From the Director

Happy New Year!

The Center staff wish you and your family a Happy New Year! We thank you for your continued support and partnership in helping your child learn and grow. YOU are the BEST parents ever!

Developmental Re-Screening

Pediatric Partners completed developmental screenings on all children in August. They are returning January 14 and 15 (Thursday-Friday) to re-screen a few children. Their team will begin screening at 9:00 AM. Parents of screened children will receive written results above their child cubby.

Flexible Spending Account (FSA) Dependent Care

The Center for Child Development has been coordinating with the HR/Payroll Office on the Flexible Spending Dependent Care plan. Flex participants are no longer able to send in one claim form for the entire year and automatically be reimbursed. ASIFlex requires that a claim form be sent in for each reimbursement and it has to be signed off on by the Director. The Director will not be able to sign off on these forms until AFTER the service is provided and then parents will be able to submit the form to ASIFlex. It is very important that parents fill out all necessary information (top 2 sections of the form) BEFORE the Director will be able to sign off. When the Director certifies the form, it will be placed above your child’s cubby the first week following the care period.

Parents will be able to submit 6 months of completed forms at one time to the Director (January - June 2020). She will keep them in a file, certify them monthly and return to you using the process above. Claim forms can be found on the ASIFlex website www.asiflex.com and the options to submit the claim are listed on the bottom of the form (fax, mail, online).

Wish List

- Fisher Price Farm Set
- Fisher Price House
- 4 oz Elmer’s Glue Bottles
- Expo low odor thick Markers
- 2021 Calendars

A Happy and Healthy New Year to you ALL!
Welcome New and Returning Students

Field Experience (all 3 credit Students)

Administration-Taylor R.
Infant Room - Grace S. and Mia V.
Toddler Room – Manuel M. and Jenny P.
Preschool Room – Anna S.

Student Assistants

Infant Room—Adrianna K., Taylor W., Jordyn Q., Elizabeth L., Angela W., and Emma T.
Toddler Room—Aubrey K., Claire G., Erin L., Natalie B., Erica L., Meghan E., and Hailey M.
Preschool Room – Olivia K., Hannah S., Erika H., Hannah J., Ashlynne N., Sarah M., Kayla G., Randa VH

Bright & Early Quality Improvement Observations

On January 13, 2021, a Child Care Aware specialist will be observing each classroom using the Classroom Assessment Scoring System (CLASS). This instrument assesses the quality of teacher-child interactions during play and routines. Upon receiving our results from the observations, a coach will work with each classroom team to develop goals that best meet the high-quality standards of CLASS and improve the children’s educational experiences. Our team will work on these goals and will again be observed by a specialist this spring. To maintain our 4-STAR quality Improvement award, we must meet a specific score in each classroom. The Child Care Award Specialist will follow COVID-19 modified operating procedures and wear a face covering.

Eco-Healthy Practices

Eco-healthy practices protect children from harm. Eco-healthy practices include the use of pesticides, air quality, household chemicals, lead, art supplies, plastics and plastic toys, recycling, and garbage storage.

Did you know that children can be exposed to harmful products with art supplies? This could include:

1. Inhalation- the dust and vapors from art and craft materials can be inhaled.
2. Ingestion- Children are especially vulnerable to ingesting chemicals through their mouth and hands.
3. Skin Contact- Children tend to get art and craft materials on their skin during creative play. Certain chemicals in art supplies can be irritating to the skin.

Tips for Safer Art and Crafts:

- Use only non-toxic art supplies approved by the Art and Creative Materials Institute (ACMI). Look for the AP label on the container.
- Keep the play space ventilated with windows, a fan or do art outside.
- Do not allow children to eat or drink while using art materials.
- Ensure that children wash their hands thoroughly after using art materials.

Products to Avoid:

- Products that contain lead or other heavy metals such as some paints, glazes, and enamels. (Read the label)
- Products that can be inhaled or can get into children’s eyes such as clay in dry form, powder paints and aerosols ex. spray paints, hair spray.
- Instant Papier-mâché as they may contain asbestos fibers, lead, or other metals.
- Permanent felt tip markers or scented markers (hazardous if inhales or ingested)

The Center for Child Development uses many safe art products for the children with the AP label including Elmer’s Washable School Glue, Crayola markers, Colorations liquid water color, Bio-Color paints, Mod Podge Water Based Sealer, bubbles, colored craft sand, washable finger-paints etc.

Art Supply Resources:

www.acmiart.org  Art &Craft Materials Institute
www.oehha.ca.gov/education/art/index.html  Guidelines for the safe use of art and craft materials
New Students

We would like to welcome two Field Experience students to our classroom. Mia and Grace will both be completing three credits with us this semester. Help us welcome them!

Madeline (Student Assistant) will not be returning spring semester, as she completes her student teaching. She has worked in the Center for four years and will be missed by the children and teachers!

Toothbrushes

We brush the children’s teeth after lunch daily. You are welcome to bring a toothbrush for your child if you have not done so yet. Also, if your child does have a toothbrush at school, please bring another one as it is time to replace. Have your child’s name on the toothbrush to prevent any mix-ups. Thank you!

Sign Language

Teachers have been expanding the use of sign language with the children. We will continue to work on the signs for “more”, “all done”, “eat”, “sleep”, “change diaper”, and “milk”. The older children are showing interest in animals, so we will introduce the signs for “cat”, “dog”, “duck”, “cow”, “pig”, “fish”, “bird,” and “frog”.

