



Summer Safety

Follow these simple rules to protect your family from sunburns now and from skin cancer later in life.

- Keep babies younger than 6 months out of direct sunlight. Find shade under a tree, umbrella or the stroller canopy.
- When possible, dress yourself and your kids in cool, comfortable clothing that covers the body, like lightweight cotton pants, long-sleeved shirts, and hats.
- Select clothes made with a tight weave—they protect better than clothes with a looser weave. If you're not sure how tight a fabric's weave is, hold it up to see how much light shines through. The less light, the better.
- Wear a hat or cap with a brim that faces forward to shield the face. Limit your sun exposure between 10:00 am and 4:00 pm, when UV rays are strongest.
- Wear sunglasses with at least 99% UV protection (look for child-sized sunglasses with UV protection for your child).

Use sunscreen.
Set a good example. You can be the best teacher by practicing sun protection yourself. Teach all members of your family how to protect their skin and eyes.



Approaches to Learning

Research shows that if children start school with a strong set of attitudes and skills that help them "learn how to learn," they will be better able to take advantage of educational opportunities. While some learning skills come naturally to children, others can be developed through a supportive environment.

Tips for building learning skills:

- **Let them choose.** Give kids a chance to make simple choices, such as what to wear or what to eat for a snack.
- **Help them finish what they start.** Children experience great satisfaction when they try and finish new things. Give them a bit of support when they need it, but be careful not to take over completely.
- **Nurture creativity.** Encourage children to ask questions, try different ways of using materials, or offer them a wide range of new experiences.
- **Don't rush activities.** Whether at home or in preschool, children need extended periods of time to really get involved in activities and to experience the "engagement" that is such an important foundation for learning.

Provide encouragement. All children start life eager to learn, but if adults are critical, that eagerness may disappear by the elementary grades. Look for achievements to praise and acknowledge your child's progress whenever possible.

From: www.pbs.org

Peanut Butter- Banana Spirals

INGREDIENTS

- 3 tablespoons vanilla low-fat yogurt
- 2 tablespoons natural peanut butter
- 1 1/2 teaspoons orange juice
- 1 small banana, sliced
- 1 (8-inch) whole-wheat flour tortilla
- 1 1/2 teaspoons honey-crunch wheat germ
- Dash of ground cinnamon

PREPARATION

1. Combine yogurt and peanut butter, stirring until smooth. Drizzle orange juice over banana slices, tossing gently to coat.
2. Spread peanut butter mixture over tortilla, leaving a 1/2-inch border. Arrange banana slices, in a single layer, over peanut butter mixture. Sprinkle wheat germ and cinnamon over banana slices. Roll up tortilla; cut into 3 pieces.
3. Let your toddler help by: Arranging the banana slices on top of the peanut butter mixture. Sprinkling the wheat germ over the banana slices.

David Joachim, Cooking Light First Foods, [Oxmoor House](#) 2010



Outdoor Play Tips

Outdoor play provides a foundation to **literacy and science learning** ([Dewey, 1938/1963](#)).

Outdoor learning promotes **early language development**.

When an infant feels the leaves or the toddler notices the airplane in the sky, they are more likely to use words to describe it because it gets a favorable response from their caregivers. Verbalizing to others

promotes social development. Very young infants watch others, which is the first step in social development ([Oesterreich, 1995](#)).

Outdoor experiences are critical for infant and toddler **physical development**. During the first five years of life, the brain gathers and stores information, and a solid foundation for movement and motor activities is built. ([Gabbard 1998](#))

outside play area. Even if you only have a small space, you can have a container garden (what about that broken water table in the shed?).

Float herbs like mint in your water table, or mix them into sand. Encourage children to touch and rub the herbs to smell the scent.

Create an outdoor "classroom" with a small sink, places to change diapers, tables for eating and activities, and shelves for storage.

Bring some of your "inside" items outside.

Blocks in a sandbox seem like a different toy than the same blocks in your classroom.

Tape paper to a fence for painting

Fill spray bottles with water so toddlers can turn cement to dark gray.

Take a picture of children's outside chalk drawings to look at on a rainy day.

Place infants in the shade in a clean, dry, plastic kiddy pool to protect them from running toddlers.

Almost every activity that happens indoors can happen outdoors as well.

Bath Time is Math Time

The next time you fill up the tub, make bath time math time as you explore "empty" and "full" and compare volumes.

Materials: household containers such as: small pots, plastic bowls, measuring cups, deli containers

Directions:

1. Allow your child to play with containers during bath time. Join in, or set the example, by using your own container. Fill your container with water and explain what you're doing ("Look! My cup is full! No more water can fit in my cup."). Pour out the water to show empty ("I'm pouring out all the water. Now the cup is empty!") Invite your child to copy what you do. Encourage your child to use the words "full" and "empty" to describe what is happening.
2. Choose two containers, one smaller than the other, and give the smaller to your child. Wonder aloud whether the containers hold the same amount of water. Does yours hold more than, the same amount as, or less than your child's? Pour the water from your container into your child's and talk about what happens. ("Oops! There's not going to be enough room. My container isn't empty yet and yours is already full!").
3. You can do this several times and then give your child a container larger than yours for you to pour into. Discuss what happens. ("Hmm. My water is all gone but your container isn't full."). Take turns pouring and holding the different-size containers.
4. Another bath time, invite your child to be the leader, choose a container, and then tell you to find either a smaller or bigger one to pour into. Repeat the activity as long as your child enjoys it. Talk about what's happening each time ("Look, I'm filling your container. Uh-ohhh ... your container isn't full yet and mine is already empty!").

Parent Tips:

- This activity helps with volume measurement.
- Adaptation for infants: Allow your child to play with containers as described in step 1. Add additional steps as soon as your child can participate.
- Extension for older children: Include different-shaped containers that present more of a challenge in anticipating volume. With increasing experience, introduce the standard measuring tools such as a cup, a half cup, and a spoon-



Newborn Screening Tests

Shortly after birth, and before you and your baby are [discharged](#) from the hospital to return home, she'll be given a number of screening tests to detect a variety of [congenital conditions](#). These tests are designed to detect problems early in order to treat them promptly, prevent disabilities, and save lives.

Screening Tests- There is some variability between states in what tests are offered, but all states examine the infant's blood for metabolic and [genetic conditions](#) and conduct a [hearing test](#). Many states are now offering pulse-oximetry (measuring the oxygen in the infant's blood) to look for critical congenital [heart disease](#).

Before Baby is Born- Before your baby is born, talk to your pediatrician about which screening tests your baby will undergo, including their benefits and any risks, and ask if it is necessary for you to consent to this testing.

Test Results- Ask when you can find out the test results, and what they mean if your newborn is found to be out of the normal range (this may not necessarily mean that your baby actually has a congenital or genetic condition, so inquire about whether and when retesting would be done). Also, double-check to make certain the tests are actually performed before your baby leaves the hospital.



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 August 26, 2013
At 6:30 PM
Hwy 76 South Lindsay OK
Transportation &
Child care provided!

Sponsored by Delta Community Action Foundation, Inc.

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