



## Helping Hands

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



## Family Engagement

**Its June school is out, and summer is here! Time for Family fun!**

Whether you want stay at home or get outdoors there is plenty of fun and free ideas to make the most of your summer. Here are just a few:

- Stargaze in your backyard
- Go hiking
- Plant a Garden
- Paint pictures together
- Create your own backyard game
- Read together



For more information:

<https://www.womansday.com/life/work-money/g1212/summer-activities/>

<https://pittsburgh.momcollective.com/parenting-perspectives/ultimate-list-100-fun-summer-activities-kids/>

Episcopal Children's Services

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### 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,

Email Me

## Sight Word Bowling Ariel Jones, Education Specialist

Resource: Make Take and Teach Hands-on activities for the primary classroom

Bowling is a fun childhood activity that children can play inside or outside and be able to use their gross motor skills. In this activity, children will also be able to practice some literacy skills with sight words. At this time of year, preschoolers have learned so many literacy skills and this is a great way to review sight words with preschoolers as the school year comes to an end.

What you will need: bowling pins or empty water or soda bottles, site words printed out, Velcro/blue, small ball

How to play: Before playing, choose some sight words to Velcro or glue to a bowling pin or water bottle. In a small group, have children take turns trying to knock specific site words down with the ball. Have child choose a word by saying it out loud and roll the ball towards that word to try and knock it down.



CLASS Connections:

**Regards for Student Perspectives**-Allow Children choice and follow their leads when deciding the order where children will play. Give children leadership roles/ responsibilities (organizing the game, help draw the squares).

**Concept Development**-Ask children how and why questions while children are waiting to have their turns. Allow children to brainstorm and predict what word they think their peer may land on. Build on children's previous knowledge about the sight words by asking them to use them in a sentence. Relate this activity to the real world by asking children about their bowling experiences at home.

**Quality of feedback**-If you see that a child is having difficulty completing the game, give them hints to help them better navigate and understand the concept. Use conversations about the sight words to increase children's understanding. Add new information when the opportunity comes up. Encourage and praise children's efforts by using their names, saying what they did and why they did it well.

## Structure During Summer Break Kristina Rosander, Inclusion Specialist

Resource: [www.childmind.org](http://www.childmind.org)

Kids do better with structure. That's even more true for kids with emotional or developmental issues. Structure makes kids with anxiety, ADHD or autism feel safe and comfortable. Summer vacation is a challenge for these kids and their parents/caregivers but following some basic rules can make summer easier to handle and more fun for everyone.

- Keep your child's usual naptime/bedtime and mealtime
- Post the day's schedule/plan activities ahead of time
- Set rules for behavior and pick a few "good" behaviors you want your child to work on
- Ignore as many minor "negative" behaviors that you can/pick and choose your battles and focus more on the "good"
- Provide many outdoor, movement and sensory activities
- Work with your child's strengths and interests
- Pinpoint any anxieties or triggers
- Give children time to adjust

Even if you do everything you can to prepare for summer, it's normal for kids to act out more, during this break. That's tiring for parents/summertime teachers. It's important take care of yourself during the long summer break, too!



# International Yoga Day Kelley Warner, Education Specialist

Resources: <https://nationaltoday.com/international-yoga-day/>,  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3980104/>, <https://www.kidsyogastories.com/yoga-poses-for-babies-and-toddlers/>

International Yoga Day is celebrated annually on June 21<sup>st</sup> to coincide with the summer solstice. While the practice of yoga itself is thousands of years old, International Yoga Day was established in 2015 when over 30,000 people came together in India to connect with their minds, bodies, and souls!

## **Yoga is NOT just for adults!**

Research published in the journal Frontiers in Psychiatry states that “Yoga is expected to help younger children increase self-regulation and thus, facilitate their well-being, positive social interactions, and future school performance. Other academic research suggests yoga has significant health potentials and is especially beneficial for coping with stress.”

The breathing exercises, relaxation techniques, and body positions that are a part of practicing yoga can help young children manage anxiety, regulate their emotions, boost self-esteem, increase body awareness, enhance concentration, improve strength and flexibility, and reduce impulsivity.

## **Try these yoga poses with your infants and toddlers as they are able:**

Downward Facing Dog	Have or help children stand on their feet, then help them bend forward at the hips, placing their hands on the floor in front of them in an upside-down V shape.	
Extended Mountain	Stand feet together and reach high above your head with palms together, stretch up high and tall.	
Wide Leg Forward Fold	Stand with feet spread widely apart, and bend forward at the waist, encourage children to gently place their heads on the floor in front of them, with hands on either side.	

### **Infant CLASS connections:**

Facilitated Exploration: *Involvement* – Initiate the interaction with infants, join in the experience with them.

Early Language Support: Teacher Talk – Describe classroom events using varied words and complete sentences.

### **Toddler CLASS connections:**

Regard for Child Perspectives: *Child Focus* – Provide choices and follow children's leads, elicit their ideas and expressions about the actions.

Facilitation of Learning and Development: *Active Facilitation* – Guide children in the exploration of new movements, participate in the activities with the children to support learning and development.

Quality of Feedback: *Scaffolding* – Offer hints and physical assistance to children.

## Croaking Frogs Sherry Tindall, Education Specialist

Resource: <https://kidscraftroom.com/jar-lid-croaking-frog-craft/>

Summer is here and so are frogs. Create a croaking frog chorus by making these fun frog sounding lids and play with them as a group. Make sporadic sounds or try choreographing a specific sound. Here's how to make these croaking artifacts and begin to have a croaking good time.



### Materials:

- 2 Safety Button Jar Lids
- Masking Tape
- 2 Wooden Craft Spoons
- Glue Gun
- Green Tissue Paper or Acrylic Paint
- Large Googly Eyes
- Sharpie Pens

### Directions:

Make this croaking frog craft using two different methods. In the photo above the frog toy on the left is made with a piece of tissue paper covering, and the frog toy on the right has a painted finish. Both methods work well, but the paint can scratch off after a while.

Tape the two [popping jar lids](#) together with [masking tape](#). Don't use plastic sticky tape because you won't be able to paint over or cover it easily.

Cut the handles off your [wooden craft spoons](#) to make the frog's eyes. A little hacksaw or bread knife works well. You don't need to cut all the way through. Just make a little notch on either side and then you can simply snap it.

Use the [glue gun](#) to attach the [wooden craft spoon](#) frog eyes to the back of the [jar lids](#).

If you are using the paper mâché covering method, then tear your green tissue paper into sections and layer them onto your croaking frog until the [jar lids](#) are completely covered with a couple of thicknesses.

If you are choosing to paint your croaking frog craft then apply two or three layers of acrylic paint then allow each one to dry first. You can help prevent scratching by adding a layer of varnish if you want.

Next, use a Sharpie to draw a mouth on the frog. Press in the middle of the frog's head and make a croaking sound. Remember to create a chorus of croaking frogs. Enjoy!

## 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



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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

#### Assessment Data Reminder

Please remember that AP3 is required for VPK Assessment. DEL is monitoring compliance not only with submission deadlines but administration timeframes as well. AP3 should be administered during the **last 30 calendar days**. No children should be assessed prior to that window or after the last instructional day of VPK for any VPK classroom. If you have classrooms with different start/end dates your window may vary so, please take that into account when administering. [www.brightbeginningsfl.org](http://www.brightbeginningsfl.org)

#### 22-23 VPK Provider Applications

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.

#### Contract Department

8649 Baypine Rd, Ste 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. 2227 (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.