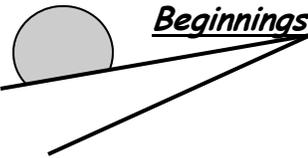


My Body



Beginnings 2007-2008 (1)
Arkansas Department of Health and Human Services
Division of Child Care and Early Childhood Education, Little Rock, AR
School of Human Environmental Sciences, 1 U of A, Fayetteville, AR



My Body- Table of Contents

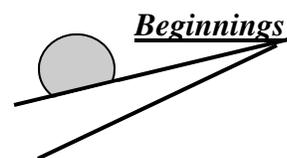
Introduction—The Body Inside and Out.....	6
Fun Facts About the Body for Teachers.....	7
Body Parts- English and Spanish.....	8
<i>Language Arts</i>	9-11
<i>From Head to Toe</i> by Eric Carle	9
<i>My Feet</i> by Aliko.....	10
Footprints on paper.....	10
Shoe store.....	10
3-D art with shoes.....	10
<i>Stand Tall Molly Lou Melon</i> by Patty Lovell.....	11
Just like me!.....	11
<i>Dramatic Play</i>	12-13
Exercise that body.....	12
Beauty shop.....	13
Dentist.....	13
<i>Poems and Fingerplays</i>	14-15
Brushing Teeth Chant.....	14
Ten Little Fingers.....	14
Here Are My Eyes.....	15
After My Bath.....	15
Thank You.....	15
<i>Music and Movement</i>	16-19
Make your own set of rhythm sticks	16
This is the Way We Tap Our Sticks.....	16
Clap Your Hands.....	17
Beautiful scarves.....	18
There Were 10 in the Bed.....	19
<i>Math and Science</i>	20-25
Body part measurement.....	20
Flubber recipe.....	21
Cornstarch and water.....	21
Stop to smell the roses.....	22
Helpful hints for taking a field trip.....	22
What's different	23
Eye Spy with My Two Eyes.....	23

My Body- Table of Contents

Taste-testing.....	24
Musical instruments	25
Special musical guest	25
<i>Food and Nutrition</i>	26-28
Snack treat	26
Apple cheese melt	27
Applesauce cookies.....	27
Creamy pumpkin soup	28
Pumpkin bread.....	28
<i>Creative Arts</i>	29-31
Three-D Art.....	29
Box sculpture.....	29
Clay.....	30
Sack sculpture.....	30
Body sketches.....	31
Self-portrait- observation drawings.....	31
<i>Outdoor Play</i>	32-33
Obstacle course	32
Put your body part on	33
Get buried.....	33
<i>The Diaper Do's by Kim Kearney</i>	34
<i>Care for the Caregiver by Vernoice Baldwin</i>	35
<i>Happy Parenting by Mardi Crandall</i>	36
References & Resources	37

About the Benchmarks

Many of the activities in *Beginnings* address multiple benchmarks, which are not necessarily referenced. Check the *Arkansas Early Childhood Education Framework Handbook for Three & Four Year Old Children (2004)*.



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The Body Inside and Out

Young children are just learning and discovering their bodies. Infants find their hands, and usually discover that their feet will fit in their mouths. Preschoolers are learning that they can jump "high." They may realize that many of them can even roll their tongues. Once children learn something new about their body, they will likely do it over and over again. In addition, they will want you to watch their new skill just as frequently. Encouraging children during this exploration time will help them feel confident about their bodies. Feelings of self confidence are associated with positive experiences in learning.

Many activities are provided in this issue to give children opportunities for hands-on experiences that contribute to constructivism. The term constructivism is used to describe knowledge that children gain by having real experiences that are age appropriate. Giving children free choice of appropriate activities that include unstructured materials also contributes to constructivism. Children are able to experience mastery through constructivism and develop a sense of accomplishing task.

Fun Facts About the Body For Teachers

- If you *hold your nose and close your eyes* it may be impossible to taste the difference between mashed apples and mashed onions- Try it and see!!
- The *eyes* are covered with a thin layer of skin.
- A sneeze can be as powerful as the force of a hurricane, that's up to *100 miles per hour!*
- The eyes can detect *10,000,000* colors!
- The hardest bone is the *jaw bone*.
- The body contains up to *4-3/4 quarts of blood*.

Cassin, S., & Smith, D., (1989). *Fascinating facts about your body*. New York, NY: Warner Juvenile Books, Inc.

- The femur is the biggest bone in the body and is located in the upper leg between the hip and the knee
- Babies are born with more than 300 bones, but some bones fuse together to make bigger bones. A fully grown human skeleton has 206 bones.

Treays, R., Fox, C., & Reiss, M. (2004). *Understanding your muscles and bones*. London, England: Usborne Publishing, Ltd.

