

Little People's Head Start & Early Head Start

435 S. 13th Street Ely, NV 89301

www.lphsely.org

Telephone: 775 289 6113

Dear Families,

Welcome back! I hope each of you enjoyed the Winter Break and were able to spend time with family and loved ones.

We are excited to get back to providing quality education to your children. Play is so important to a child's learning. Children learn so much from their peers and their environment. Please take a few minutes each day to check-in with your child and ask what new thing they learned today.

Volunteering in the Classroom

Please feel free to come and volunteer in the classroom. Children love having their parents in the classroom. Talk with your child's teacher to find out when the next classroom socialization is. If you have an activity you would like to share with the children; talk to your child's teacher when the best time would be.

Dressing for the weather

Please dress your children for the cold weather. Going outside is an important part of your child's learning and they need to be warm while playing outside. If you need assistance with winter clothing, please see Laura Ruesch in Family to Family.

News from the Program Director



Upcoming Events

January 1

New Year's Day

January 2

January 2 through January 5th WINTER BREAK-NO SCHOOL

January 15

Marlin Luther King Day-No School

January 22

Spring Semester Begins at Great Basin College

Important Announcement

January 18, 2018 Policy Council, 8:15 a.m.

January 23, 2018 Board of Directors Meeting, 10:30 a.m.

Cassie Carlstrom

School Readiness Goals

Little People's Head Start and Early Head Start has school readiness goals for all of the children we serve. Little People's Head Start is committed to having the children we serve, ready for school and helping families to support their children's learning. The two Frameworks used, at LPHS and EHS are, *Parent, Family, and Community Engagement (PFCE) Framework and Head Start Early Learning Outcomes Framework (ELOF)*.

Below are brief explanations of both Frameworks, if you have any questions, please ask our Education Manager, Linda Garcia.

PFCE Framework: As research suggests, parents and family members are more likely to become engaged in their young child's development and learning when they have positive and trusting relationships with those who support them.¹ In Head Start and Early Head Start, these relationships focus on goals that families develop with the support of program leadership, staff, and engaged community partners. These goal-directed relationships are part of the two-generational approach of working with children and adult family members and distinguish Head Start and Early Head Start from other early childhood initiatives. They are most likely to take root within programs that take intentional steps to promote parent and family engagement.

Families play a critical role in helping their children to prepare for school and a lifetime of academic success. Agencies are required to consult with parents in establishing school readiness goals 45 CFR § 1304.11 (b) (2). It matters when programs engage parents and families in their children's development and learning. In fact, research indicates that:

- Children with supportive home learning environments show increased literacy development, better peer interactions, fewer behavior problems, and more motivation and persistence during learning activities.²
- Among the youngest children, daily parent-child reading from infancy prompts cognitive skills as well as early vocabulary gains that lead to more reading and vocabulary growth³, a pattern of growth that has been compared to a snowball.
- Continued family engagement is important through the school years. Longitudinal studies of low-income children show that high family involvement offsets the risks of children growing up in low-income households and in households with low parent education.

¹ Bryk, A.S. & Schneider, B. (2003). Trust in schools: a core resource for school reform. *Educational Leadership*, 60(6). Lopez, M.E., Dorros, S., & Weiss, H. (1999). *Family-centered child care*. Cambridge, MA: Harvard Family Research Project.

² Farnuza, J., McWayne, C., & Peery, M. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *The School Psychology Review*, 33(4), 467-480.

³ Weiss, H., Caspe, M., Lopez, M. E. (2006). *Family Involvement in Early Childhood Education, Family Involvement Makes a Difference*. Cambridge, MA: Harvard Family Research Project.

⁴ Raikes, H., Jerec, G., Brooks-Gunn, J., Raikes, H.A., Pan, B.A., Tama-LeMonda, C.S., et al. (2006). Mother-child book reading in low-income families: Correlates and outcomes during the first three years of life. *Child Development*, 77(4), 924-933.

⁵ Dearing, E., Kreder, H., Simpkins, S., & Weiss, H. D. (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98, 653-664.

Barnard, W.M. (2004). Parent involvement in elementary school and educational attainment. *Children & Youth Services Review*, 28(1), 50-62.

The *Head Start Early Learning Outcomes Framework (ELOF): Ages Birth to Five* describes the skills, behaviors, and knowledge that programs must foster in all children.

