



Delta Head Start/Early Head Start



Sponsored by Delta Community Action Foundation, Inc.

February 2011

Karen Nichols, Executive Director

Sharon Horton, Head Start Program Director

DELTA GETS SMART!

In the age technology, our everyday lives are filled with rapidly advancing tools. Because technology is so pervasive, it is important for educators to use technology appropriately to enhance the educational experience in the early childhood classroom.

Delta recently received ARRA funds to purchase six SMART TABLES. They are located in centers at Purcell, Pauls Valley, Lindsay, Duncan- Irving, Duncan EHS Cornerstone. Duncan Public Schools also supplied SMART boards in the Head Start classrooms at Will Rogers.



The SMART Table was designed to combine technology with activities that are easily integrated into the pre-school setting. Using their fingers, children can explore, create, and interact with the SMART table and with other children in a variety of ways. There are over 100 activities

that range from simple to complex and include both teacher directed and child directed activities. These activities have multiple levels of difficulty so that every child can be successful. Activities promote literacy principles, such as phonological awareness, oral language, print awareness, alphabetic knowledge, vocabulary comprehension, and fluency.

They also meet most state early learning standards in the areas of math, science, social studies, motor development, and social skills. We are very excited that these wonderful resources are available for our Head Start children.



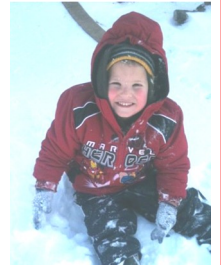
School Closings for Bad Weather



It is Delta Head Start/Early Head Start Policy that we will follow local public school schedules for school closings in the event of bad weather.

Tune to your local TV or radio for a listing. We want our children and families to be safe in these

dangerous conditions. These children enjoyed playing in the snow we had in early February, thank you Kennedy



Blake Taylor came to the Lindsay center to read in celebration of D.A.R.T. (Dads Are Readers Too). We had several dads come to read the students!

Ages and Stages

Children go through a gradual process of maturation, growth and development over the years of their childhood. Sometimes we can hit a rough patch where our child is exhibiting some unwanted behavior and we're finding it really stressful. Knowing (as is probably the case!) that it's just a normal part of that stage should make it a little easier to cope with.

Each Child Is An Individual

Please take note that every child is different and matures at different rates and has different strengths and weaknesses. The information on the chart is only given as a general guideline of average ages for different stages. If you have concerns about your child you should talk to your child's doctor. In this copy of the newsletter you will find a chart for the "approximate age of skill development"

CHILD DEVELOPMENT CHART - FIRST FIVE YEARS

Harold Ireton, Ph.D.