- The smallest bone in the body is part of the ear that vibrates and is the stirrup.

Treays, R., Fox, C., & Reiss, M. (2004). *Understanding your muscles and bones*. London, England: Usborne Publishing, Ltd.

Walker, R. (2005). *Body: An amazing tour of human anatomy*. New York, NY: Dorling Kindersley.

- More than 60% of the body is made up of water.

Farndon, J. (2002). *1000 facts on human body*. New York, NY: Barnes & Noble.

Body Parts English and Spanish

	Hair (Pelo)
	Head (Cabeza)
	Eye (Ojo)
	Ear (Oreja)
	Nose (Nariz)
	Mouth (Boca)
Neck (Cuello)	
Fingers (Dedos)	
Hand (Mano)	
Arm (Brazo)	
Elbow (Codo)	Stomach (Estómago)
	Knee (Rodilla)
	Leg (Pierna)
Toes (Dedo del pie)	
Foot (Pie)	

Helpful Hint:

If you are have trouble pronouncing some of the works in Spanish, this website may be helpful:

<http://www.spanishspanish.com/body/body.html>

The website gives you the audio for the correct pronunciation!

Make sure you have your sound turned up on your computer!

Language Arts

Explaining information about a child's body can sometimes be difficult, but reading or telling a story about the body can be helpful in explaining body parts and functions. Many books about the body are interactive, you can physically look at your body or move your body as you read the book. Books about the body are excellent for everyone- from infancy to adulthood!

From Head to Toe by Eric Carle

This book is a must have for any children's library. *From Head to Toe* was the winner of the 2003 Laura Ingalls Wilder Award* and sure to be a children's classic. The book offers many good things. It helps to build confidence, promotes movement, and builds background knowledge and vocabulary, and at the same time entertains. The book invites the reader to copy the movements of the colorful animal collages.

Carle, E. (1997). *From head to toe*. New York, NY: Harper Collins.

Playing *From Head to Toe*. After you have read this book, place hula hoops on the floor and invite children to choose a hula hoop to stand in. Then re-read the story, encouraging children to act out the whole story while in their personal, hula hoop space.

*Administered by the Association for Library Service to Children, a division of the American Library Association, the Laura Ingalls Wilder Award was first given to its namesake in 1954. The award, a bronze medal, honors an author or illustrator whose books, published in the United States, have made, over a period of years, a substantial and lasting contribution to literature for children.

Benchmark 3.1: Shows enjoyment of books and stories and discussion of them

My Feet by Aliki

This is a delightful book which takes the reader through each part of the foot and all of the things feet can accomplish. This book will help children make connections with words and pictures in the book with their bodies. It will spark discussion and support many activities.

Aliki. (1990). *My feet*. New York, NY: Harper Collins.

**Think of all the great things you can do with your feet!
Here are some activities *just* about feet:**

- ***Children can make their footprints on dark paper with paint.***

Try this outside!

Use trays of soapy water and old towels for cleaning colorful feet.

Benchmark 3.19: Shows interest in exploring the environment

- ***Set up a shoe store in dramatic play***

Materials

Empty shoe boxes

Measuring tape

Variety of shoes

Cash register

Chairs- to sit on while trying on shoes

Benchmark 2.1: Shows creativity and imagination in play with materials and props



- ***Make 3-D art with shoes***

Materials

Old clean shoes

Beautiful junk- string, jewels, etc...

Glue

Just decorate the shoes to make them beautiful!!

Turn a boring old tennis shoe into a beautiful piece of work!!

Benchmark 2.12: Preplans art project and then works with care

Stand Tall Molly Lou Melon

Written by Patty Lovell
Illustrated by David Catrow

Molly Lou Melon is unique in many ways! She is short, has buck teeth, a voice that sounds like a bullfrog being squeezed by a boa constrictor, and fumble fingers. But guess what? She is proud of all her unique characteristics. She "stands tall" when meeting new people and doing a new task. Everyone will benefit from Molly Lou Melon's confidence in herself!

Lovell, P. (2001). *Stand tall Molly Lou Melon*. New York, NY: Scholastic Inc.

Benchmark 1.6: Demonstrates confidence in growing abilities

Just Like Me!

A teacher can lead a small group of children in playing the game ***Just Like Me***. The teacher will begin by saying a statement that describes a characteristic of herself.

"I wear glasses."

And the children that wear glasses will stand up and say,

"Just like me!"

Take turns by letting the children decide on what they want to say.

Other ideas:

I like to run outside.

I have a sister.

I have brown eyes.

I have black hair.

I like to play in dramatic play.