The Framework is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. This information will help adults better understand what they should be doing to provide effective learning experiences that support important early learning outcomes.

Programs should use the Framework to guide their choices in curriculum and learning materials, to plan daily activities, and to inform intentional teaching practices. Aligning instruction and opportunities for play, exploration, discovery, and problem-solving with the early learning outcomes described in the Framework will promote successful learning in all children. Programs should also use the Framework with families to help them engage in their children's learning. This Framework replaces the 2010 Head Start Child Development and Early Learning Framework.

The first five years of life is a time of wondrous development and learning. Children grow from infants communicating through babbling and crawling on all fours—to toddlers speaking short sentences and beginning to run—to preschoolers telling detailed stories and kicking a ball to a friend. All young children learn in the context of caring, responsive, and stimulating relationships as they explore the world around them.

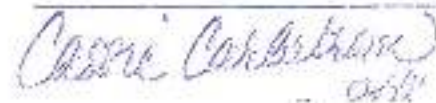
Yet, the quality of their early experiences can vary dramatically, and this can influence their learning and development. For example, by three years of age, some children have large vocabularies and others have much smaller ones. These differences usually reflect the everyday language experiences that children have with adults as well as other experiential and developmental factors. Such differences can have a lasting impact on later school success. Head Start and other early childhood programs must create stimulating learning environments and implement intentional teaching strategies that ensure all children are ready to succeed in school.

Family engagement and comprehensive services also play critical roles in children's development and school readiness. They remain essential services in Head Start. The Framework does not address these service areas because they are detailed in the Head Start Program Performance Standards. The Framework describes the skills, behaviors, and knowledge that programs need to foster in all children (eclkc.ohs.acf.hhs.gov, 2017).

Retrieved from <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

News from the Program Director

Cassie Carlstrom



Cassie Carlstrom
- 08/17

January News Letter

From the Family Service Manager

Winter Festival. I Hope everyone had a wonderful winter break. Thank you to all the families who came to the Winter Festival. It was another successful year. The parent that sold the most tickets was Barrett Britton. Wanda Bishop was the winner of the 50/50 raffle.

Attendance. In the month of December we had 22 children with perfect attendance. Attendance is very important for your child's learning. If your child is absent please make sure you call in and let us know before 9:00 am.

Christina Burdick

Family Service Manager

Important Dates:

Back from winter break
January 8, 2018
No school January 15th
Martin Luther King Day

HUMAN RESOURCES


January's employee of the month is Linda Kelly.

Linda has been with Little People's Head Start since 2000. She started out as a cook's assistant but in 2017 accepted the position of cook.

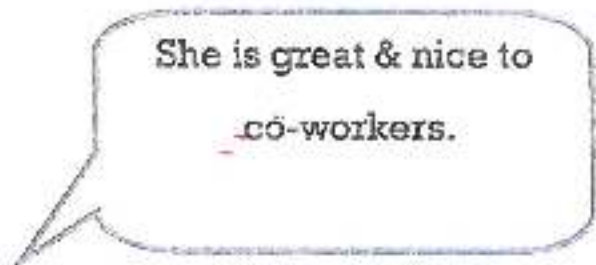
Linda was born and raised in Ely. She is a wife, mother, and grandma. She enjoys spending time with her grandchildren.

Linda loves to see all the changes and progress that the kids at Head Start and Early Head Start make during their time at our school.

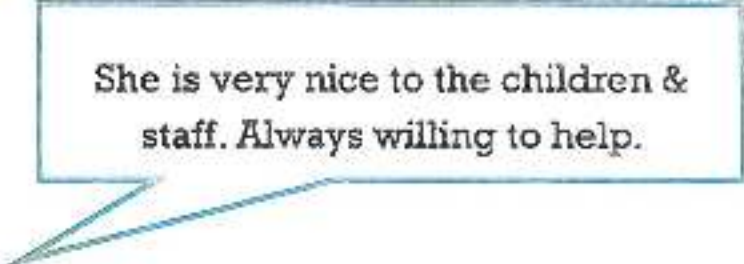
Here are some of the nice things her co-workers had to say about her.



Linda is ambitious, hard working and very pleasant to be around!



She is great & nice to co-workers.



She is very nice to the children & staff. Always willing to help.

