

Helps and Hints

Family Child Care Newsletter

Childhood Services

**Arkansas State
University**

Year 2007

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Inside this issue:

Art & Creativity

Sing, Song, Sway

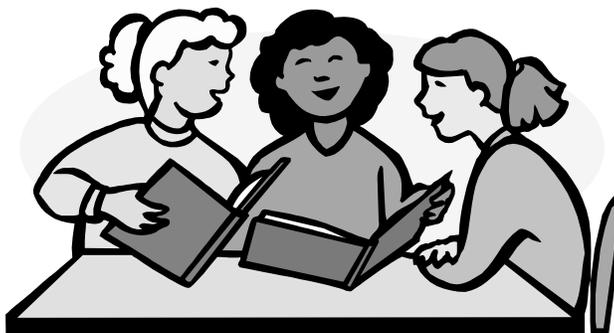
Math & Manipulatives

Dramatic Play

And much more!

Weather Wonders

There is an old song that has a line that says "In all kinds of weather, we're friends together". The weather can have positive or negative effects on our days with the children we care for. This theme will give you some ideas about teaching about the weather and also ideas for handling those rainy day blues.



Coming Soon!!

MARK YOUR CALENDARS!!



EARLY CHILDHOOD EDUCATION CONFERENCE

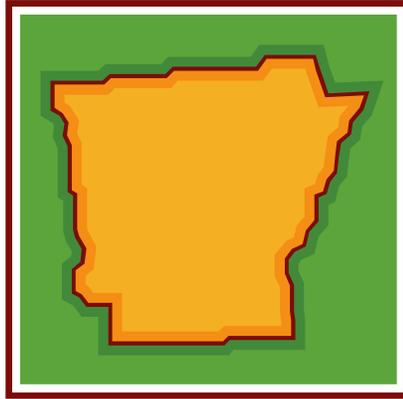
AUGUST 6TH, 7TH, AND 8TH
Arkansas State University Campus
Jonesboro, AR

Registration Information Coming Soon!
Call 1-888-429-1585 for more information.



Parent Involvement

Arkansas' weather is definitely not boring. We all know the old saying "If you don't like the weather, stay around, it'll change soon". Remind parents our weather has the



capability to turn dangerous, sometimes with little warning.

Suggest to parents that this study is a good opportunity to review with their family what to do in case of severe weather.

Ask parents to conduct a tornado drill with their family to make sure everyone knows what to do in case of severe weather.

Request a local weather person to attend a parent meeting. Ask the weather meteorologist to discuss severe weather indicators, safety suggestions, etc.

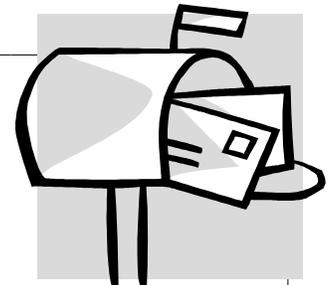
Arrange a field trip to your local television station. Request the weather person show the children how to predict the weather using the instruments, etc. available.



Suggestions? Ideas? Questions?
Feel free to send us your feedback!

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Art & Creativity

Benchmarks: Language 5.6 Uses words to communicate ideas and feelings

WSS: Domain: Language and Literacy: Component: A. Listening and B. Speaking Performance Indicators: 2. Uses expanded vocabulary and language for a variety of purposes.

MY FAVORITE DAY

Provide art materials and ask children to draw a picture of their favorite type of weather. Do they like snow, sunshine, rain, wind? After they create their picture ask them to tell you about the picture. With their permission, write down what they write on a small index card of label and attach to their picture. Create a weather display with the pictures.

RAIN ART

*Materials: Dry tempera paint
Rainy day*

Let children sprinkle dry tempera paint on card stock. Place outside in the rain to produce rain effect art.

SQUIRT ART

*Materials: Blue colored water
White construction paper -or- butcher paper*

A.) Let the children squirt blue colored water on white construction paper.

-Or-

B.) Hang a large piece of butcher paper on the fence of the play yard and let children squirt blue colored water on the butcher paper.





Art & Creativity

WIND SOCKS

Materials: 8 ½ x 11 sheets of paper

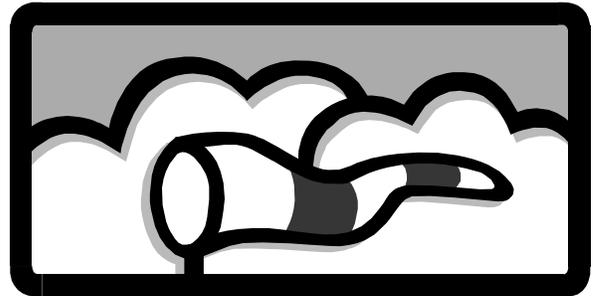
Provide art materials for children to decorate the wind socks. When finished, roll the paper into a tube. Children can cut strips on the bottom half of the windsock to create streamers, or you can cut strips of construction paper and glue to the bottom of the windsock. (Crepe paper streamers may also be used to glue onto the bottom of the windsock for the streamer effect.)