Benchmark 1.12: Demonstrates interest and participates in classroom activities

Dramatic Play

When children are able to play in dramatic play, the possibilities are endless for expanding their imaginations. Dramatic play is not only one of the most fun places to play, but it is also beneficial for children socially and emotionally. Dramatic play gives children the opportunity to play out what is going on in their lives. How many times have you seen a child cook a dinner for his or her baby, and then start to clean the dishes when the baby has finished? They know exactly what to do!

Children can also play-out stressful situations that are happening in their lives. Here are some dramatic play ideas that may help with fearful feelings-doctor, dentist and beauty/barber shop. All three of these places can be stressful to children, yet we can allow them to experience these places in a safe and familiar environment. So the next time they go, they may feel less anxious.

Exercise That Body

Transform Your Dramatic Play Center Into an Exercise Gym

Materials

Head bands

Music player

Music

Mats

Mirrors

Exercise step

- Join in the dramatic play by exercising with the children.
- Encourage stretching before and after exercising.
- Play really fun music, calming music, and instructional exercise music.
- Expand the dramatic play area for additional room for safe movement.

Benchmark 2.2: Participates in dramatic play themes that become more involved and complex

Beauty Shop

Materials

Empty hair product containers
 Chair
 Clips, elastic bands, Bobbie pins
 Curlers
 Hair dryers (cut the cords off)
 Plastic hair nets
 Magazines
 Hair style books

Reminder:

Remember to provide hair products for all different types of hair.



Dentist

Materials

Toothbrushes
 Empty mouthwash container
 Empty toothpaste container
 Small cups
 Rubber/ latex gloves
 (make sure no one is allergic)
 Long tubing
 Molds of teeth

You may need to remind children not to actually put items in their mouths.

Of course always provide baby dolls in dramatic play!

Poems and Fingerplays

Being able to point and identify different body parts isn't an enormous feat for children. Children are often able to point to their different body parts even before they can say words. Poems and fingerplays are an excellent way to reinforce children's ability to identify body parts, and a great time for new body vocabulary, too.

Brushing Teeth Chant

I jiggle the toothbrush again and again
 (Pretend to brush teeth)
 I scrub all my teeth for a while.
 I swish the water to rinse them and then...
 (Puff out cheeks to swish)
 I look at myself and I smile!
 (Smile at one another)

Ten Little Fingers (Hold up ten fingers)

I have ten little fingers,
 And they all belong to me.
 I can make them do things,
 Would you like to see?

I can shut them up tight,
 Or open them wide.
 I can put them together,
 Or make them all hide.

I can make them jump high,
 I can make them jump low.
 I can fold them up quietly,
 And hold them just so.

Here Are My Eyes

Adapted from Pam Schiller

Here are my eyes, (Point to eyes)
 One and two.
 I can blink, (blink)
 So can you.
 When my eyes are open, (Open eyes wide)
 I see the light.
 When they are closed, (Close eyes)
 It's dark as night.

Schiller, P., Lara-Alecio, R., & Irby, B., (2004). *The bilingual book of rhymes, songs, stories, and fingerplays*. Baltsville, MD: Gryphon House, Inc.

After My Bath

Traditional

After my bath, oh, why, why, why
 Do I rub, rub, rub 'til I'm dry, dry, dry?
 Dry two hands, ten fingers, ten toes,
 Two little legs and one wet nose.
 If I were a dog, it would be so great;
 All I'd have to is shake, shake, shake!

Thank You

Traditional

My hands say thank you
 With a clap, clap, clap.
 My feet say thank you
 With a tap, tap, tap.

Clap, clap, clap.
 Tap, tap, tap.
 I turn around,
 Touch the ground,
 And with a bow,
 I say... Thank you, now.

Music and Movement

Music and movement are essential for every classroom. This is a great time for children to learn how their bodies move in relation to space. Music can be used to help children learn how to control body movements.

Make Your Own Set of Rhythm Sticks

Materials:

1/2 or 3/4 inch wooden dowel rods

Sand paper

Knife or small saw

Purchase the wooden dowel rods at your local hardware store. Cut rods into 12-inch sections using a knife or a small saw. Sand each end of the rods to create smooth edges. We don't want anyone to get splinters!

Make sure that each child has two rhythm sticks—one for each hand!

This is the Way We Tap Our Sticks

This is the way we tap our sticks,
Tap our sticks,
Tap our sticks.

This is the way we tap our sticks,
So early in the morning.

This is the way we tap the floor,
Tap the floor,
Tap the floor.

This is the way we tap the floor,
So early in the morning.

This the way we rub our sticks,
Rub our sticks,
Rub our sticks.

This is the way we rub our sticks,
So early in the morning.