Employee
of the
Month

JANUARY 2018 CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1) SCHOOL CLOSED- WINTER BREAK	2) SCHOOL CLOSED- WINTER BREAK	3) SCHOOL CLOSED- WINTER BREAK	4) SCHOOL CLOSED- WINTER BREAK	5) SCHOOL CLOSED- WINTER BREAK
8)	9)	10)	11)	12) TEACHER IN-SERVICE DAY ...NO SCHOOL
15) HOLIDAY- NO SCHOOL	16)	17)	18) POLICY COUNCIL MEETING. 8:15am @ the FRC Room	19) TEACHER IN-SERVICE DAY ...NO SCHOOL
22)	23) BOD MEETING. 10:30am @ the FRC Room	24)	25)	26) TEACHER IN-SERVICE DAY ...NO SCHOOL
29)	30)	31)	SCHOOL HOURS: HEAD START: EARLY HEAD START:	8:00am - 3:00pm 8:00am- 3:30pm

CHECK OUT OUR NEW WEBSITE: LPHSEIY.ORG

Head Start Parents

Below are the School Readiness Goals for the month of January. They relate to comparing and ordering for 3 year olds and to measuring for 4 to 5 year olds. Our teachers will be completing activities in the classroom to teach these goals. At the bottom of these goals are activities for parents to complete at home. Please help us teach your children so they can succeed in accomplishing these goals.

SRG-HS January 2018 DOMAIN:COGNITIVE AND GENERAL KNOWLEDGE

Goal: Children will demonstrate age appropriate general cognitive skills.

Head Start Objective 2: By Spring 2018, preschoolers will develop the ability to compare and measure objects.

Three Year Olds: The children will meet or exceed the TSG Objective (22) of comparing and ordering a small set of objects as appropriate according to size, length, weight, area, or volume; know usual sequence of basic daily events and a few cardinal numbers.

Four to Five Year Olds: The children will meet or exceed the TSG Objective (22) of using multiple of the same unit to measure; using numbers to compare; knowing the purpose of standard measuring tools.

Effective Teaching Practices:

- Teachers will take advantage of daily opportunities to talk about comparing and measuring. Extend children's visual comparisons of length, height, weight, and area.
- Teachers will provide many opportunities for children to measure using non-standard measures. For example, offer plastic snap cubes, plastic chains, paper clips, blocks, paper strips, straws, plastic cups or large spoons.
- Teachers will involve children in using recipes and measuring tools to make their own snacks.
- Teachers will encourage children to use measuring tools in their own ways during measurement activities and during dramatic play.
- Teachers will teach measuring as they implement the Creative Curriculum "Clothes Study".

Family Practices:

- Families will volunteer in their child's classroom to better understand how to help their child increase their measuring skills.
- Families will then use those teacher strategies at home to improve their child's comparing and measuring skills.
- Families will assist their child's teacher with setting cognitive (math) goals for their child's Individual Child Plan and then work on these goals at home.
- Families will assist their child with the measuring home activities that are provided by the child's teacher.
- Families will provide many opportunities at home to improve their child's comparing and measuring skills. Let your child help you measure while using simple recipes.
- Families will help their child make comparisons of objects area, weight, height, length and size.

Thank you,

Linda Garcia

LPHS Education Manager

Early Head Start Parents

Below are the School Readiness Goals for the month of January. They relate to persistence for infants and math concepts for older infants and toddlers. Our teachers will be completing activities in the classroom to teach these goals. At the bottom of these goals are activities for parents to complete at home. Please help us teach your children so they can succeed in accomplishing these goals.

SRG-EHS January 2018 DOMAIN:COGNITIVE AND GENERAL KNOWLEDGE		
Goal: Children will demonstrate age appropriate general cognitive skills.		
<u>Early Head Start Objective 2:</u> By Spring of 2018, infants and toddlers will begin to develop persistence skills and begin to quantify objects as measured below:		
<p>Young Infants: The children will meet or exceed the TSG Objective (11.b) repeating actions to obtain similar results.</p>	<p>Older Infants: The children will meet or exceed the TSG Objective (20.a) of verbally counting (not always in the correct order)</p>	<p>Toddlers: The children will meet or exceed the TSG (20.b) Objective of demonstrating an understanding of the concepts of one, two and more</p>
<p>Effective Teaching Practices for Early Head Start Teachers:</p> <ul style="list-style-type: none"> Teachers will help a child stay focused by singing about the activity. Teachers will support children's efforts during challenging tasks by providing specific feedback. Teachers will describe children's problem solving strategies, e.g. you tried reaching in the jar to get the balls out, and then you turned the jar over and dumped them. Teachers will provide a variety of materials to help children develop an understanding of quantity. 		