Punch holes in top of paper and use yarn to create a hanger for the windsock.

WIND SOCKS II

*Materials: 16 oz. Styrofoam cup per child
Crepe paper streamers
6 colors of yarn*

Use hole punch to cut holes in top of cups.
Strips of blue streamers cut 15" long



CLOUD ART

*Book suggestions: It Looked Like Spilt Milk
Little Cloud by Eric Carle*

Choose a day with white cumulous clouds in the sky. Read a book about shapes in the clouds. Provide blankets, clip boards, blue construction paper, white construction paper, and/or cotton balls, glue, scissors. Encourage children to look at the clouds and represent what they see with the art materials. Talk about what they saw in the clouds. Did they see a clown, angel, etc. like the book?

INSIDE WEATHER

*Materials: Butcher paper or poster board
Paint, Markers, Cotton Fiberfill*

Encourage children to make large clouds, picture of the sun, wind, rain, etc, to use in dramatic play areas. Especially fun to do on a rainy day!



Sing, Song, Sway

Benchmarks: Language 5.5 participates in songs, finger plays, rhyming activities, and games

WSS: II Language and Literacy Component: Listening Performance Indicator: Demonstrates phonological awareness

OH MY, WHAT WILL THE WEATHER BE?

(tune: Oh Dear, What Can The Matter Be?)

Oh my, what will the weather be?

Oh my, what will the weather be?

Oh my, what will the weather be?

It will be (rainy, cloudy, sunny, snowy, windy) today

WHAT'S THE WEATHER?

(tune: Oh My Darling Clementine)

What's the weather, what's the weather

What's the weather like today?

Is it sunny, Is It cloudy, Is it going to stay this way?

WHETHER THE WEATHER

Whether the weather is hot

Whether the weather is cold

We'll be together,

Whatever the weather

We like it or not!

Come and show us, shows so I can't go.





Sing, Song, Sway

THE INCY WINCY SPIDER WINTER

The Incy, Wincy spider
Climbing up the tree
Down came the snow
Poor Incy began to freeze
Out came the sunshine
And melted all the snow
So Incy Wincy spider
Had climbed up the apple tree.

LOOK OUTSIDE SONG

(tune: Twinkle, Twinkle Little Star)

Look outside now, can you say
What the weather is today?
Is there sunshine, is there rain?
Is wind blowing down the lane? Look outside now,
Can you say what the weather is today?

Look outside now, can you say
What the weather is today?
Are there snowflakes falling down?
Are there big clouds floating around?
Look outside now, can you say
What the weather is today?



WINTER WEATHER

(Use appropriate motions)

Let's put on our mittens
And button up our coat.
Wrap a scarf snugly
Around our throat.
Pull on our boots,
Fasten the straps.

And tie on tightly
Our warm winter caps.
Then open the door....
And out we go
Into the soft and feathery snow.



Sing, Song, Sway

THE WIND

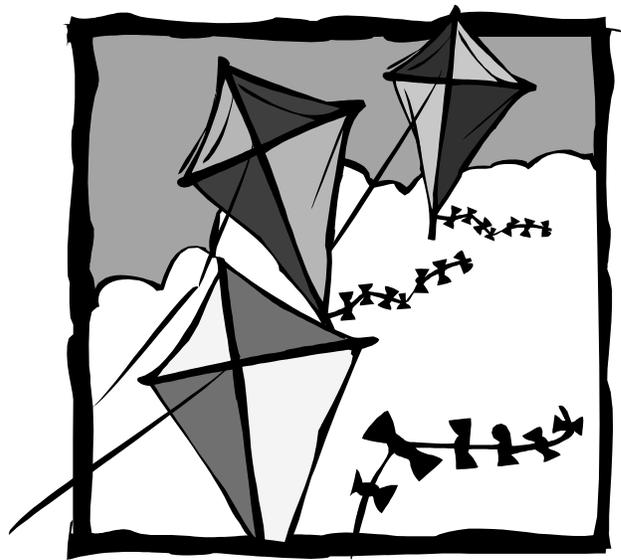
The wind came out to play one day.
He swept the clouds out of his way.
(make sweeping motion with arms)
He blew the leaves and away they flew
(fingers make fluttering motions)
The trees bent low, and their branches did too.
(lift arms and lower them)
He blew the great big ships at sea
(repeat sweeping motion)
And he blew my kite away from me.
(look up with hand over eyes to see kite)

WIND TRICKS

The wind is full of tricks today.
(make sweeping motion with one hand for wind)
He blew my daddy's hat away.
(pretend to sweep hat off head)
He chased our paper down the street.
(one hand chases other around)
He almost blew us off our feet
(pretend to almost fall)
He makes the trees and bushes dance.
(with raised arms, make dancing motions)
Just listen to him howl and prance.
(cup hand to ear)

WINDS

This little wind blows silver rain
(hold up five fingers, starting with thumb bend them down, one at a time)
This little wind drifts snow.
This little wind sings a whistled tune.
This little wind croons low.
And this little wind rocks baby birds
Tenderly to and fro
(rock hands)





Sing, Song, Sway

IT'S RAINING, IT'S POURING

It's raining, it's pouring
The old man is snoring
He went to bed and he bumped his head
And he wouldn't get up in the morning.