Hint: Speed the song up or slow the song down

Clap Your Hands

Chant the *s l o w l y* lines as slow as you can.

Chant the *quickly* lines as fast as you can.

Clap, clap, clap your hands as *s l o w l y* as you can.

Clap, clap, clap your hands as quickly as you can!

Pat, pat, pat your legs as *s l o w l y* as you can.

Pat, pat, pat your legs as quickly as you can!

Additional actions:

Rub your tummy

Roll your head

Click your tongue

Twist your hips

Wiggle your nose

Shrug your shoulders

Beautiful Scarves

One of the best and simplest ideas, to encourage children to move to provide beautiful scarves and let the children do a scarf dance.

Put scarves in a plastic jar. The children will be able to put the scarves away easily, and they will still look beautiful even when stored unfolded.

Scarves of various weights and textures become a science experiment as children wave them in the air.

Play music that is fast and slow for children to move to music according to how the music makes them feel.

Play music from different cultures. Children will move and dance to the variety in music.

Offer the scarves both inside and outside. If space is limited, just offer fewer scarves.

Benchmark 2.6: Expresses through movement what is felt and heard in various musical tempos and styles



Inside

Outside



There were 10 in the Bed

- 10 There were 10 in the bed
 And the little one said,
 "Roll o-ver! Roll o-ver!"
 So they all rolled over
 And one fell out.
- 9 There were 9 in the bed
 And the little one said...
- 8 There were 8 in the bed
 And the little one said...
- 7 There were 7 in the bed
 And the little one said...
- 6 There were 6 in the bed
 And the little one said...
- 5 There were 5 in the bed
 And the little one said...
- 4 There were 4 in the bed
 And the little one said...
- 3 There were 3 in the bed
 And the little one said...
- 2 There were 2 in the bed
 And the little one said...
- 1 There was one in the bed
 And this little one said,
 "Good night. Good night."

Amery, H., Cartwright, S. (1997). *The usborne children's songbook*. London, England: Usborne Publishing Ltd.

Benchmark 3.16: Demonstrates an understanding of addition and subtraction, using manipulatives

Math and Science

*Immediately when you talk about the body, you think about math and science. All these questions come up: why do we have two ears? Why do we have 10 toes? Why are my eyes blue? Or sometimes you might even get more challenging questions, like, "Why do we have to use the bathroom?" Remember to be honest. If you don't know the answer, just say, "I don't know, but let's try to find out." The children will learn just as much from the **investigation** of the question, than the actual answer to the question.*

Body Part Measurements

Materials

Various measurement tools

Measuring tape

Ruler

String/ Yarn

Bodies

Pencil and Paper



Use the measurement tools to measure different body parts:

Use the string to measure around the head, arms, waist or legs.

Use the measuring tape to measure the length of the whole body, legs, arms, feet or hands.

Use the ruler to measure the length of fingers, noses, toes, necks or ears.

Hints:

- Make a chart of different measurements that children investigate.
- Have the children predict who is the tallest child in the class.
- Measure by using different body parts. How many hands does it take to cover the distance from the knee to the foot, for example.

Benchmark 3.22: Makes Comparisons (scientific process: comparing)

The Wonders of the Sensory Experience

One of the most important aspects of your body is your senses. Imagine what life would be like if you could not smell the flowers, feel a soft blanket, hear a roaring crowd, taste an excellent pie, or see a baby laugh. The senses of our body guide us through life.

Touch



Flubber

Materials

- 2 cups glue
- 2 cups warm water
- 1 cup hot water (nearly boiling)
- 1 tablespoon borax (powder)

Instructions

In one bowl combine 2 cups glue with 2 cups warm water.
 In another bowl combine 1 cup hot water with 1 tablespoon borax.
 Pour the hot water/ borax mix into the glue/ warm water mix.
 Stir with hands. Once reaction occurs, pour off remaining water.



Benchmark 3.23 Shows awareness of cause-effect relationship

Cornstarch And Water

Combine the cornstarch and water in small bowls.

Experiment with how much water is needed. Start with a small amount of water, and add little by little more water. The substance will feel like a liquid, but when you lift it up, it will feel more like a solid.

Helpful Hint:
 2 parts cornstarch
 1 part water

Smell

Stop to Smell the Roses

Whether your center is urban or rural, stop and smell the roses.

Take the class on a nature or urban walk.

There are all kinds of smells in the air no matter where you are.

The University of Arkansas Nursery School is near the Fayetteville town square. The square is landscaped with many different types of flowers and plants. In addition, there is a pizzeria and a coffee shop. Can you imagine all the smells that are just in that small area?

In other places in Arkansas, you might smell pine needles, magnolia trees, gardenias, water, fish, animals, bakery, sawmill, train smoke or just the grass.