Family Practices:

- Families will volunteer in their child's classroom to better understand how to help their child increase their problem solving and math skills.
- Families will then use those teacher strategies at home to improve their child's problem solving and math skills.
- Families will provide infants many opportunities to problem solve at home.
- Families will provide an assortment of age appropriate counting objects the children to explore and count.
- Families will assist their child's teacher with setting cognitive (math) goals for their child's Individual Child Plan and then work on these goals at home.
- Families will assist their child with the math home activities that are provided by the child's teacher.
- Provide many opportunities at home to improve their child's math skills, especially with real objects.

Thank you,

Linda Garcia

LPHS Education Manager

JANUARY 2018

HEALTH/NUTRITION AND SAFETY

Happy New Year

I hope everyone had a wonderful winter break. I hope everyone took the time to get healthy with the time off!

We are back to school and busy as ever. Remember to look closely when you are coming into the parking lot we have little people running to the buildings from the cars and they are fast no matter how short their legs are.

Did everyone remember to make appointments for their children to get their physical exams over the break? Each child over the age of 2 must be seen by a healthcare provider once each year for school, and our little ones under the age of 2 needs to be seen from 6 weeks, 2 months, 4 months, 6 months, 9 months, 12 months, 15 months 18 months and 24 months. This insures they get their immunizations on time and if there are any health issues they are found early and can be taken care of in a timely manner.

I have talked with the Ronald McDonald Dental Van group and they are planning to be in the Ely area in February but they don't have dates yet I will get that information to you as soon as they let me know. Remember they do take Medicaid, private insurance and will do a sliding scale if you are not covered at all. You do need to make an appointment for them to see you, I will have the numbers for you when they let me know the dates of their visit.

Please do not hesitate to come see me if you have any questions or concerns about your child's medical needs. My office is located in the W.I.C. building by Early Head Start class room 2

Thank you,

Joy Asher Health/Nutrition Manager

Small Hands Crafting

To make puffy snowflakes and snowmen, mix equal parts salt and flour in a bowl. Food coloring is optional. Add enough water to make the consistency of pancakes. Pour the mixture into a squirt bottle and let the children make their snowflakes on heavy paper. Microwave the drawing on high for about 30 seconds. The paint is dry and puffy!



Happy Winter

Did you know that maintaining a healthy diet also means you are careful with what you drink?

- High sugar drinks take away a child's appetite for healthy foods.
- Sugar can provide the calories, but not the vitamins and minerals children need to grow and be healthy.
- Fruit juice contains 6 teaspoons of sugar in an 8 oz serving.
- A 20 oz soft drink can contain 15-20 teaspoons of sugar.
- There are 15-20 teaspoons of sugar with 500-700 calories in a 20 oz milkshake.
- Children over the age of 2 should drink 1% or skim milk.

It is important to be aware of the sugar and fat in your favorite beverages. As a CACFP provider, we use the best practice of only serving non-flavored milk or water to keep your child healthy and strong!

Inside Fun: Movement in Winter

Mitten Match – Place numbered mitten pairs around the room. The kids locate all of the mittens and practice numbers while hanging all of the mittens on a clothesline. Try greatest to least and least to greatest. Make sure the the kids move around to complete the task.

Masking Tape Fun – You can use masking tape to make lines (Straight and curved), designs (zigzags, grids), hopscotch/obstacle course, alphabet mazes, and large tic tac toe boards all of over the floor to get the kids moving. Ask the kids to follow the lines. Can they jump between them? If they're on a grid can they put a foot and a hand each in a different box? Can they follow the letters through the maze?

Twister – Make your own large twister board. Using colored feet or circles secure them on the ground with clear contact paper.