Rain rain go away
Little Johnny wants to play
Come again some other day



Rain rain stay today
Little Johnny wants to play
Come again some other day

LET'S COUNT THE RAINDROPS

Let's count the raindrops as they pour:
One million, two million, three million, four



Sing, Song, Sway



WATER CYCLE

(tune of It's Raining, It's Pouring)

It's raining

It's pouring

The oceans are storing

Water from the falling rain

While thunderclouds are roaring

The rain is now stopping

The rain's no longer dropping

Sun comes out and soaks up water

Like a mop it's mopping

The water's still there now,

But hidden in the air now

In the clouds it makes a home

Until there's rain to share now

It's raining, It's Pouring....

I'M A LITTLE RAIN CLOUD

(tune: I'm a little teapot)

I'm a little rain cloud fat and round

When it thunders I make this sound

Boom! Boom! Boom! Rolling around

Splash! The rain comes tumbling down.



RAIN, RAIN

Rain rain falls on the street,

Mud in puddles cleaning my feet.

Thunder, thunder rumble and roar

Close the windows and lock the door.

Clouds clouds black and gray

Heavy with water to drop all day.

Sun sun is breaking through

Clouds are moving, the rain stops too.

Rainbow, rainbows across the sky,

See-through colors to tickle my eyes.



Sing, Song, Sway

FALLING RAINDROPS

Raindrops, raindrops!

(move fingers to imitate falling rain)

Falling all around

Pitter-patter on the rooftops,

(tap softly on your knees)

Pitter-patter on the ground.

(tap softly on floor)

Here is my umbrella

(pretend to put up umbrella)

It will keep me dry.

(place over head)

When I go walking in the rain

(swing arms, walk in place)

I hold it up so high

(raise umbrella high)



THE RAIN

Pitter-patter raindrops, falling from the sky.

Here is my umbrella to keep me safe and dry.

When the rain is over and the sun begins to glow

Little flowers start to bud and grow and grow and grow

LITTLE RAINDROP

This is the sun, high up in the sky.

A dark cloud suddenly comes sailing by.

These are the raindrops,

Pitter, pattering down

Water the flower seeds

That grow under the ground.

RAINDROPS, RAINDROPS

Raindrops are such funny things

They haven't feet and haven't wings.

Yet they sail through the air

With the greatest of ease

And dance on the street

Whenever they please!



Sing, Song, Sway

YOU ARE MY SUNSHINE

You are my sunshine, my only sunshine
You make me happy, when skies are grey
You'll never know dear, how much I love you
Please don't take my sunshine away.

You are my sunshine, bright yellow sunshine
You bring me sunlight, all through the days
You help the season go,
You make the plants grow
Please be my sunshine always.

HELLO, MR. SUN

(sung to: If You're Happy and You Know It)

Hello, Mr. Sun, how are you (clap, clap)

Hello, Mr. Sun, how are you? (clap, clap)

We're so glad you're out today and we hope that you will stay.

We just love to see you shine, yes, we do!!! (clap, clap)

THE BIG ROUND SUN

The big, round sun in the springtime sky (form large circle with arms)

Winked at a cloud that was passing by (wink)

The little cloud laughed as it scattered rain (flutter fingers downward)

Then out came the big, round sun again (form large circle with arms)

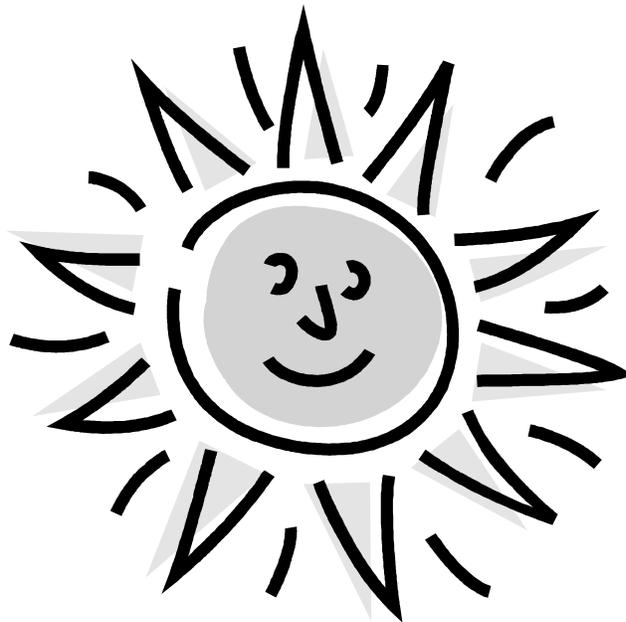
BRIGHT SUN

(sung to: Row, Row, Row Your Boat)

Bright sun shining down (*spread fingers and move slowly downward*)

What a lovely face you have (*make a large circle in front of face with arms*)

Yellow, big and round.





