



# Helping Hands

Offering a helping hand to School Readiness Providers  
A publication from Childcare Resource & Referral



## Family Engagement

Episcopal Children's Services

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### Summer is Here!!

It's July and Summer is in full swing. There are many fun activities for families. Take advantage of school being out and make some family fun:

- Enjoy Nature
- Make the most of rainy days
- Experience Local Sites
- Get Artsy
- Spend time with Friends

For more information check out the link below:

<https://www.verywellfamily.com/summer-fun-ideas-kids-and-parents-3542627>



### ATTENTION HH READERS...

If you have a question, comment, or concern you would like addressed in an upcoming issue of *Helping Hands*, please send an e-mail to: **Blythe.Mauldin@ecs4kids.org**. We will do our best to find the answer, post the comment, and address the concern.

Thanks!  
Blythe Mauldin,  
Editor



## Sensory Walk, Denver Blake, Program Assessment Specialist

Resource: CLASS Dictionary, <https://teachingmama.org/sensory-walk-exploring-the-sense-of-touch/>

Take a sensory walk through different sensory items! Fill small plastic boxes with different items to provide different sensations for the child.

Box 1: Shaving Cream/cool whip

Box 2: Water

Box 3: Jell-o

Box 4: Water Beads

Box 5: Sand

This activity works well with any items that you have around! While the child is walking through the bins ask the child what he/she is feeling and encourage the child to use descriptive words such as hot, cold, hard, soft, squishy etc. Hold the child's hand as they are walking through if need be and encourage them to step into each bin, allowing the child all the time they need in order to take that step into a new texture. Older kids might like the excitement to be blind folded and make a guessing game as to what they are stepping in.



## Frozen Paint, Blythe Mauldin, Program Assessment Coordinator

Resource: <https://busytoddler.com/frozen-paint-process-art-activity/>

It is Summertime and HOT so lets take a normal painting activity and put a cool fun summer twist on it! Help your kids stay cool while also being creative with ice paint!

Grab ice cube trays and fill each hole about halfway with paint. Top it with water, stir then cover the tray with foil. Take a knife and make popsicle stick sized holes in the tin foil all the way around the ice cube tray. Then set in the popsicle sticks – which need to be held upright and in place by the foil. Freeze for at least 6 hours and then you will have frozen paint to play with and your toddlers will love it!

### Materials:

- Washable tempera paint
- Ice cube tray
- White butcher paper or large construction paper
- Popsicle sticks

Once you have frozen paint ready to go, use butcher paper or large construction paper for kids and tape it to the floor or a low table.

### CLASS Connections:

Facilitation of learning and development: *Children's active engagement*: children are involved physically and verbally during the activity while also being able to manipulate the materials.

*Expansion of cognition*: Encourage thinking skills: How could you use your colors to make clouds? Do you think clouds would be high or low? How does the paint feel?

Language Modeling: *Advanced language*. Make sure to label and provide parallel talk for your toddlers: Stella is painting circles with the blue and yellow paint.



## Secret Letters, Blythe Mauldin, Program Assessment Coordinator

Resource: <https://busytoddler.com/secret-letters-activity/>

Introduce this activity to children by getting them excited about going on a scavenger hunt! The secret letter activity initially focuses on fun with paints, but also has letter recognition hidden within the activity that children will enjoy finding all the secret letters!

Materials: White paper, white crayon, watercolor paints, paintbrushes, and small cups of water.

Take a white crayon and write letters all over the paper. White on white makes the letters hard to see. If children are working on name recognition, then you could include the letters in their first or last names. Encourage children to use various watercolor paints to paint over the paper and see what letters they can find. You can mix up capital and lowercase letters and even use numbers if you want to focus on math.



### CLASS Connections:

Instructional Learning Formats: *Variety of modalities and materials* – activity allows for hands-on opportunities, interesting and creative materials to help children learn and review letters and numbers.

Concept Development: *Connections to real world*: During the activity make sure to make connections to your student's real world: You found the letter J which is what your name Jaxson begins with! What letter do you need to find to start your brother's name Gunnar with?

Language Modeling: *Parallel talk* – map student action with language: Joshua is painting with green and has found the letters A and S!

## Bubbles & Wands, Denver Blake, Program Assessment Specialist

Resource: CLASS Dictionary, <https://www.hgtv.com/design/make-and-celebrate/handmade/how-to-make-giant-bubbles>

Lets go outside and create some magic!!! Gather all items needed to make a giant bubble, write the directions down for children to be able to see it. Include pictures as needed, and allow the children to mix the solution and allow to sit overnight. Predict if the solution was correct and what will happen if it was and wasn't correct. While waiting for the solution to combine have children collect sticks and strings to be able to create whatever size wand they would like for their bubbles. Encourage children to create different sizes of wands and explain that will make different sized bubbles. Add food coloring to the bubble solution to create extra magic.

To create your bubble solution, first mix **2 cups of dish soap, 2 tablespoons of baking powder, 2 tablespoons of corn starch and 4 tablespoons of glycerin** in a large bowl. Pour in a half gallon of distilled water, and stir. Let the solution sit overnight for best results.

### CLASS Connections:

Regard for student perspective: *Support for Autonomy and leadership*: Allow children to mix their own solutions, pick their own food coloring, and make their own wand assisting as needed.