Winter Stew

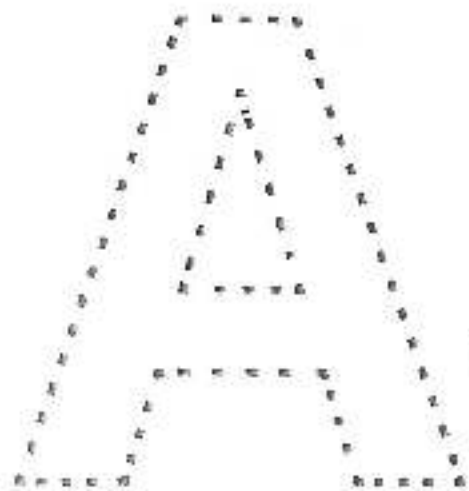
- 1 cup winter squash (diced, or 1/2 can, about 8 ounces, low-sodium sweet potatoes, drained)
- 1 cup turnips (diced, or 1/2 can, about 8 ounces, low-sodium sliced potatoes)
- 1/2 cup onion (diced)
- 2 1/2 cups low-sodium tomato juice
- 1/4 teaspoon black pepper
- 1 tablespoon paprika (optional)
- 1 1/2 pounds cooked stew meat
- 1/4 cup canned apricots (drained and diced, about 2 ounces, optional)

In a large pot, combine all ingredients except beef and apricots and mix well. Bring the pot to a boil for 5 minutes. Cook over low to medium heat for 30 minutes. Stir every 15 minutes. Add beef and apricots to the pot and mix well. Cook over low heat for 10 minutes.

Recipe from USDA Mixing Bowl

A is for Apple

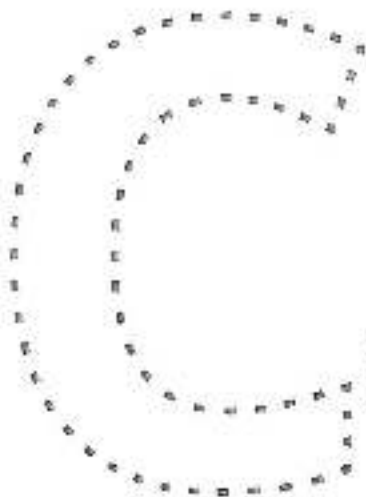
Connect the dots to learn the first letter of our favorite snacks.



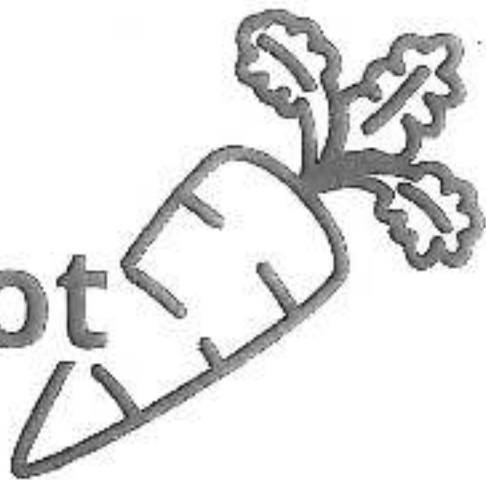
pple



anana



arrot



Let's Eat Out! Making Meals Pleasant

Eating out may be just what you need after a hectic day! And it can be fun for your whole family. A restaurant meal is also your chance to teach your child how to act with others away from home.

You control what happens when you eat out – more than you may think!

What do you do if your child gets fussy in a restaurant?

Excuse yourselves from the table. Take a short walk.

Talk in a calm, quiet, and positive way. This isn't the place for loud discipline.

Avoid forcing your child to eat. Instead have the meal packed to take home.

Ask if the restaurant has a placemat to color or draw on. Think ahead. Bring your own – just in case.

Bring along a stuffed animal to "share" the fun



Visit a restaurant that welcomes kids. You may feel more comfortable. Your child will, too! Ask for the children's menu and a booster seat if your child needs to sit higher.

Eat out at your family's regular times. It's normal for young children to get fussy when mealtime is delayed. If you must eat later, a small snack helps.

Ask about food preparation – before ordering. Most kids like simple foods. Ask for sauce on the side. Most restaurants can make a hamburger, cheese sandwich, or something else that's simple. You don't need to depend on French fries!

Suggest familiar foods – especially if your child doesn't eat out often. One new experience at a time is enough. Offer tastes of new foods from your plate.

Provided by _____

Happy New Year from.....

