



# Helping Hands

Offering a helping hand to School Readiness Providers



## 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 the 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 links 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: **Brianna.DeOsca@ecs4kids.org**. We will do our best to find the answer, post the comment, and address the concern.

Thanks!  
Brianna DeOsca,  
Editor

## Summer Heat Sensory Bag, Ariel Jones, Education Specialist

Resources: <https://www.babyplayhacks.com/play-hacks/ice-cold-sensory-bag#:~:text=All%20you%20have%20to%20do,baby%20has%20started%20to%20grab.>

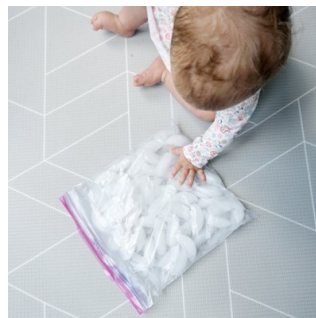
Babies love sensory play especially sensory bags. Sensory bags are a safe way for infants to explore materials safely and mess free. This activity is especially great for a hot summer day.

When creating a sensory bag for infants, be sure to secure the bag with strong duct tape so that the contents do not leak out. With this sensory bag you will need the following items:

Ziplock bags, tape, ice and food coloring (optional).

What to do:

Place ice in the Ziplock bag about halfway full and seal with tape. You may also add food coloring or use different ice molds with different sizes or shapes. To take it a step further, you could also freeze little pom poms in ice and use those for the sensory bag as well. You can also tape the bag to the floor or a table for the infant to explore. Let the infant play with the ice sensory bag as much as they would like. Be sure to talk with the infant as they explore the bag. Try doing different variations of the ice sensory bag as the infant grows and can do more.



### **CLASS Connections:**

**Relational Climate**- Be close to infants and use a warm calm voice when speaking with infants. Show emotion expression by smiling, laughing, and showing enthusiasm during the activity. You can also show respect for infant's state by being gentle with infants and letting the infant know what to expect before you move your body.

**Teacher Sensitivity**- Show awareness and cue detection by watching infants with your body turned towards them and acknowledging them verbally or physically. Respond quickly to infants' cues and calm them if they are upset.

**Facilitated Exploration**- Be involved by playing with infants, give them space to explore the sensory bags. Keep the activity infant focused by following their attention and interests. **Expand infants experience** by building on infants interests to create learning opportunities.

**Early Language Support**- Use Teacher talk to create a language rich environment. Help infants to learn to express themselves and communicate their needs by initiating and or imitating sounds or words and model turn-taking with infants.

## Ice, Ice Painting!, Ariel Jones, Education Specialist

Resources: <https://busytoddler.com/painting-ice-cubes-activity/>

Painting ice cubes is a quick and easy sensory activity that would work well indoor or outdoor. It gives children the opportunity to get creative as well as explore with science, sensory and math as they paint ice cubes. Let children produce a product on their own and be sure to guide and supervise them in the activity as ice can pose a choking hazard.

Things you will need:

A bin, cookie sheet, sensory bin or bucket to put the ice in

No spill paint containers

Washable paint

Paint brushes

Let children explore the ice with their paint brushes and talk about what they are doing as they do it. To make the activity more enriching, try using different types of ice such as various sizes of ice cubes or crushed ice to see the effect of the paint on the ice textures. Have fun painting!



### **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 the materials, participate in the activity with the children to support learning and development.

**Language Modeling:** Supporting Language Use – have conversations using back and forth exchanges and open-ended questions.

## Sight Word Hopscotch, Ariel Jones, Education Specialists

Resources: <https://mumsgrapevine.com.au/2016/01/fun-ways-to-learn-sight-words/>

Want to find a way to keep your preschoolers active and learning this summer? Sight word Hopscotch is a great way to do that. Just draw out a hopscotch square path on some concrete, write some common sight words in the square and let children have fun with it. Be sure to supervise the children and construct the game to be on their learning level. This could mean using letters instead of words for younger preschoolers, use names for preschoolers who can recognize their names and for those in VPK or getting ready to transition to kindergarten sight words would be perfect!

How to do it:

After you draw out the hopscotch squares, encourage children to jump into each square and read or say what's in each square. Remember to encourage children to keep going and adjust the activity to fit their individual needs meaning some may jump on two feet and some on one foot. To add more variety to the activity try using hula hoops! Let the children determine the direction of the activity and have fun!



### **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 if they have ever played the game 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*.

## Summertime Fruit Popsicles, Ariel Jones, Education Specialist

Resources: <https://musthavemom.com/easy-healthy-fresh-fruit-popsicles-recipe-keep-kids-hydrated-kid-friendly-hummus-recipe/>

Summertime can be fun but also take a lot of energy. One way to help relieve some of the heat and to help quench your school agers thirst is by making real fruit popsicles. This is also a great activity to do with school age children which will help them in the development of literacy, math and science skills! Follow the instructions below to make this refreshing cool down snack.

Keep your kids cool and hydrated this summer with these super easy-to-make fresh fruit popsicles. All you need to make these is:

- popsicle mold and/popsicle sticks
- fresh fruit, sliced or whole berries
- coconut water

Wash and slice your fresh fruit. You can use any variety of fruit! Leave things like small berries whole. Place the fruit loosely into your popsicle mold. Add coconut water and fill the mold, leaving room at the top for it to expand when it freezes. Freeze for 4 hours or overnight. Run under warm water for the popsicle to slide out of the mold and enjoy!



### **CLASS Connections:**

**Regards for Student Perspectives**-Allow Children choice and follow their leads when choosing fruits they would like to use. Give children leadership roles/ responsibilities (clean up, passing out supplies, leading the lesson).