Sing, Song, Sway

Here Comes The Sun

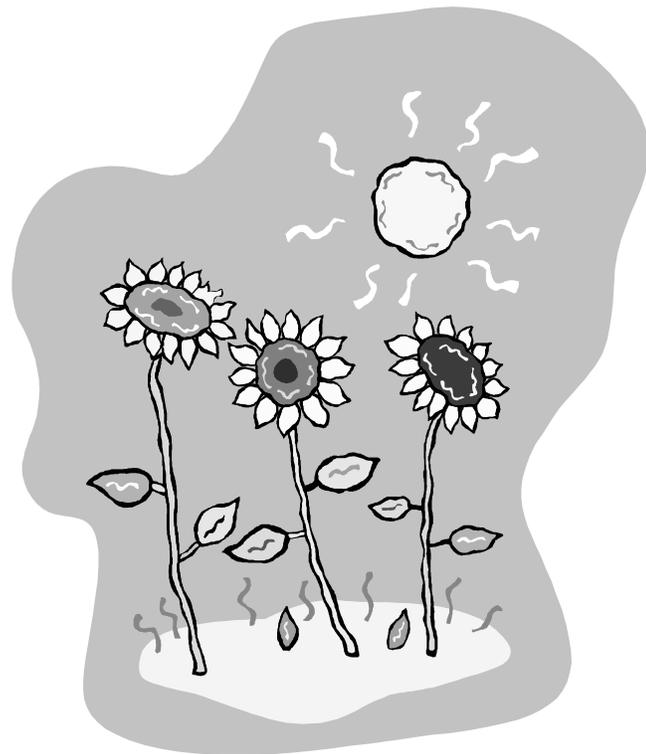
Here comes the sun, here comes the sun,
and I say it's all right

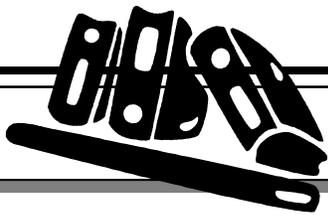
Little darling, it's been a long cold lonely winter
Little darling, it feels like years since it's been here
Here comes the sun, here comes the sun
and I say it's all right

Little darling, the smiles returning to the faces
Little darling, it seems like years since it's been here
Here comes the sun, here comes the sun
and I say it's all right

Sun, sun, sun, here it comes...

Little darling, I feel that ice is slowly melting
Little darling, it seems like years since it's been clear
Here comes the sun, here comes the sun,
and I say it's all right
It's all right!





Language Arts

WHEN THE WIND BLEW

Flannel board story

Felt pieces needed: boy, hat, tree with leaves, leaves, newspaper and hill shape

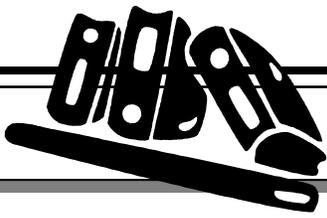
The wind was full of tricks today
It blew my brother's hat away
It made the trees bend and dance
It made the leaves twirl and prance
It chased our paper down the street
It almost blew me off my feet!

Read When the Wind Blew by Pat Hutchins

- ◆ Discuss what things the wind can blow. Provide the children with tablets or clip boards. Ask them to draw or write the things in the yard the wind could blow. After the field trip to the yard, discuss the things the children listed. Talk about how some winds can move things like trees and houses and give them information about tornadoes and how to be safe during a tornado warning.
- ◆ Read a newspaper forecast to the children. Ask the children if they heard some new words in the forecast. List any new words such as humidity, temperature, wind velocity, etc. Tape a television weather forecast. Watch the video with the children and ask them to listen for the weather words.

List the words and find out the meanings of the words.

- ◆ If possible, make arrangements to visit a local weather station or invite a local weather forecaster to visit your program. Before the field trip or visit, help the children think of questions they would like to ask. Place the questions or drawings representing the questions on index cards to help the children remember.



Language Arts

THE NAPPING HOUSE

Read Audrey Woods' The Napping House together.

- ◆ Notice the pictures in the book, What kind of weather is illustrated?
- ◆ Discuss how the weather affected the characters in the story.