WIC

Tips for "Picky Eating" Toddlers



Although **toddlers** are beginning to develop food preferences, they also can be unpredictable about what they may want for a particular meal on a specific day. Their favorite food one day will end up being thrown on the floor the next. The food that they had spit out, day after day, will unexpectedly turn into the one they can't get enough of.

Picky eating is often the norm for toddlers. For weeks, they may eat 1 or 2 preferred foods—and nothing else. They may eat a big breakfast or lunch and then show no interest in eating much of anything else the rest of the day. Don't become exasperated with this kind of behavior. Just make **healthy food choices** available to your youngster, and acknowledge that his appetite or food preferences today may be quite different than yesterdays or tomorrows. That's just the way toddlers are.

With time, your child's appetite and eating behaviors will reach some equilibrium. He'll find something he likes in a variety of healthy foods without much or any prompting from you. In the meantime, try dealing with picky eaters by giving them finger foods or table foods that they can feed to themselves. Just make sure these are healthy food choices such as slices of banana or small pieces of toast. Also avoid finger foods that could cause **choking**. Children don't fully develop the grinding motion involved in chewing until they're about **4 years old**, so stick with foods that are small and easy to chew and avoid those that might be swallowed whole and get stuck in your toddler's windpipe.

That means avoiding:

- Raw carrots
- Large sections of hot dogs
- Raw celery
- Raw cherries with pits
- Whole grapes
- Round, hard candy
- Peanuts and other nuts

Even when your toddler is feeding himself, it's a good idea to sit with him while he eats. He's also old enough to join the rest of the family in eating at the **dinner table**. Use these family meals to model the healthy eating that you want your child to adopt for the rest of his life.



Family Matters from...

Hope everyone had a wonderful Holiday and are ready to rock the New Year!

If you or you know of anyone needing a winter coat, the "COAT DISTRIBUTION" is still going on. Come to the Family Resource Family room and check out the variety of sizes/gender and see if one fits.

Services available:

Cribs for Kids Class: Helping every baby sleep safer. Friday's at 10:00 (class participation gift given)

Play/Social Group: Thursday's at 10:00. Bring your infant, toddlers, children and enjoy a fun time of socialism and activities.

Clothes Closet: Come check out the newly donated gently used clothing.... Sizes newborn to 7

Baby Basics Class: Swaddling, breast/bottle feeding, diapering, bathing, umbilical cord care, starting solids and how to soothe a crying infant will all be covered). All participants will have the knowledge and skills to confidently care for their infant.

Services/Programs:

Family Advocacy: Individualized family support in developing health, independence, and self-sufficiency.

Referrals and Information: Each year we receive more than 9,500 calls for assistance from families residing in Northeastern Nevada. We connect these families and individuals with community services, businesses, etc.

Women, Infants and Children (WIC) : Nutritional education and supplemental food for low income families.

Breastfeeding Support & Information: Help and resources for breastfeeding women.

Clothes closet, Car seats (\$20 donation), Gas Cards (use for travel to medical/dental appointment), Parenting Classes (starting soon)

Teen Health Education: Medically-accurate, evidence-based education programs, for adolescents and teens, aged 9-18, proven effective in reducing the risk of HIV, STDs and Teen Pregnancy (held in Ely by Elko FRC).



MS. MIKKA &

MS. JANELLE

Little Hoots

We will be starting our clothes unit this month. We will also be going over the winter season. Please dress warm, we will be going outside in the mornings and it is a little chilly in the morning still.



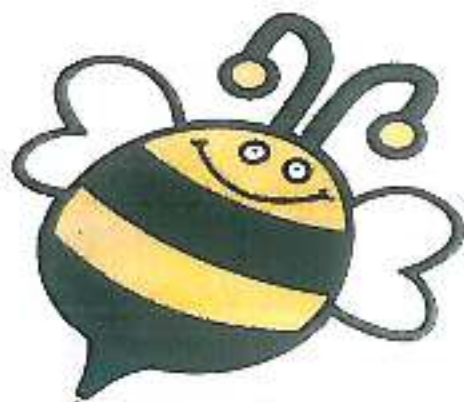
No School- January 1st-4th and January 15th

Parent Meeting- January 24th

Socializations- January 18th- Water Play

January 25th- Gross Motor Fun

Busy Bees



This month we will be learning about clothing what kind of clothes to wear during the different seasons of the year, winter, spring, summer and fall. Our school readiness goal for the month is cognitive and general knowledge. The children will be comparing and ordering small groups, they will be measuring chains that they will be making to see which one is the longest and which one is the shortest.