Please remember to be patient with your child when introducing sign language. Children usually understand the signs well before they start signing them. If you would like to learn any of the signs for home use, please just ask a teacher.

**Also, belated 1-year birthday wishes going out to Charlotte (12/13) and Graham (12/30)!

Featured Family Bulletin Board

The children have been enjoying looking at and learning about the friends’ families. Teachers will place a reminder note in your child’s cubby a couple weeks prior to their Featured Family month. As a guide, there is room for 10 pictures. Please write a short description of each picture. Teachers will assemble the pictures and captions for display in the classroom. The children love looking at their Featured Family Bulletin Board!

Language and Literacy Training

Mary has completed nine hours of training on the development of children’s language and literacy. Below is information from the National Center on Early Childhood Development that addresses the development of book knowledge and print concept awareness in children ages birth to elementary school.

Infants and toddlers develop book knowledge and print concepts by:

- observing how people use written language in their environments
- sharing interactive print experiences with caring adult

Activities to promote infant-toddler book knowledge and print concepts include:

- Cuddle in a parents’ lap while listening to a picture book
- Ask an adult to re-read their favorite book over and over again
- Repeat words read to them
- Point to their favorite cereal in the grocery store recognizing the label on the box.

For more information visit their website at: eclkc.ohs.acf.hhs.gov
How do Book Knowledge and Print Concepts Develop?

The developmental progression from birth to age five

**INFANT AND TODDLER**
- Infants and toddlers develop book knowledge and print concepts by sharing interactive print experiences with caring adults and by observing how people use written language in their environments. Adults share books with children by following the child's gaze and interest.
- Children may:
  - explore books by mouthing, touching, and carrying them.
  - cuddle in a parent's lap while listening to a picture book.
  - turn pages in books.
  - ask an adult to read their favorite book.
  - repeat words read to them.
  - point to their favorite cereal in the grocery store, recognizing the label on the box.
  - point to their name on the label on their outfit, knowing it says their name.

**PRESCHOOL**
- With the support of responsive adults, preschoolers begin to pay more attention to print. They learn that print carries meaning and that the meaning stays the same over multiple readings. Preschoolers can ask and answer simple and complex questions about the books that are read to them.
- Many preschoolers also practice their emerging understanding of print by pretending to read books.
- Children may:
  - pretend to read books by holding them correctly, turning the pages, and retelling the story.
  - predict what will happen next in the story.
  - talk about simple story elements, like characters and their feelings.
  - use informational books to answer questions about the world (e.g., a child sees a red bird outside, races to a book called Red Birds, and identifies the bird as a cardinal).
  - use the printed labels and signs in the classroom, even though they do not really "read" them yet.
  - use print outside of books (e.g., read exits and bathrooms at school and at the store).

**ELEMENTARY SCHOOL**
- Children's early experiences with books and other materials support them as they learn to enjoy print and motivate them to learn to read. Asking and answering questions about books also supports later reading comprehension.
- Children may:
  - see books as sources of enjoyment and information.
  - learn to read books, menus, magazines, catalogs, and other print.
  - learn to use new parts of books, such as tables of contents and indexes.
  - ask questions and summarize as they read, which supports reading comprehension.
Feature Family

We will be celebrating our families with the Feature Family Bulletin Board! This is when your child shares pictures of their family and extended family, animals in their home, special family gatherings and fun facts about themselves. Feature Family Bulletin Board provides an opportunity for your child to tell their friends about their pictures and for friends to ask them questions. Please look for a Featured Family sign-up form below our sign in/out sheet. The Feature Family Bulletin Board will be up in the classroom two weeks for all to enjoy and then pictures sent home. Teachers will be sending home specific instructions, along with a poster board for you to attach the pictures. We love to celebrate our families and the children are always so proud to share!!!!

Snow Play

The children will go outside for snow play every day when temperatures are above 0°.

✓ Please provide at least one pair of waterproof mittens, two is preferred. We ask that you check zippers on coats, snow pants, etc. to make sure they zip all the way up. A neck gator to keep the neck warm might be helpful. No scarfs please due to hanging ends that could get caught in playground equipment.

✓ Check the length of your child’s coat arms and snow pants. Teachers pull sleeves over the mittens and snow pants over boots to keep the snow out.

✓ Check that your child has waterproof boots that close tightly at the top to keep the snow out.

Teachers make every effort to keep your child warm and protected while outside enjoying the snow and promoting physical activity.

Pajama Day with Show and Share

The children have been asking “When can we have a Pajama Day?” Soooo on Friday January 22 it will be Pajama Day, along with a show and share of their favorite bedtime snuggle toy. Please have your child come with their pajamas on in the morning. The children will also share their home bedtime routine and the teachers have a few surprises planned for the children. For safety, the children should wear their regular shoes.

Playdough Recipe

A few families have remarked on how nice the texture is of our playdough is at the Center and have requested the recipe for home.

Here you go…

2 cups flour
1 cup salt
1 cup water
4 tablespoons vegetable oil
2 teaspoons alum
food color

Mix all ingredients together in pan. Cook and stir over low heat until playdough begins to form a ball. (An electric fryer works well too). Remove from heat and knead dough until cooled and smooth. Store in airtight container for up to 2 weeks.

Let’s Celebrate --
Blakely turns 5 on the 8th!
Huck turns 4 on the 22nd!
Lars turns 4 on the 26th!

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