	SOCIAL	SELF-HELP	GROSS MOTOR	FINE MOTOR	LANGUAGE	
5-0 yrs.	Shows leadership among children.	Goes to the toilet without help.	Swings on swing, pumping by self.	Prints first name (four letters).	When asked, for example, "What is an orange?" answers, "A fruit."	5-0 yrs.
4-6	Follows simple rules in board or card games.	Usually looks both ways before crossing street.	Skips or makes running "broad jumps."	Draws a person that has at least three parts - head, eyes, nose, mouth, etc.	Reads a few letters (five+).	4-6
4-0 yrs.	Protective toward younger children.	Buttons one or more buttons.	Hops around on one foot, without support.	Draws recognizable pictures.	Prints a few letters or numbers.	4-0 yrs.
3-6	Plays cooperatively with minimum conflict and supervision.	Washes face without help.	Hops on one foot without support.	Cuts across paper with small scissors.	Talks in long, complex sentences (10 or more words).	3-6
3-0 yrs.	Plays games like tag, hide and seek.	Dresses self with help.	Walks up and down stairs - one foot per step.	Cuts with small scissors.	Answers questions like, "What do you do with a cracker? a hat?"	3-0 yrs.
2-6	Plays with other children - cars, dolls, building.	Washes and dries hands.	Stands on one foot without support.	Draws or copies vertical () lines.	Speaks clearly - is understandable most of the time.	2-6
2-0 yrs.	Usually responds to correction - stops.	Takes off open coat or shirt without help.	Walks up and down stairs alone.	Turns pages of picture books, one at a time.	Follows two-part instructions.	2-0 yrs.
18 mos.	Shows sympathy to other children, tries to comfort them.	Eats with spoon, spilling little.	Runs well, seldom falls.	Builds towers of four or more blocks.	Names a few familiar objects in picture books.	18 mos.
12 mos.	Sometimes says "No" when interfered with.	Eats with fork.	Kicks a ball forward.	Scribbles with crayon.	Asks for a drink or food, using words or sounds.	12 mos.
9 mos.	Greets people with "Hi" or similar.	Feeds self with spoon.	Runs.	Picks up two small toys in one hand.	Uses at least ten words.	9 mos.
6 mos.	Gives kisses or hugs.	Insists on doing things by self such as feeding.	Walks without help.	Stacks two or more blocks.	Talks in single words.	6 mos.
Birth	Waves "Bye-bye."	Lifts cup to mouth and drinks.	Stands without support.	Picks up small objects - precise thumb and finger grasp.	Says "Mama" or "Dada" for parent, or similar.	Birth
	Plays social games, "peek-a-boo," "patty-cake."	Picks up a spoon by the handle.	Walks around furniture or crib while holding on.	Uses two hands to pick up large objects.	Understands phrases like "No-no" and "All gone."	
	Pushes things away he/she doesn't want.	Feeds self cracker.	Sits alone . . . steady, without support.	Transfers toy from one hand to the other.	Makes sounds like da-da, ma-ma, ba-ba.	
	Reaches for familiar people.	Comforts self with thumb or pacifier.	Rolls over from back to stomach.	Picks up toy with one hand.	Responds to name - turns and looks.	
	Distinguishes mother from others.	Reacts to sight of bottle or breast.	Turns around when lying on stomach.	Looks at and reaches for faces and toys.	Babbles.	
	Social smile.		Lifts head and chest when lying on stomach.		Laughs out loud.	
					Makes sounds - ah, eh, ugh.	
					Cries in a special way when hungry.	

How to Childproof Your Home

Accidents, most of which can be easily prevented, are the leading cause of death for children. You should childproof your home before your infant is becoming mobile (around six months of age).

Here's How:

1. Use covers on electrical outlets and latches on cabinets.
2. Set the temperature of your hot water heater between 120 and 130 degrees F to prevent scalding burns.
3. Prevent poisonings by keeping household cleaners, chemicals and medicines out of reach, storing them in original containers with a child resistant cap. Know your local Poison Control Center number.
4. Use stair gates and window guards.
5. Install smoke and carbon monoxide detectors and fire extinguishers in the house and use flame retardant sleep ware.
6. Remove furniture with sharp edges or use soft guards.
7. Consider using a wall anchor for the stove and large pieces of furniture that can tip over.
8. Use nonskid backing on rugs and make sure carpets are securely tacked down.
9. Remove breakables from low tables and shelves.
10. Remove small toys and other choking hazards from around your child.
11. Tie cords of blinds, curtains and appliances up out of reach.
12. Do not carry hot liquids or food near your child and do not allow your child near stoves, heaters or other hot appliances (especially curling irons). When cooking, use the back burners and turn pot handles inward.
13. To prevent drowning, empty all water from bathtubs and pails, keep the door to the bathroom closed and never leave your child alone near any container of water.
14. If you must have a gun in the house keep it and the bullets in a separate locked place.
15. Be cautious of certain dog breeds (Rottweilers, pit bulls, German shepards) that account for over fifty percent of fatal dog bites and closely supervise children when in the presence of animals.

http://pediatrics.about.com/c/ht/01/01/How_Childproof_Home0978663936.htm

Monkeys On the Bed *Action poem*

Five little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"
Four little monkeys jumping on the bed, three little monkeys jumping on the bed,
(and so on).



Early Head Start PACT Activity

In and Out Time- 5 to 10 minutes

Materials

- Medium-sized box or laundry basket
- Familiar objects or toys

Directions

Once your baby can sit up, there is much to be learned from the simple act of filling and emptying just about anything. Place objects into a box or laundry basket and demonstrate how to take them out and put them back in, talking about what you are doing as you work together.

Extensions

- You can make it even more fun by using a silly voice and making the objects run and jump into the laundry basket.
- Name each toy as it goes in and out.
- Hide the toys behind you and take them out one at a time, saying, "Oh, here's the little kitten (ball, book...)." Hand each one to your baby to put into the basket.
- Help your baby gather more objects to put in and take out. Talk about what you are looking for and doing with them.