Important Dates:

January 15- No School

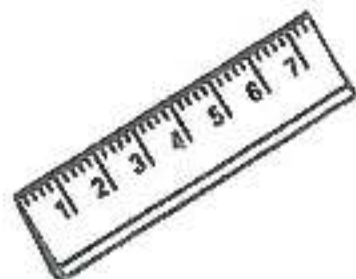
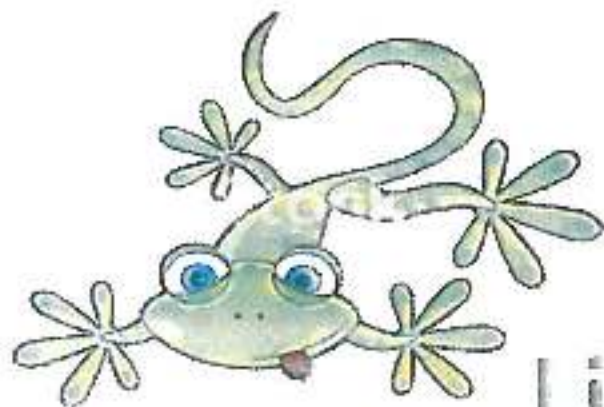


MS MELINDA & MS. TERESA

Leaping

MS. RENEE &

MS. JESSICA



Lizards

I want to wish all of our families Happy New Year! I hope everyone had a fantastic Winter Break. I am very excited to be back and to start this New Year off. One of the exciting things we are going to be starting this month is our new Clothing Unit, which I am very excited about. We are also going to be working on our Compare and Measure Skills.



Important Dates:

No School— January 15





Ms. Shana



Ms. Esther

Bumble

Bees

Welcome Back Bumble Bees! We hope you enjoyed your Winter Break. For the month of January we will refresh our class routines. Shana and Ester will do many activities such as, exploring snow, melting ice, and learning about the arctic. We will go over our colors and our songs. We will also go on a field trip during the month of January and encourage parents to join us.



Important Date:

No School- January 15

THE EXPLORERS

Welcome back Explorers! The month of January we will be working with one to one correspondence with activities such as counting elephants and a number jump.



Feel free to come into our classroom and volunteer! We love visitors! Also please remember to turn in homework and reading logs. We are looking forward to another fun filled year!



Ms. Alisha & Ms. Kirsten

Courageous

Mr. Melissa

&

Ms. Jermine



Cubs

Hello and Welcome 2018! We hope you all enjoyed the Winter Break. This month we will be continuing on building those self help skills, language development and lots of fun with sensory and art activities as well as working on our SRG goal by counting together.



We also want to remind parents to please bring an extra set of clothes just in case your child needs to change. And don't forget to bring back homework folders and Reading logs. Thank you all and we look forward to the new year!

HAPPY
NEW YEAR



KCS, Kaitiaki

Ms. Alisha

Welcome Back! We hope you had a wonderful holiday and we are looking forward to seeing what this year bring to us. This month we will be working on verbally counting (not always in the correct order). We will provide a variety of materials to help children develop an understanding of quantity. We will sing songs like The Five Little Monkeys because it incorporates counting down numbers. We will also count our friends throughout the day.

If possible, please bring an extra set of clothes for your child's cubby. This set of clothes comes in handy when the child needs a change of clothes for whatever the reason may be. Thank you.

We would like to thank the parents who are returning the homework and reading logs. Just a reminder for every reading log you turn in you receive a free book for your child.

No school- January 15



Forest Friends

MS. KATHLYN

&

MS. TAMM



Hello 2018! We hope everyone had a wonderful Winter Break! We are so excited to have everyone back and getting back into our classroom routines. This month we will be working on Cognitive and General Knowledge, our young infants will be working on Persistent by repeating actions to obtain similar results. Our toddlers will be singing counting songs to help your child explore number concept. Thank you all for bringing back homework and reading logs.



Important Dates:

January 15- Martin Luther King Jr Day

January 22- Parent Meeting 3 pm

Thank you to those who have come into the classroom to volunteer.

Happy New Year

