



Home Based Happenings

Federation Early Learning Services The best of everything, from the beginning.

November/December 2009

www.FelsKids.org

Heshvan /Kislev/Tevet 5770

MESSAGE FROM DIRECTOR— Phyllis Doroshow

I hope you are well and ready to celebrate the holidays in November and December. This is my favorite time of year!

A reminder for parents/guardians—the greatest protection against colds and flu is **HANDWASHING, HANDWASHING, HANDWASHING!!!** Our providers use protective gloves to diaper and wipe runny noses. If your child shows signs of flu, please keep him/her **HOME** until the illness runs its course. We do our best to keep the children healthy.

This is also the time of year to bring seasonally appropriate changes of clothing to keep at your provider’s home. We go outdoors daily—weather permitting. Don’t forget gloves, mittens and hats. Thank you.

On a final note, Helen Victor Turk, Director of the Gutman Early Learning Center and formerly Director of Paley, is retiring. Please join me in congratulating Helen for her many years of love and devotion to children and their families. Mazel Tov!
Best wishes for a happy and safe holiday season.

Birthdays

November

Jaiden N.—5 years

December

Ja-viel G.—1 Year

Jarelig G.—5 years

Welcome New Children

Tashir B.
Keith T.
Kymmeiya A.

Policy on Babysitting

Federation Early Learning Services (FELS) strongly discourages parents from hiring staff members to babysit for them. There is potential for favoritism and confusion of roles.

If parents disregard this agency policy, they should not rely on FELS’ reputation for hiring qualified staff as an endorsement of an individual’s competence to babysit. Staff who accept babysitting jobs in a home setting are unsupervised and do not have the same supports that exist in FELS own programs.

FELS does not accept any responsibility for any problems related to or stemming from staff babysitting for parents.



RECOMMENDED READING

“Five Silly Turkeys” by Salina Yoon
“It’s All About Me” - by Nancy Cote
“The Hanukkah Mice” by Steven Kroll and Michelle Shapiro
“A Big Kid’s Book About Baby” (A book about baby brothers and sisters) by Diane Danzig and Debbie Tilley

TOYS AND GAMES

(excerpted from the Creative Curriculum)



Toys and games include puzzles, various table blocks, small construction materials such as Legos, board games, and collections of objects (including bottle caps, shells and buttons). When children use toys and games, they explore how things work; learn to be creative and use their imaginations; and learn math ideas and concepts.

When children use toys and games in the home, we encourage them to talk about what they are doing. For example, we might say: “Tell me about the design you made” or “How did you get those rings to fit together?” or “You’ve picked out all blocks that look the same” or “Can you tell me how they are the same?” These questions and comments are designed to help children develop their thinking skills.

You play an important role in selecting toys and games that are safe, interesting, and appropriate for your child’s abilities. More importantly, research shows that the most creative children are those who have had adults involved in their play. Here are a few ways that you can be involved in your child’s play with toys and games at home:

- **Observe.** Watch as your child plays and notice his abilities and interests.
- **Play.** Follow your child’s lead and join in his play. Keep in mind that there’s more than one way to play with a toy.
- **Enjoy.** This isn’t a time to drill your child or test him on what he knows. Just have fun being together, talking, and playing.

CELEBRATING HANUKKAH



Hanukkah (the Hebrew word for dedication) is an eight day festival of light, which begins on the 25th day of the Hebrew month of Kislev. This year it starts at sundown on Friday, December 11 and ends at sundown December 19. It commemorates Judah and the Macabees defeat of the Greek Hellenists in the year 165 B.C.E. Following this victory, the second temple in Jerusalem was rededicated to the worship of the God of Israel. According to legend, the Macabees found only one jar of pure oil, which was enough to keep the Menorah (a seven branch candelabra) burning for one day. Miraculously, the one day supply of oil burned for eight days. We eat food cooked in oil to remind us of this great miracle.

Typically, children love to help their parents prepare for special occasions and Hanukkah is no exception. Your child can help clean and shine the family menorah. (In some families, each member has his/her own.) The candles are placed from right to left, but they are lit from left to right so that each night the new candle is lit first. The SHAMASH (helper candle) is always lit in advance. It is the only flame, which is used to light the other candles.