**Concept Development**-Ask children how and why questions about their fruit popsicle. Allow children to brainstorm items that would go well with the popsicle they are trying to create. Build on children's previous knowledge about eating popsicles. Relate this activity to the real world (ask children about their summer routines, other times they have had popsicles).

**Quality of feedback**-If you see that a child is having difficulty completing their task, give them hints to help them better understand the concept. Use conversations about summer time, fruit and eating, to increase children's understanding and ask them why they did what they did. 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.*

# Introduction to ASQ-3 and ASQ-SE-2 Screenings,

Rebecca Huth, Inclusion Specialist

Resource: <https://agesandstages.com/about-asq/why-screening-matters/>

## The “Why” of Screening:

ASQ screenings is a quick check of a child's development. ASQ screenings takes a snapshot of a child's current skills and helps accurately identify children who may be at risks for delays. ASQ screenings provides a fast and helpful look at how a child is doing in important areas like communication, social/emotional skills, motor skills, and problem-solving skills. ASQ screenings can identify a child's strengths, uncover new milestones to celebrate, and reveal any areas where a child may need support. It helps us understand a child's development and know what to look for next and provides activities to implement to support the areas of need. ASQ screenings help us work with healthcare professionals, families, and educators to plan next steps when it makes the most difference—a child's critical first years of life. Screenings are **not meant to establish a diagnosis** for the child, but rather to help professionals determine whether more in-depth assessment is the next step.

### Introduction to ASQ-3

A simple developmental questionnaire to check a child's development. The questionnaire looks at these five areas of development: communication, gross motor, fine motor, problem solving, and personal-social. The “overall” section asks open-ended questions about the child's development with any concerns you may have. Systematically looks for and to monitor signs that a young child may be at-risk for delays in one or more areas of development. Takes 10-15 minutes to complete. Highlights child's strengths as well as concerns.

### Introduction to ASQ-SE-2

A simple developmental questionnaire to check a child's social-emotional development. The questionnaire looks at aspects of social-emotional development such as: self-regulation, compliance, adaptive functioning, autonomy, affect, social-communication, and interactions with others. Pinpoints concerns in social or emotional development in early childhood. Takes 10-15 minutes to complete. Can be used alone or with the ASQ-3.

## Transition to Kindergarten: Literacy Before Kindergarten

Ariel Jones, Education Specialist

Resources: <https://tats.ucf.edu/wp-content/uploads/sites/32/2022/02/tats-talks-families-reading-2.15.pdf>

<https://dos.myflorida.com/library-archives/research/florida-information/libraries/public-library-homepages/>

Here are two ways to make the most of reading to your child which will also help their literacy skills in preparation for their transition to kindergarten or their Voluntary Prekindergarten program. Please see the information below from the Technical Assistance and Training System Website:

### Make Learning Fun

**Make a Book:** Take some photos and make a book about your child's interests, your family, or a place you've been or are going. Books can be made by putting pictures on pages of paper or by saving them in your tablet to make a story. Help your child draw pictures on pages and put them together to tell a story. Let your child help dictate the story.

**Go to the Library:** Public libraries often have good selections of a variety of children's books. Many libraries have summer reading times for young children. With an ID, you should be able to get a library card (They are free).

Here is a list of Florida Public Libraries <https://dos.myflorida.com/library-archives/research/florida-information/libraries/public-library-homepages/>



## Family Engagement: It's Beach Time!

Ariel Jones, Education Specialists

Resource(s)/Website(s): <https://www.barnesandnoble.com/blog/kids/7-beachy-books-for-kids/#:~:text=7%20Beachy%20Books%20for%20Kids%201%20Chu%27s%20Day,Harry%20by%20the%20Sea%20By%20Gene%20Zion%20>

Looking for a fun way to spend some of your hot summer days with the kiddos? You can make it a beach day. Think about a beach that your family likes to visit, one that you have not been to a while or one that you would like to visit and plan a trip there. Before you go, try visiting your local library or bookstore and look for books that talk about going to the beach. Below is a list of books you can read with your child, before, during or when you return from your trip to the beach. There are many things you can do at the beach to help your child with math, language, science and sensory. For example, playing with sand is sensory, finding seashells and building sandcastles can be considered math and reading or talking about what is happening during the trip would be language. Most of all have fun and enjoy your day at the beach!

- ◇ Chu's Day at the Beach By Neil Gaiman
- ◇ Llama Llama Sand and Sun By Anna Dewdney
- ◇ Aqualicious (Pinkalicious Series) By Victoria Kann
- ◇ Ladybug Girl at the Beach By Jacky Davis Illustrator David Soman
- ◇ Penguin on Vacation By Salina Yoon
- ◇ Duck & Goose Go to the Beach, by Tad Hills
- ◇ Harry by the Sea, by Gene Zion and Margaret Bloy Graham





## 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**

LEARN EARLY. LEARN FOR LIFE.





## 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

### Important reminders for the upcoming 2023-24 VPK School Year

Please remember that VPK applications and contracts need to be approved/certified at least two weeks prior to your intended start date.

Once your VPK application and contract are certified, you may use children's Certificates of Eligibility (COE) to start enrolling children into your program. As reminder, you need to have at least four eligible children to begin your program. If you do not have four eligible children begin on your calendars original start date you will need to create a new calendar.

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

As a reminder any staff member or instructor that will be administering progress monitoring assessments must complete and have proof of training requirements. If you have staff that have not completed the training as of yet it is a good idea to have them complete it as soon as possible.

For detailed information please visit:

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