While on the walk ask the children to tell you what they can smell. Write down all the smells as the children tell about them.

Take a break from walking and have the children draw what they smell.

Near the pizzeria you might have a lot of pizza drawings!

Benchmark 3.20: Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

Helpful Hints for Taking a Field Trip

- Have a "field-trip" bag already packed
 - First aid kit
 - Permission slips
 - Emergency contact sheets
 - Tissues
 - Pen and paper
- Ask (or beg) for parent volunteers
- Take small groups of children at a time
- Bring a blanket for children to observe and draw



Sight

What's Different

This is a great game to play with children in a small group.

Materials

Dress-up box (hat, scarf, jacket, tie, crown, necklace)

Curtain or sheet

Have one child volunteer to be the person who will change his or her appearance. Have the rest of the children look at the child to get a "before" image. Put up the curtain, and let the "What's different" child choose what he or she wants to make different about him or herself. One child may want to put everything on that is in the box, while another child will want to stand on one foot with his tongue sticking out.

Take down the curtain...WHAT'S DIFFERENT!

Take turns with different children. You should try it, too!

Benchmark 2.1: Shows creativity and imagination in play with material and props

Remember the Old Classic

Eye Spy with My Two Eyes

"Eye spy with my two eyes, something...."

Choose

Colors, people, flowers, books, etc...

Then the "spy" tries to guess

Benchmark 5.4: Recognizes and identifies by name most common objects and pictures

Taste

This is a great time to learn about how good foods help our bodies grow !

Taste-testing

Materials

Fruits and vegetables (cut into small pieces)

Variety of cooked grains (white rice, brown rice, oats, grits, malt-o-meal)

Dairy products (milk, yogurt, cheeses)

Very small cups

Curious children

Optional: chef's hat, white coat, and a red and white checkered tablecloth

Offer children a variety of taste-testing options. Try offering the children food they may not have tried before. You may offer fresh pineapple, grits or plain yogurt. Put the food in very small containers for the children to try. The idea is to taste-test not to replace the daily snack.

Let children use descriptive words to tell you about their taste-testing experience. They can tell you about the texture, smell, and color of the food. Always explain that just because one person doesn't like the way something tasted doesn't mean everyone will dislike it. Also, let children know that taste buds grow up, too. If they don't like a food say, "Some day, you may learn to like it- when your taste buds get a little older!"

Benchmark 4.3: Tries new foods before deciding whether he/she likes them

Sound



Provide children with a variety of musical instruments to play. Children are learning to discriminate sounds. Learning to tell the difference in the variations of musical sounds will help children learn how to tell the difference between the variations of letter sounds.

Here are some great instruments for children to play:

Piano or keyboard

Maracas

Castanets

Rhythm sticks

Drums

Cowbells (save this for outside play)

Bells

Guitar

Benchmark 2.7: Experiments with a variety of musical instruments and sound sources



Young children are unable to play many wind instruments. Have special guests come to your classroom to play particular instruments for children. Children will enjoy the beauty of the instrument, and a local artist will get a whole new audience!

Food and Nutrition

Keeping bodies healthy and strong is important for all ages of life. Children need to eat a variety of healthy food, like fruits and vegetables. Providing children a variety of good foods will help them make healthy choices. When choosing or reviewing your snack and meal list keep the USDA food pyramid in mind. Children need a limited intake of fats, sugars, and oils. Many of our snack choices will likely have some of these food options. Try modifying a few options. Making simple better choices will make YOU and the children healthier!

Snack Treat

1 cup all-bran cereal
3/4 cup crunchy peanut butter
1 cup raisins
1/4 cup honey

Mix all ingredients in medium bowl. Roll into 1" balls. Store covered on plate in refrigerator.

Makes 24 balls

Morris, M., Webb, D., & Dockins, J. (1990). *Cookin' for kids: A child care food program nutrition guide/cookbook*. Batesville, AR: White River Planning & Development District, Inc.

Benchmark 4.5: Shows awareness that some foods are better for your body than others

Apples

Apple Cheese Melt

English muffins, split and toasted
 Butter or margarine (optional)
 Apples, thinly sliced into rings
 Swiss cheese, sliced

Heat oven to 350 degrees. Spread each muffin half with 1/2 teaspoon of butter. Top each with an apple slice and cheese. Bake for 5 or 6 minutes or until cheese is melted.

Morris, M., Webb, D., & Dockins, J. (1990). *Cookin' for kids: A child care food program nutrition guide/cookbook*. Batesville, AR: White River Planning & Development District, Inc.