<http://fun.familyeducation.com/games/early-learning/35799.html?detoured=1#ixzz1DHmn1p6x>

Maysville Center

Maysville's Parent Teacher Conferences are being rescheduled due to the weather.

Our Parent meeting will be held on Feb 15th weather permitting.

Get Fresh a nutrition education program from the Chickasaw Nation will be visiting on the 17th to do a presentation.

We will be having our Valentine party on the 14th. We are learning all about Dinosaurs this week.



Lindsay Center

The month of January was so much fun! We had a theme about Pets and Pet Care! We had a parent bring in two very big dogs for the students to see and pet. They watched the dogs drink water from a bowl. We discussed what a pet needs in order for a dog to be healthy. The dogs went outside with them during recess and decided it would be fun to climb up on the toys with them. They thought that was so awesome!

The month of February will be very busy as well. We have experienced some very cold weather and the students are sure ready to be outside again! We will be having a P.A.C.T activity on February 14 at noon. We will be having an Ice Cream Sundae party in which the students will get to sample all different types of ice cream and toppings. We will then graph the information to see the most popular one! The month of February is Game Day with Dad. We will be having a 3 legged race on February 18th at noon for all days to come and enjoy some FUN!!! Our Parent Meeting will be February 21 at 5:30p.m.

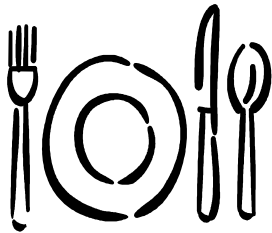


Family Mealtime Keep it FUN! Keep it SIMPLE! Just KEEP it!

Elaine Bowen *West Virginia University Extension Specialist, Nutrition Education*

Family mealtime is much more than something good to eat! It nourishes the body, mind, and soul. Sometimes, the best family memories are of special meals and times together around the kitchen table.

Sharing foods in a pleasant, social environment is healthy for families in many ways. The whole family benefits from family mealtime by:



Having better nutrition – Studies show that people eat more balanced meals and a variety of foods when they eat with family or friends.

Improving family communication – Time to share ideas, thoughts, and feelings builds relationships. Research shows that children who often hear adult conversation improve vocabulary, reading test scores, and speaking skills.

Fostering family traditions – Foods and memories created around the family table help shape and give meaning to our cultural heritage.

Teaching life skills – Children learn cooking skills, appreciation for foods, and other important life skills.

Family mealtime benefits children's intellectual, physical, and emotional development. They can learn by: watching adults using such skills as table manners, conversation, sharing, etc.; making healthful food choices; regulating portion sizes according to their own feelings of hunger and fullness; practicing fine motor and coordination skills such as pouring, scooping, and serving; sharing, taking turns, and socializing, which builds self-confidence and self-esteem; and taking responsibility in setting the table, preparing food, and cleaning up.

MEAL TIME is a big challenge for many families. Even the busiest families can find time to eat together. But it's not easy. As a family, talk about how important mealtime is. Ask family members for their ideas about how to make mealtime peaceful and enjoyable for everyone.

Here are a few creative examples of ways families can make time for each other:

1. Turn off the television during mealtime.
2. Plan ahead every week to anticipate work, school, and other activities that may affect mealtime.
3. Be flexible about the time of family meals. Maybe breakfast is the one meal when everyone can be together.
4. Get creative about where you eat together. Ball practice? Pack a "picnic" dinner or "tailgate."
5. Share the responsibilities of shopping, preparing, serving, and cleaning up. If possible, get into a routine of shared tasks.
6. Plan simple and quick meals. Together, make a list of easy family favorites to keep on hand for extra hectic days.
7. Have a potluck meal with neighbors or friends to share the cooking and the fun.

Whether family meals happen every day or occasionally, your family will feel the rewards of spending more time together. Savor the food **and** savor the time.

It's important to remember that adults are responsible for deciding what foods are purchased, the variety of menu choices, and the time schedule. **They create the mealtime environment.** Adults also influence children's own choices by encourage children to try the foods, and help children develop mealtime. !A child develops the security and belonging he/she needs by making contributions at mealtime, enjoying a warm kitchen with a cook who is listening, and sitting around the table with family and friends. The **MOST IMPORTANT** thing to remember about family mealtime is to **relax, interact, and have fun!**



What is a Medical Home?