THIS IS THE RAIN

Felt pieces (or magna board pieces):

Grey clouds

Sun

Rain drops

Barn

Tall building or city skyline

Flowers

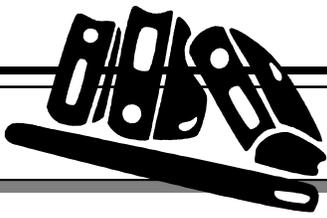
Rain bow

Smiley face



These are the clouds, all puffy and grey,
That block out the sun on a cool spring day
 These are the raindrops
 Falling from the clouds
 On country farms and city crowds.
This is the rain that keeps falling down,
 Watering flowers all over the town
 This is the rainbow that comes
 When the sun shines in the sky
 When the rain is all done.
So, when it's raining and you're feeling bad,
 Think about rain and be happy, not sad.
Rain's good for gardens and for people too.
The sun will come out when the rain's all through.

- ◆ Talk about how the children feel when they see rain clouds. How do they feel on rainy days? Are all rainy days the same?



Language Arts

UMBRELLA FUN

Materials: Small umbrella (or coffee filter folded in half)
Assorted colors of construction paper
Markers, crayons, etc.
Scissors

Props: a small umbrella (you can get little paper umbrellas at discount stores like Wal Mart)

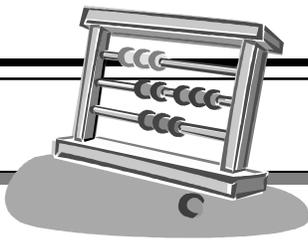
As you recite the following verse, demonstrate with the umbrella

Umbrellas are for make-believe.
The one I have is red.
I twirl it upside down and it's a carousel instead.
I use it for a parachute
(I don't jump very far).
Or else I walk a tightrope
On the shadow of a bar.
I think it must be magic, too.
My mother was upset
The day it vanished in the rain
And I got soaking wet!

◆ Use cardstock to create umbrella stencils. Let children trace around the stencils and cut out umbrella shapes. Ask the children to tell you what they would do with an umbrella. Write it on their umbrella shape and use to create a weather bulletin board.

◆ Talk about how we feel when it is storming. Make a chart story of the ways the children cope with their fear when it is storming.





Math and Manipulatives

Benchmarks: 3:15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)

WSS: Mathematical Thinking Component: Numbers and Operations Performance Indicator: 2 Participates in measuring activities

WEATHER ATTENDANCE

Materials: Flannel board or magnetic board

Picture of sunshine, rain drop and snowflake

Index cards with each child's name on it (backed with either Velcro or magna strip)

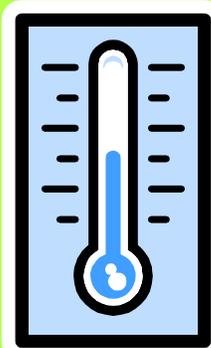


Put the weather symbols at the top of the flannel board or magnetic board. As children arrive ask them to "sign in" by putting their name in the column showing their favorite kind of weather. At group time, count the names in each column to determine which kind of weather the children prefer.

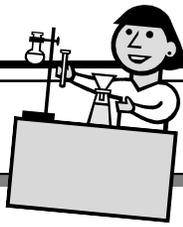
Create weather symbols to represent wind, snow, rain, sun, etc. Let children take turns each day gluing the appropriate symbol on a calendar. Graph which type of weather came more frequently each week.

THERMOMETER READING

Each morning ask the weather helper to read the numbers on the thermometer. Chart the temperatures to show the weather's temps.



To make it easy to visualize, create a large thermometer from white poster board, with a strip of red poster board behind a small cut out. Number as the thermometer is numbered. Help the child who checks the thermometer to move the red strip up or down so all the children can see how hot or cold it is.



Science

Benchmarks: Science 3:20 uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

WSS: Scientific Thinking: A: Inquiry 1. Asks questions and uses senses to observe and explore materials and natural phenomena 2. Uses simple tools and equipment for investigation

TORNADO IN A JAR

Place a tsp. of clear liquid soap in a clear soda bottle. Drop 3-4 very small balls of rolled up tin foil in the jar, or some small marbles will also work. Fill the jar to the top with water. Add 1-2 drops of blue food coloring. Glue the lid on with super glue. Rotate the container to cause a swirling effect. Set the container on a table. The balls or marbles should keep the rotation in motion. This resembles the motion set up by circular rotations of air in the atmosphere to form a tornado.

Ask children to observe what happens to the balls or marbles. Could they resist the rotation of the water? What happens when a tornado rotates rapidly?

Place weather related books in the Science center (see book list).

THUNDER AND LIGHTNING

To demonstrate the relationship between thunder and lightning:

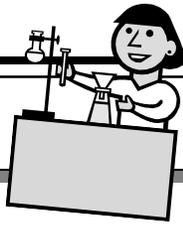


- ◆ Choose a child for lightning and one for thunder.
- ◆ Teach the thunder to blow air into a small paper lunch bag, squeeze the top shut and clap to break the bag and make a large POP.
- ◆ Ask the "lightning" child to stand by the room lights. Turn off the lights.
- ◆ Instruct the children when you count to three the lightning child will turn on the lights and turn them off again quickly, while the thunder child will cause a "clap" of thunder with his lunch bag. Tell the children to listen and see if they hear the thunder at the same time they see the lightning.