Applesauce Cookies

1/2 cup shortening	1 cup applesauce
1 cup sugar	1/2 cup nuts (optional)
1 3/4 cup flour	1/2 tsp. cinnamon
1 Cup rolled oats	1/2 tsp. nutmeg
1/2 cup raisins	1/2 tsp. cloves
1 tsp. baking powder	1/2 tsp. salt
1 tsp. baking soda	

Pour hot water on raisins and let stand, then drain to soften them. Mix all ingredients together thoroughly. Drop 2 teaspoon of dough for each cookie onto greased cookie sheet. Bake at 350 degrees for 7 to 10 minutes.

Morris, M., Webb, D., & Dockins, J. (1990). *Cookin' for kids: A child care food program nutrition guide/cookbook*. Batesville, AR: White River Planning & Development District, Inc.

Pumpkins

Creamy Pumpkin Soup

2 tbs. butter
 1 tbs. white onion
 16 oz. can pumpkin
 1 cup water
 2 tbs. brown sugar
 2 chicken bouillon cubes
 2 cups half and half
 cinnamon



Melt butter in saucepan over medium heat, add onion, and sauté until onion is tender. Stir in pumpkin, water, brown sugar, cinnamon, and bouillon cubes. Stir until mixture begins to boil. Cook for 5 minutes. Add the half and half, and heat thoroughly, stirring constantly.

This is a great and slightly sweet soup! Make this with the children to taste test. Children may have tried pumpkin in cookies or pies but not soup.

Pumpkin Bread

2 cups pumpkin puree	1 cup vegetable oil
2 2/3 cup white sugar	4 eggs
3 cups & 2 tbsp. flour	1 tsp. baking powder
1 Tsp. baking soda	1 tsp. salt
1 Tsp. cinnamon	1 tsp. nutmeg

Preheat oven to 350 degrees; grease three 9"x5" loaf pans. Mix together pumpkin, oil, sugar, and eggs. Combine flour, baking soda, baking powder, salt, cinnamon, and nutmeg. Stir in pumpkin mixture. Bake for 45 minutes to 1 hour. Cool in pan for 10 minutes, before turning out on a rack to cool.

Creative Arts

Three-D Art!

Our bodies are not flat! The houses we live in are not flat! Yet, the majority of the typical art experiences we provide for young children are two dimensional. Drawings and paintings are executed on a flat surface and have height and width. This is not representative of the real world! Things are round, they have shapes and forms. In order to broaden a child's understanding, it is important to include activities that feature the third dimension as well so that there is height, width and depth to experience and think about. "Over, under, through, behind and around are words that describe three-dimensional space. Architecture, sculpture, weaving, ceramics, jewelry are three dimensional art forms. They all take up real space. You can walk around, look through, peek behind, peer over and reach into three-dimensional art."

Ragans, R. (1988). *Art talk*. Missions Hills, CA: Glencoe Publishing.

To get you started...

Box Sculpture

Provide glue, tape, and small boxes

Children can add paint, then beautiful junk on the following days.



Or...

Take large boxes (appliance boxes) and paint, and decorate. The boxes will become additional play spaces.

Benchmark 2.10: Explores and manipulates art media

Clay

Play with Clay

Introducing children to clay is a great way to incorporate three-dimensional art in the curriculum. It is open-ended, natural and fun. Here's an easy beginning project to get started.

You will need:

20 lb. package of real clay

Water

Hands and fingers

Paper sacks

For the first experience with clay, let children experiment freely. Explore it, push, pull, squeeze, and enjoy the squozy feeling between the fingers.

Establish ground rules for keeping clay on the work area. Supply old, clean rags to wipe hands.

Show the children:

- how to make a ball and pick up little pieces by rolling them into the ball
- how to add a little water if it gets too dry
- where to place the clay when they are finished (can be put back into covered container)

Sack Sculpture

Now...Give each child a paper sack and a ball of clay. Place the clay inside the sack. Encourage them to squeeze, stretch, pull, pinch, and poke the clay without peeking inside the bag. After a few minutes, let them open the sack and look at the shapes they have created. Ask questions such as: "Are they all the same? How are they different? Do you see any animals in the shapes?"

Benchmark 3.21: Uses words to describe the characteristics of objects (scientific process: communicating)

Body Art

Body sketches

Materials

Butcher paper

Markers

Tape or glue

Digital camera



Take a picture of each child's face, zoom in so the face is the only thing in the picture. Make 8x10 enlargements of the face. Unroll strips of butcher paper on the ground for the children to trace their whole bodies using markers. Glue or tape the photograph of the child in the "face" area of his or her body sketch. Encourage the children to decorate the rest of their body sketch.