The dreidel (sevivon) is a four sided top that children and adults play with during Hanukkah. A Hebrew letter, written on each side is the initial of a word in the phrase *Nes Gadol Hayah Sham* "a great miracle happened

Children love to learn new words. How about teaching Hebrew/Yiddish words associated with the holiday? Some of the more frequently used words include:

GELT-chocolate money/coins
HANUKKIAH—the candelabrum (menorah) lit on Hanukkah.
LATKES— potato pancakes.
SUFGANIYOT—Israeli jelly donuts.

RECIPE FOR HANUKKAH GELT

Ingredients

- ◇ 3 cups semi-sweet chocolate chips
- ◇ 1 can sweetened condensed milk
- ◇ 1 teaspoon vanilla
- ◇ 1/4 teaspoon salt

(It is fun to make Gelt with your children. This is an easy recipe for fudge, which you can then cut into the shapes you want and wrap in foil. Please note that the pieces of fudge need to be refrigerated.)

Combine chocolate chips and condensed milk in Pyrex bowl and heat in microwave for one minute. Stir. If more time is required, continue heating in microwave in increments of 10 seconds. Add vanilla and salt.

Spread into Pyrex dish which has been coated with a layer of waxed paper. Refrigerate for 1/2 hour. Cut fudge into desired shape (coin) and wrap in foil. Refrigerate fudge.

(excerpted from www.jewishrecipes.org)



WRITE BEFORE YOUR CHILD'S EYES

EXCERPTED FROM FAMILY FRIENDLY COMMUNICATION

Children learn about writing by observing people who already know how and by participating with those people in simple writing experiences. Parents and older siblings serve as models for children, showing them what writers do.

Kids are more likely to want to communicate in writing if they grow up in a home where they often see people writing. The more they see you writing, the more inclined they are to want to write.

As children begin 'writing,' they may use drawing, scribbling, or invented letters and spellings to express themselves. These are legitimate forms of early writing to be encouraged!

Share your writing tasks with children. For example, include your child when you write out your weekly grocery list or jot down a reminder to yourself or a family member. And get the child to help with writing party invitations, thank-you notes, and cards or letters to relatives and friends. When you have writing tasks to do, try to get in the habit of doing them when your child is around. Before you know it, you'll have an eager writer on your hands.

Thought for Thanksgiving

"As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them."

John F. Kennedy

Closings

Thursday & Friday, November 26
& November 27
Thanksgiving



Friday, December 25
Christmas Day
(Legal Holiday Observed)

DEALING WITH THE PICKY EATER IN YOUR FAMILY

By Shannon Rosenman
FELS Child Development Specialist

Do you know that a young child's stomach is about the size of their fist? One tablespoon of food for each year of age is considered an appropriate starting portion for a young child (e.g. 2-year olds get 2 tablespoons to start; 4-year olds get 4 tablespoons). If a child is still hungry—they can have more!

Is Noah irritable before lunch or dinner? He may be experiencing a drop in blood sugar. Frequent small, nutritious snacks during the day minimize mood swings by stabilizing blood sugar levels.

Mealtimes should be a positive social time! Tables are not the place for power struggles. Children eat more when they are distracted by including them in mealtime conversation, If Anna is not ready for a booster seat, move the high chair over so she can reach the table. Anna can watch how siblings and parents eat. It can also help her get accustomed to untried foods.



When Jack regularly refuses new foods – normal at some ages—DO NOT FORCE FEED! Help him get used to unfamiliar food. For example, let him help with cleaning or cooking zucchini to get accustomed to how they feel and smell. The ‘just taste it won’t hurt you!’ approach is often not successful. Sensitive children need several opportunities to adjust to new foods before they are willing to taste them. Introduce new foods slowly—no more than one food per day.

Stella may only be able to look at the package. Next time, she may watch you eat it and hear you describe how it looks. The next time, Stella may tolerate a teaspoon of it on a separate plate. Ask her what the food looks like. Praise her for learning about ‘broccoli.’ You may need to repeat this a few times before you ask Stella to put the food on her plate. Regularly ask her if she is ready to taste it. If she says ‘NO!’ don’t argue. You could say, “maybe next time!” You can make the tasting process slow too—ask Isaak to touch the squash with his finger, then his lip or tongue.