Explain that thunder and lightning happen at the same time, but the speed of light is quicker, so we see the lightning before we hear the clap of thunder.

Give each child an opportunity to be thunder or lightning.

Repeat the activity as many times as children are interested.



Science

WIND MACHINES

Materials: straw and zip lock bag for each child

Children insert the straw into a zip lock bag. Help the child zip the bag closed. Encourage them to blow into the bag to see what will happen.

The bags will blow up. Encourage children to walk around the area and see which things they can "blow up" with the straw and the bags.

WIND MAZE

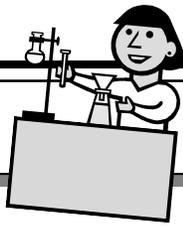
Create a wind table by taping blocks around the edge of a table. Use more blocks to form a maze inside the frame created. Provide a selection of materials for the children to try to blow through the maze. Provide straws for the children to blow through. Some suggestions would be feathers, cotton balls, ribbons, tissue paper, marbles, ping pong balls. Brainstorm with the children what other items they could try to blow through the maze.

WILL IT FLOAT?

Gather twigs, leaves, seeds, from the play ground. Throw into the air to see which will "float" on the breeze.

After a rain gather items and toss into a mud puddle to see which will float.





Science

YELLOW RAIN

Collect raindrops into two different containers.:

- ♦ Use one container with no cover
- ♦ Put a cover on the other container (*a coffee filter will work fine as a cover*)

As the rain falls through the air, it gets dirty; this is to show the dirtiness of the air.

Explain to the children this is why we must wash so frequently and why our water must be cleansed before being delivered to our homes.

HOT SUNSHINE

Materials: Cookie sheet

Some items that melt, some that don't such as crayons, candle, toy car, pencil, piece of bread, ice cube. (Let children choose items.)

Place items on cookie sheet and lay outside in the bright sunshine. Check periodically to see what is happening to the various items. Allow children to cautiously touch (be careful as some items may be hot to the touch). Discuss what they feel, what is happening with each of the items. Graph which items melted, which became hot, which weren't affected by the heat.

Use a second cookie sheet with the same items on it. Place beside first cookie sheet, but cover this one with a cardboard box, piece of fabric, etc. to create shade. Compare how the heat affects the items. Is there a difference? Why? Help children conclude shade is important on a sunny hot day.



RAINBOW

To create an indoor rainbow fill a glass pan with water and place a mirror in the water so that it is leaning against the edge of the pan. Completely darken the room and shine a flashlight on the mirror. Carefully adjust the angle of the light until a rainbow is reflected on a wall or the ceiling. Provide children with paper and art supplies to copy the order of the colors of the rainbow.

Sensory Play

WEATHER FEELY BAG

Use a bag or box for a feeling experience. Put weather related items in the box or bag.

As children pull an item from the feely bag, ask them to tell what kind of weather they would use this item for.



Some suggestions for this might be:

*mittens
ear muffs
ice scraper
Hand fan
Sunscreen (empty bottle)
sun glasses
rain hat
flip flops
etc..*



Fine Motor

Benchmarks: Fine Motor

4.7 Uses small muscles for self-help skills

4.8 Coordinates eye and hand movements to complete tasks

WSS: Domain: Physical development and Health Component: Fine Motor Performance Indicators:

1. Uses strength and control to perform simple tasks

Uses eye-hand coordination to perform tasks

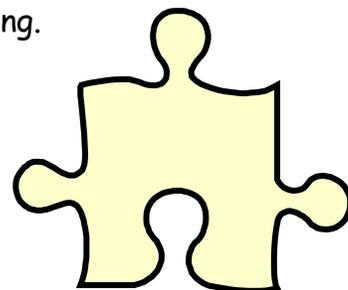
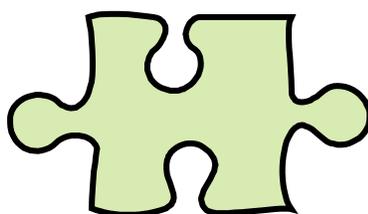
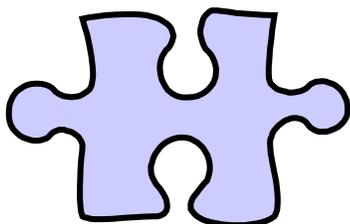
WHAT WOULD YOU WEAR ON A DAY LIKE THIS?

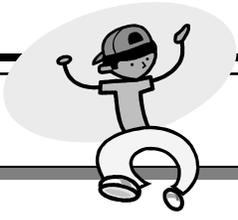
Set up a flannel board with figures for children to dress for the weather.



PUZZLING WEATHER

Provide puzzles showing weather and clothing.





