feel less frightened at night. Encourage each child to sleep in this special hide-a-way.

**Lulling Music** Play the CD *Quiet Moments with Greg and Steve*. Its tranquil sounds help children wind down, and relax into sleep.

**For Families:** Develop a bedtime ritual. All children flourish with routines. Take 20 to 30 minutes for enjoyable activities such as feeding, bathing, and singing to your infant. As she gets older, your routine may change to reading or telling stories while you're getting her ready for bed.

**For Educators:** Help children who are anxious, over-stimulated, or just not sleepy settle for nap time. Plan quiet activities before nap time. Set up a peaceful nap time environment. Read or listen to a story, or play quiet music to help children relax. Allow non-sleepers a rest period. Create a space for early risers and non-sleepers to play quietly.

## Children's Books

*The Going-to-Bed Book*  
by Sandra Boynton 1982

*The Napping House*  
by Audrey Wood 2000

*Wynken, Blynken and Nod*  
by Eugene W. Field 2004





Healthy  
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North Carolina

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## Bulletin Board

### NC Child Care Rule Changes



On April 29, 2010, the Child Care Commission voted to adopt proposed rule changes in a number of areas. There are changes in the definitions, such as “if weather permits.” A new rule addresses positive interactions between the staff and children in child care. Other rule changes occur in the areas of activities, activity schedules and plans, program records, nutrition, administrative penalties, and school-age planning and activities. Certified Developmental Day Centers will have to comply with rules related to staff qualifications, program requirements and family services by the start of school year 2011-12. A Summary of Rule Changes is available in May 2010 on the **What's New** section on the Division of Child Development's website: [www.ncchildcare.net](http://www.ncchildcare.net).

### June is National Congenital CMV Awareness Month

Cytomegalovirus (CMV) is a virus in the herpes family. Most adults and children carry the virus, yet do not realize it because they have no symptoms. It spreads easily through secretions like saliva and urine. Early childhood educators are frequently exposed to saliva and urine. If they have never been exposed to CMV and become infected during pregnancy, CMV can cause birth defects like deafness, mental retardation or blindness. There is no vaccine to prevent infection with CMV. To prevent exposure to CMV, women of child bearing years should carefully follow the recommended procedures for diapering and handwashing.



## HEALTH BULLETIN

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### June is

National Smile Month  
Home Safety Month  
National Sun Safety Week June 7-12



### July is

UV Safety Month  
Teddy Bears' Picnic Day July 10  
World Population Day July 11

### August is

Children's Eye Health and Safety Month  
Happiness Happens Month  
National Immunization Awareness Month  
World Breastfeeding Week  
August 1-7  
Be Kind to Humankind Week  
August 25-31  
More Herbs, Less Salt Day  
August 29



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Maternal & Child Health Bureau

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