Concept Development: *Analysis & Reasoning*: What do you think would happen if we put too much of .....? What do you think would make our bubbles pop?

Language Modeling: *Advanced Language*: Use extended vocabulary words such as gigantic, solution etc. to add to the children's experience and expand their vocabulary.





## Preschool CLASS Lunch & Learn Webinar Series

### Are you or your staff new to Preschool CLASS or just want to learn more before your next CLASS Assessment?

If the answer is **yes** to either of those questions then we have a **solution!**

Tune in to our weekly lunch and learn webinars with our Program Assessment Team to learn more about Preschool CLASS and how to implement positive interactions daily in your classrooms. Look out for weekly emails from Episcopal Children's Services for your invitation to join our webinars with individual meeting links. Each week is focused on a new CLASS topic and will have multiple offerings available throughout the week.

#### 1. Week 1: Introduction to My Teachstone & Preschool CLASS Overview *Week of June 13th*

- Learn how to navigate My Teachstone.com to access endless resources that will support your CLASS learning journey.

#### 2. Week 2: Preschool CLASS: Emotional Support *Week of June 20th*

- Taking a deep dive in to Emotional support and learning how this looks and sounds in your classroom!

#### 3. Week 3: Preschool CLASS: Classroom Organization *Week of June 27th*

- Taking a deep dive in to Classroom Organization and learning simple strategies to help you implement successfully in your classroom!

#### 4. Week 4: Preschool CLASS: Instructional Support *Week of July 11th*

- Taking a deep dive in to Instructional Support and understanding the power of language and critical thinking!

#### 5. Week 5: Preschool Environments & Hands on Learning *Week of July 25th*

- Learning strategies to help set up hands on preschool environments that directly support CLASS!

Recordings of the live trainings will be emailed out at the end of the week if you were unable to tune in. If you have any questions or have trouble accessing our webinar links please reach out to Blythe Mauldin at [Blythe.Mauldin@ecs4kids.org](mailto:Blythe.Mauldin@ecs4kids.org).



## T.E.A.C.H.

The T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood® Scholarship Program funded by the Florida Office of Early Learning provides scholarships for early childhood teachers and facility/family home directors to work toward earning a degree in early childhood education (Associate, Bachelor's, or Master's), an Infant-Toddler Certificate, Florida Staff Credential, Director Credential, National CDA Assessment, or credential renewals.

Your T.E.A.C.H. scholarship will cover the majority of the cost of tuition and books, a per semester student access stipend, a tiered bonus structure for degree-seeking scholars, and much more! Contact our office today at 877-FL TEACH (877-358-3224) to see how T.E.A.C.H. can work for you.

<https://teach-fl.org/>

# T.E.A.C.H. Scholarships



DIVISION OF  
**Early Learning**

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## Local Professional Development Opportunities (Training Calendar)

To register for one of our great training opportunities, please visit our website:

<https://www.ecs4kids.org/programs/regional-training-institute/>

Click on the registration link to see a list of available courses.

Click on a course and follow the directions for registration and payment.

The website provides a list of trainings and descriptions offered each quarter.

For CDA information and

questions, please contact

Danesha Davis, Professional

Development Coordinator

904-726-1500 ext.2299

(904) 536- 2119 (cell)

## VPK Corner Sarah March, Contract Coordinator

### 22-23 VPK Provider Applications/Contracts

The 22-23 VPK Provider Applications have been initiated and are available to providers. As a reminder the new Emergent Literacy requirements for Lead VPK instructors must be met and seen on current uploaded DCF transcripts before the VPK application can be certified and contracts can be initiated. In addition, please be advised that all leads also need to have the "most recent" Student Performance Training Course "Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten" completed by July 1, 2022. VPK provider applications must be completed and certified prior to 22-23 VPK contract being initiated.

### Florida's Assessment of Student Thinking (FAST) using Star Early Literacy

VPK Programs are required to implement FAST using Star Early Literacy beginning with the 2022-2023 VPK Program Year. This Coordinated Screening and Progress Monitoring Program is the statewide, standardized program and is required by s. 1002.68, F.S., to be used to assess student achievement of the performance standards established in s. 1002.67(1)(a), F.S., in early literacy and mathematics.

Directors, instructors, and staff members that will be implementing FAST need to complete training in regard to the Renaissance system, Star Early Literacy test administration procedures and requirements and how to support staff and students prior to administration.

For detailed information and links to registration please visit,

<https://www.floridaearlylearning.com/vpk/fast>

If you have questions related to FAST using Star Early Literacy training registration, please email

[VPKFAST@oel.myflorida.com](mailto:VPKFAST@oel.myflorida.com)

### Contract Department

8649 Baypine Rd Suite 300 Bldg. 7 Jacksonville, FL 32256

Toll Free: 1-800-238-3463 \* Fax: 904-726-1522

[contracts@ecs4kids.org](mailto:contracts@ecs4kids.org) \* [www.ecs4kids.org](http://www.ecs4kids.org)



Warm Line 1-800-238-3463

Ext. 2281 (CNBB)

Ext. 2284 (PSJ)



Do you have a concern about the health, development, disability, or special needs of a child? If so, call the Warm Line. The purpose of the warm line is to provide advice to child care personnel concerning strategies, curriculum, and environmental adaptations that allow a child to derive maximum benefit from the child care experience.