Benchmark 3.26: Identifies self as a boy or girl

Self-Portrait Observation Drawings

Materials

Unbreakable mirrors

Paper

Colored pencils

Encourage children to look in the mirror and draw what they see. Older children will be able to find shapes in their faces. They may say, "Look my eyes are two ovals, and my nose has two circles." Some children will just enjoy looking at themselves in the mirror-encourage this, too!!

Note: Self portrait can be very intimidating for adults, but young children are much less inhibited. Don't expect the portraits to be realistic. Remember it is the process not the product!

Benchmark 4.8: Uses writing and drawing tools with control and intention

Outdoor Play

Most children love to exercise! Adults may really struggle with even taking an evening walk, but children love to run, jump, and climb without hesitation. As professionals, we need to help children have a love of exercise just as much as a love for books! Exercise is essential for a healthy body and mind.

Outdoor Exercise for the Mind and Body

Obstacle Course

Materials

Balance beam

Bike

Climber

Orange cones

Both children and teachers can create an obstacle course. Offer a variety of challenging yet successful physical materials for children to complete during the course. Also, add some additional challenges that do not require challenges- "at the bottom of the hill turn three circles, or high-five the teacher after the balance beam."

Children will benefit from the physical challenges, but they will also benefit cognitively from remembering the course's sequence.

Benchmark 4.12: Shows balance and coordination

Put your body part on...

With a small group of children play a game of words.

Say, "Put your elbow on the fence."

"Put your nose on the grass."

"Put your knee on the picnic table."

Get creative, and take turns with the children. The children will love it when the teacher puts *her* feet on the wall.

Or...

Make pictures of different body parts and things on the playground. Then you can use images and no words!



Benchmark 1.19: Works cooperatively with others on completing a task

Get Buried

The sandbox is a great sensory experience!

So...why not put your whole body into it!

Carefully assist children in burying their friends in the sandbox (everything but the head).

Children will love the pressure and weight of the sand on their bodies.

***Remember that this a voluntary activity!
There are some children who will never want to be buried. However, these same children might find great joy in burying their friends!***



Benchmark 3.19: Shows interest in exploring the environment

The Diaper Do's

By Kim Kearney

Often diapering is viewed as unpleasant and distasteful. Some may think it even takes away from doing the "fun" things. A caregiver may hurry through diapering while making little eye contact with the child, grimacing at the diaper, and tell the child, "We will do this fast and get back to playing." When we focus on the diaper and not on the child, the message that is sent to the child is negative. The message is that caring for your body and the normal body functions is offensive, embarrassing, and not enjoyable.

Do Consider Diapering Part of the Curriculum: Diapering involves one-to-one interactions which occur frequently. All that diaper time does add up. If the time spent together during diaper time is quality time, time when both partners are fully present and focused on the same task at hand, then diapering can provide a wealth of educational opportunities. In addition, it can be enjoyable time for both you and the child!

Do Setup the Environment: As with any activity planned with children your first step is to set up the environment before hand. Have everything you need for the diaper change at your fingertips before the child needs to be changed- diapers, wipes, creams, gloves, clean clothes, etc.

Do Explain to the Child What is Happening: Observe the child that needs changing. If the child is fully engaged with a toy, wait a moment until he puts down the toy or makes eye contact with you. No one likes to be interrupted and most people like to know what is going to happen next. Then tell the child that it is time for his diaper change, and tell him you are going to pick him up now. If the child can walk, let him or her walk to the changing table.

Do Move Slowly and Calmly: Look at the child and tell him or her how nice it will feel to have a dry comfortable diaper. You will help set the mood and tempo for the activity.

Do Ask for Help: Explain and show the child what you are going to do, step by step. In addition , ask for his or her help. For example, you might say, "I am going to take off your pants first; can you pull your legs out?" If the caregiver holds the end of the pant leg and waits most children will start to bend and wiggle their legs naturally, thus "helping" pull their legs out. Continue on saying, "Now here is the wipe, it will feel wet, and here is your dry diaper, it will feel cool under your bottom."

Do Be Descriptive: By being descriptive and telling children about the action about to take place, you will help build the child's understanding between the words and their meanings.

When diaper time is quality, one-to-one time, the child can learn about his or her body and how to care for it in a calm, respectful way. Children learn self-confidence and independence when they are able to engage in the care of their bodies. Children also learn that caring for their bodies is not yuck or distasteful but something that is a natural part of life, and it can even be fun!

Care for the Caregiver

By Vernoice Baldwin

"In the event the cabin pressure changes, oxygen masks will automatically drop. If you are traveling with small children please put your oxygen mask on first and then assist children." These are words uttered by flight attendants on every plane soon after take off. These words should also be taken to heart for the caregiver who is giving care to children. If we don't take care of our bodies first, then we will be unable to give quality care to the children.