Gross Motor

Benchmarks: 1.19 Works cooperatively with others on completing a task

WSS: Domain: Personal and Social Development Component: Interaction with Others Performance Indicators: 1: Interacts easily with one or more children 2. Participates in the group life of the class

BALL DANCING

Provide light weight balls, attach crepe paper. Provide music. This can be done either indoors or outdoors. Notice the effect of the wind on the balls and crepe paper.

(This activity may be done using balloons instead of balls. IF balloons are used, the children MUST BE CLOSELY SUPERVISED.)

STREAMER TAG

*Materials: Paper or fabric streamer for each child
Extra streamers for children to experiment with*

Encourage children to hold their streamers up in the wind outside. Let some streamers fly in the wind. Ask children what they see, what is causing the streamers to move, etc. Write down their answers as a chart story.

Use streamers to play tag. Children tag their friends with the streamer instead of their hands.



RAIN RAIN STAY TODAY

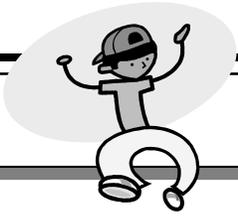
(move as in Ring Around the Rosie)

Rain around the play yard

Falling on the flowers

Rain, rain,

We all fall down!



Gross Motor

TORNADO ALLEY

Encourage children to spin as a tornado does. After children spin, ask them if they were able to stay in one place, stay on a straight line, etc. Would a real tornado stay in one place? Why or why not?



UMBRELLA FUN

If the weather is not too cold, give children umbrellas and let them play in sprinkler.

If it is hot weather, you can also use umbrellas to block the sun. Talk about the protection an umbrellas provides.

CLOUD DROP

Create raindrop shaped bean bags. Paint white clouds on cardboard or a sheet. Cut holes for the bean bag toss. Let children toss "raindrops" into the clouds.





Cooking and Children Mix Well

CLOUD DOUGH

Ingredients:

- 1 c. vegetable oil*
- 6 cups flour*
- 1 cup water*
- Food coloring (optional)*



Add food coloring to the water. Put flour and oil into large bowl. Slowly add water, stirring as you pour. Continue mixing ingredients until there is a soft dough. Add a little more water or flour if necessary. Put the dough on the table and knead until it is completely blended. This dough will have an oily texture.



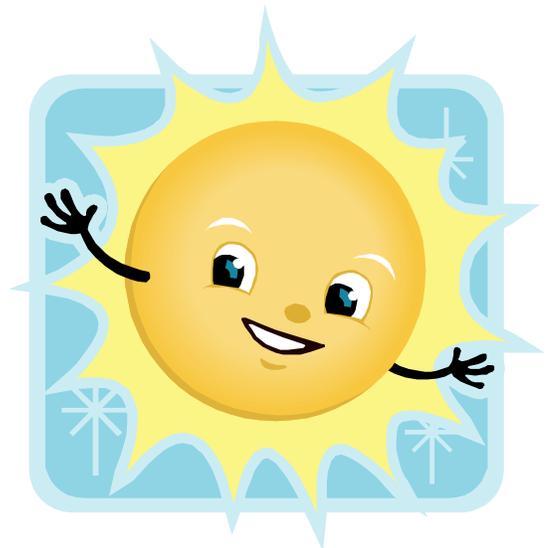


Block Center

Material Benchmarks: 1.19 Works cooperatively with others on completing a task

WSS: Domain: Personal and Social Development Component: Interaction with Others Performance Indicators: 1: Interacts easily with one or more children 2. Participates in the group life of the class

- ◆ Encourage children to build a habitat for the various animals that will protect them from the weather.
- ◆ Talk about how weather affects these animals.
- ◆ Fill the Block Center with various animals that all need protection from the weather:
For Example: Stuffed or toy ducks, seals, elephants, lions, etc.





Dramatic Play



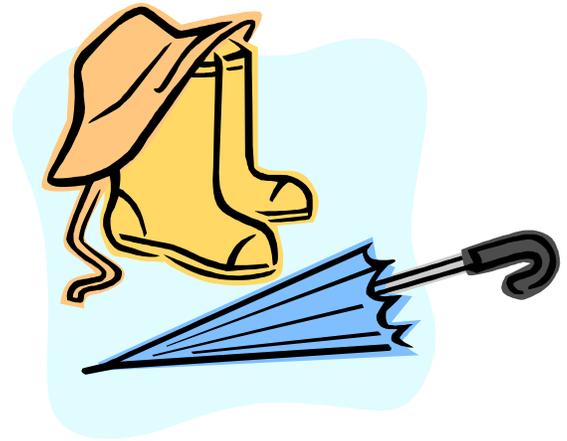
Stock the dramatic play area with items for all weather types:

RAINY DAY CLOTHING: galoshes, rain coat umbrella

WINTER CLOTHING: jackets, boots, mittens, muffler, stocking caps, thermal pants, sweater, hoodie

HOT WEATHER CLOTHING: swim suits, beach robe, beach towel, sand bucket, empty bottle of sun lotion

Provide large poster board or butcher block paper. Encourage children to create large clouds, sunshine, wind, etc. to hang in dramatic play.