When you think of it—asking a child to take some strange food and just pop it in their mouth without any idea of what to expect may be way to risky for some children. Arguing with a sensitive child—or worse—force feeding him will NOT get the desired results

Parents express concern about a child’s daily nutrients. When that happens, experts suggest that you keep a food diary of intake for a week since most children get adequate nutrition over time. If you are concerned, talk to your pediatrician to make sure your child is in a healthy place on the growth curve.

If you would like more suggestions for dealing with a picky eater in your home—or if there is a topic that you would like me to address in a future newsletter. Please e-mail me at srosenman@FelsKids.org

FELS’ Child Development Specialist (CDS) is a licensed occupational therapist who serves as a resource to teachers and providers helping them to more successfully integrate all children into classrooms or child care homes and maximize their skills.

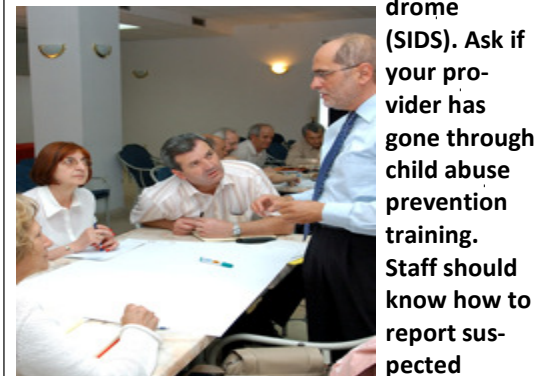
DO YOU KNOW WHAT YOUR PROVIDER KNOWS?

(excerpted from www.childcareaware.org)

While looking for the perfect childcare provider there are many things to think about. Some of these things include the surroundings your child will be in, the hours of operation, and how your budget may be affected. Two other items to pay attention to are your provider’s education and training.

EDUCATION: Providers with training in early childhood education are likely to offer higher quality care. Understanding early childhood will help your provider identify your child’s growing needs. Providers might learn about connecting with your child at his/her level, planning age-appropriate activities, and better preparing your child for school,

TRAINING: Training is a key piece of high-quality child care. When providers are offered continued opportunities, they are able to keep current with childcare trends. Trainings may include promoting child development, understanding health and safety issues, or working with children with special needs. They can also cover issues such as Sudden Infant Death Syndrome



(SIDS). Ask if your provider has gone through child abuse prevention training. Staff should know how to report suspected

CPR and FIRST AID: It is important that anyone caring for your child is trained in CPR and First Aid. In the event of an emergency, you need to know that your child’s caregiver will be able to handle the situation correctly. Make sure there is always someone working who is trained in both areas.

NOTE TO FELS’ FAMILIES: Please know that our Home Based Providers have ongoing training in all areas mentioned in the article. Our next training is November 10th. The topic is “Books Aloud.”

SETTING THE STAGE FOR POSITIVE SIBLING RELATIONSHIPS



- ◆ Don’t feel a need to tell your child the moment you know you are expecting another baby. That’s too much time. While advance planning and preparation is a must, the duration of a pregnancy is typically too long for a young child to wait. Rather, time the news of a new baby when growing belly makes it obvious or when new purchases or rearranging are about to be made.
- ◆ Don’t tell your oldest child he needs to give up space for a new baby. Instead, talk about how you are regarding your child with a “bigger kid” space. Avoid the common mistake of taking a youngster’s crib away just as a new baby is born. Your tot may not feel ready initially for a toddler bed and be resentful of the baby as a result.
- ◆ Seek out ways an older child can help with a younger sibling or new baby, but don’t force chores. You want your child to feel like a helpful assistant and not a go-fetcher. Follow your child’s leads on involvement with a new baby.
- ◆ Provide your older child with one-on-one time with parents that don’t involve the new baby. In the end, your child most wants to feel special and reassured that he is still loved and valued.

(excerpted from childcare.about.com)