Consider tending to your social/emotional and intellectual needs as well as your body's physical needs. You are a total person, and being fit is a must for the present as well as your future in the profession.

Balance is the key.

- Plan for eight hours of **rest** each night. Read or do something relaxing before bed . This will help you fall asleep more easily.
- Eat lots of **fruits and vegetables**. Add whole-grain breads, lean meats/proteins and low-fat dairy. Too many sodas, fries, and desserts will add wasted calories and cause you to be lethargic. You won't get the nutrients you need and your body may say, "Ho hum; I'm tired."
- Drink lots of **water**. Model this for children as well. Your body is made up of 60-70% water and it needs nourishing. Your brain also needs lots of water to function.
- **Exercise**. After a twelve-hour day, exercise may sound like a dirty word. However, it must be worked into your schedule. In addition to your favorite exercise/aerobic time, go outside and walk for a few minutes during your break. Exercise with your children during group and scheduled exercise times. Run and play games with your children on the playground instead of just watching them play. Exercise releases endorphins in your body which actually make you feel good. Being outside is soothing and relaxing after a hard day. Exercise will help give you muscle tone and bone density and help you stay young. You're only as old as you feel or as young as you feel.
- Remember your sense of **humor**. Laugh, laugh, laugh. This really physically makes you better. Try it. Children do it about 200-300 times a day. Adults only manage about 20 laughs. What a pity. Gervase Phinn said, " Laughter, to me, is like glue which binds a group of assorted individuals together. It helps us make sense of the world, enjoy life and, so psychologists tell us, it does us good."
- Add the **extras** to pamper yourself. Massages, hand/foot massages, long baths, manicures and pedicures. Mix unscented shampoo and baby shampoo with water, a little salt and a fragrance oil if desired. Lavender leaves dropped in the hot tub before a soak is also relaxing. Epsom salt and several tablespoons of baking soda added to the bath water will relax you and leave your skin feeling ever so soft.

Maybe you already do most of the ideas mentioned. Try adding a new one or one you really want to do but haven't attempted yet-swing dancing, writing children's books, etc...

PLAY, TAKE CARE OF YOURSELF AND HAVE FUN!

Happy Parenting

By Mardi Crandall

Parents (and their teachers, too) have a responsibility to teach children how to live healthy lifestyles. After all, infants are not able to feed, dress, or bathe themselves. Such skill building takes place over time as parents provide care. Much of what parents do every day—feeding, dressing, bathing, for example—centers around teaching skills and habits that promote good health and wellness and healthy attitudes about the body.

Surprisingly, not all of this teaching is about health and wellness. There is a secondary benefit. As children learn these skills, they gain confidence. They learn to be “can do” people. When parents support children in their efforts to learn healthy habits, they are helping children have good self concepts as well as healthy bodies.

Here are some ways that parents can help promote this learning:

- **Give children an opportunity to try** without belittling their efforts, hurrying them, or challenging them unreasonably.
- When children fail to “do it right,” don’t rush in to remedy the situation. Instead, **encourage children** to persevere by simply waiting and if necessary, suggesting, “Try again.”
- Don’t expect too much of children who are learning healthy habits. Infants can eat with their fingers; toddlers will often dump food from their spoons. Preschoolers often need help with buttons and zippers. **Expect that these early attempts will not be perfect.**
- **Expect that it will take time.** Children in one study did not accept a new food until it had been presented to them 17 times! Toddlers, especially, are known for their love of well established favorites and may resist change. Be patient.
- **Use the correct terms for the things in the child’s environment-** including their own bodies. You help your child have healthy feelings about his or her body when you use the correct terms openly.

Parents can also teach children to have healthy bodies by using healthy routines in the home. Decades of research have substantiated what parents have know for many years: children do what they see others do. The social scientists call this modeling. In fact, modeling is one of the best ways to teach a child, particularly when the “model” is a parent.

Parents can use this tool to help their children learn good health habits. When parents use good hygiene and make healthy decisions, children are more interested in doing so. When parents eat a balanced diet, children are more interested in vegetables, too. When parents are active in a sport, children are also likely to want to take part.

Unfortunately, children will also imitate the negative things they see adults do. For example, if parents eat a diet rich in soft drinks and chips, it’s likely that children will follow that example. If children see adults obsessed with weight control, even young children may worry about “being too fat.” Adults who refuse medical or dental care may be teaching such attitudes without even realizing it.

When I was a young parent, trying to provide the best instruction for my children, I began to appreciate another of life’s truths: having children and providing them with good models helps adults to grow as people.

For you see, it’s not just about child development. It’s about adult development, too!

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