WEATHER STATION

Provide materials for the dramatic play area in which the children are able to be weather anchors!

Some suggestions include:

large cardboard box to be used as a large t.v. laminated weather-symbols for the "weather person" to explain about the weather (use double backed tape or roll tape sticky side out so the symbols will stick to the weather map), Large wall map , Microphone (or use paper towel tube to create a nice one), Paper and pencils to write scripts, "Computer" to show the radar screen (provide paper and let the children draw their own picture of the Doppler radar picture), Suit jackets, Dowel rod for pointer



Always remember to check the clothing items you have in your dramatic play area to make sure they are safe for the children. There should be no loose buttons or anything that could harm the children.



Sand and Water



Materials:

Sand and water

Bleach bottles with small holes punched in the bottom

Sieves

Plant watering cans

Shaker bottles

Molds, etc. for sand



Encourage children to shake water onto sand in a rain effect.



Experiment with wet sand.

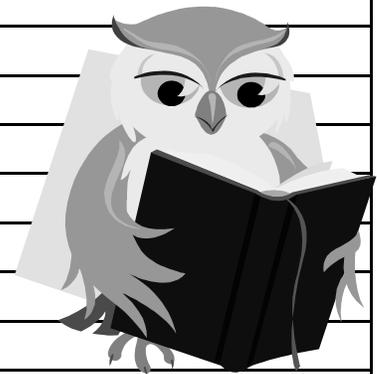
Provide toy boats at the water table. Encourage children to blow on the boats and observe the effect of the wind on the water. Set up a small fan and blow on the water to see what happens when the wind hits the water.

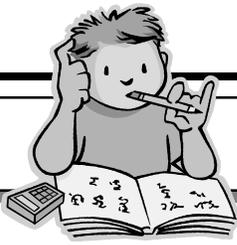




Books Worth Reading

My World	
Water	Frank Asch
Splishy Splashy Day	Liza Alexander
Geraldine's Big Snow	Holly Keller
We Shake in a Quake	
Puddles	Jonathan Londen
Tornado Alert	Branley
Little Cloud	Eric Carle
Little Bear What Will Little Bear Wear	Sendak
What Will the Weather Be	De Witt
It Looked Like Spilt Milk	
The tiny Seed	Eric Carle
Daisy Comes Home	Jan Brett
This is the Rain	Lola M. Schaffer
Rain or Shine	
The Mitten	Jan Brett
Curious George	Rey
Just a Thunderstorm	Mercer Mayer
Exploring Weather	Stephanie Finke
Rain Talk	Mary Serfozo
Blizzards	Loraine Hopping
Floods	Loraine Hopping
What Makes the Weather?	Janet Palazzo
Weather	Caroline Astrop
I Am Water	Jean Marzollo
Weather I Can Read About	Robyn Supraner
Rain, Rain Go Away	Teresa Reed
Thunder and Lightning	David Cutts
What's the Weather Like Today:	Rozanne Williams
Wild Weather Lightning	Loraine Hopping
What's It Doing Outside?	Marsha Wright
God's World of Weather	Heno Head Jr
The Cloud Book	Tomi DePaola
Clifford and the Big Storm	Normal Birdwell





Training Announcement

FROM THE DESK OF BEVERLY BOALS GILBERT

Online training, Early Care and Education DIRECT is now available for child care home providers and child care center staff. The training is divided into six modules consisting of five hours each. Upon completion of each module, you will receive a certificate for the five hours of training and at the completion of all 30 hours, you will receive a certificate for the entire training program.

This online training provided by Childhood Services is a convenient way to get new ideas to use in your child care home programs and to meet the licensing requirement for training hours. I hope to hear from you soon and will be looking for your emails about enrollment in the online training program!

Here is a sampling of feedback from early childhood providers that have completed this online training course:

I am very impressed with my first time at doing an online class! It was very useful information presented in a very easy to use format. I am currently also in the process of getting my CDA and I was glad to see a lot of new ideas coming from this. I will recommend this course to anyone I know that need education hours!! Thank-you Dr. Gilbert for all your help and for providing such a great opportunity for us all to get more knowledge about what we love to do!! —Tina H.

I have enjoyed this course, it brought back things that I knew but had forgotten. — Lisa S.

I really enjoyed reading the responses from my fellow students. I have learned a lot, and I hope I have contributed as well. I love to share new ideas with peers, and this has ended up being a great experience. Thank you! — Heather I.

I just want to say once you get started on it and get going it won't feel so overwhelming. Read the modules carefully because there is a lot of good information in them (some great information). It's a wonderful class. — Miyen W.

To get started, email me at: bboals@astate.edu
Beverly Boals Gilbert