A medical home is having a “home base” for your child’s health care needs. The place where you usually take your child for health care can be your child’s medical home. But a medical home is more than just a place; it is how your child is cared for.

In a medical home:

You have a doctor* who helps you keep your child healthy. When your child gets sick, the doctor and staff may bring in other team members who can best help your child. Care is focused on the whole child, not just one part or problem. Your family is at the center of care. The doctor and staff include your family in making decisions about your child’s health care. *By “doctor” we mean the main health care provider who takes care of your child. This could be a doctor (pediatrician or family physician), a nurse with advanced training

What are the benefits of a medical home?

A medical home:

Opens up sharing of information between your doctor and family. This improves how problems are solved and leads to better health and development for your child. Builds mutual respect between your family and care givers. Catches problems early on to reduce visits to the emergency room and hospital. This lowers family stress, health care costs, and the number of days of missed school or work.

How do I know if my child has a medical home?

Medical homes are a new way of thinking about health care. Medical homes do not happen right away — they take time to develop. They don’t all look exactly the same either. What you see in one clinic may differ from another clinic. Your child’s doctor may not have all the pieces yet. You can help create a medical home for your child. Use the checklist on the inside of this brochure to see what you have now. Then you and your family, along with your child’s doctor and other members of the care team can begin to build a strong medical home for your child.

What can I do to get the best care for my child?

As a parent, you have a main role in your child’s medical home. These ideas from other families helped them feel more at ease and effective as partners in their child’s health care. Bring a list of your top questions or concerns to discuss at every visit.

If you know you will need extra time for your visit, tell the clinic when you call. Make a notebook or folder that holds your child’s health information. Include names of doctors, other care givers and medicines etc. Share with the doctor how your child is changing. Celebrate new skills and talk about concerns. It’s okay to ask for something to be explained if you don’t understand it. You should feel comfortable asking questions about anything that has to do with your child’s health and development. It is okay to respectfully disagree. Ask to have what you should do or expect next to be written down for you. Ask about how to get care after hours if needed. Ask to meet the office staff who will be working with you and your child (nurses, person who makes referrals, billing person, etc.). It always feels good to get a thank you, so if your medical home partners do something you appreciate, let them know.

Pauls Valley Center

We’ll we have had a rough start this month with all this crazy Oklahoma weather. We have missed most of this month due to the bad weather. All the

classes have been busy trying to get their Valentine bags decorated in case of bad weather. So as you walk into a classroom you see glue, glitter, paint and construction paper going everywhere. Next week we will be having our Valentine Parties and Parent/Teacher conferences. Next week we will be talking about Healthy Living and to go along with our weekly theme. The Get Fresh ladies from the Chickasaw Nation will be here to talk to our parents about healthy eating habits.

New Webcast on the Revised Child Outcomes Framework

A new [half-hour webcast](#) from the Office of Head Start (OHS) can help Head Start staff, parents, and other members of the early childhood community put the revised Head Start Child Outcomes Framework into context and action. In it, a panel of staff from OHS and a Head Start program discuss the revised Framework, now renamed the *Head Start Child Development and Early Learning Framework*.

The webcast introduces the Framework and includes:

- An overview of the revisions – what’s new and what’s the same;
- Descriptions of the three new domains and their rationale;
- The relationship of the Framework to program operations, program planning, and quality improvement; and
- How the revised Framework brings additional focus to school readiness for preschool children.

To view this webcast, visit [The Head Start Child Development and Early Learning Frame-](#)


Delta Head Start
308 S.W. 2nd
Lindsay, OK 73052



Delta Head Start Mission

Our mission is to teach and reach children and families by working together with families, communities, and creative partnerships through comprehensive high quality services, thus, empowering families to shape their future, one child at a time.

Mark Your Calendars!
POLICY COUNCIL MEETING
On February 28, 2011
At 6:30 PM
Hwy 76 South Lindsay OK
Transportation &
Child care provided!



Sponsored by Delta Community Action Foundation, Inc.

Executive Director -Karen Nichols

Program Director -Sharon Horton

shorton3@windstream.net

308 S. W. 2nd

Lindsay, OK 73052

Phone: 405-756-1100