



Oahe Child Development Center

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Early Head Start & Head Start News

www.oahechild.com

January/February 2011



We all want what is best for our children. When we choose the pre-school or day-care they will attend we want them to learn and be happy there. When looking for this quality, parents should understand why developmentally appropriate practices are best for their children. Developmentally appropriate programs match activities to the age and ability of the child. Providers respect the child's family background and interest. Play is the key method for learning. Developmentally

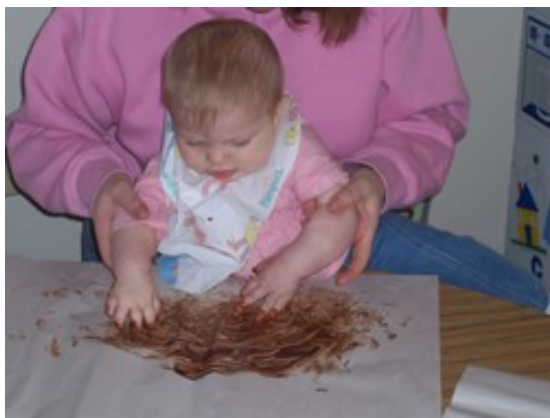
appropriate practices (or DAP) include the following teaching strategies:

- ◆ **Active Learning Experiences.** Developmentally appropriate programs promote children's active exploration of the environment. Children manipulate objects and learn through hands-on, direct experiences. The curriculum provides opportunities for children to explore, reflect, interact, and communicate with other children and adults.
- ◆ **Varied instructional strategies.** DAP encourages the use of varied instructional strategies to meet the learning needs of children. Such approaches may include process writing, cooperative learning, independent learning activities, teacher-led instruction, thematic instruction, projects, learning centers, problem-based learning and literature-based instruction. By providing a wide variety of ways to learn, children with various learning styles are able to develop their capabilities.
- ◆ **Balance Between Teacher-Directed and Child-Directed Activities.** DAP encourages a mixture of teacher-directed and child-directed activities. Teacher-directed learning involves the teacher as a facilitator who models learning strategies and gives guided instruction. Child-directed learning allows the child to assume some responsibility for learning goals.
- ◆ **Learning Centers.** Learning centers are independent stations set up throughout the classroom where children can go to engage in a learning activity. Children choose the center they will go to and decide on the amount of time to spend there. The learning center approach provides a time when children explore and practice skills to their own satisfaction. These centers provide children with opportunities for hands-on learning, cooperative learning, social interaction, real-life problem solving, and open-ended activities. Learning centers should reflect the goal of active learning; they must not be work stations full of worksheets for student to complete. Learning centers offer an opportunity for children to be responsible for their own learning; this responsibility is the foundation for lifelong learning.

Recruitment: Head Start is taking applications for the 2011-2012 Program Year. Children need to be 3 years old by September 1st. If you know of any interested families, please have them contact the Head Start Office at 224-6603 for an application.

Hyde County
Early Head Start
Miss Leanne

Here in Highmore we have been doing a lot of painting and coloring at our socializations. These are two of our favorite activities. Our February Parent Meeting will be a night out to play at Head Start and in March we will be talking Nutrition.



We are glad to see all our families that come and spend their evenings with us. We understand how busy everyone's lives are and are happy that you will take time to spend with us.



Class 4
Miss Charity & Miss Tami

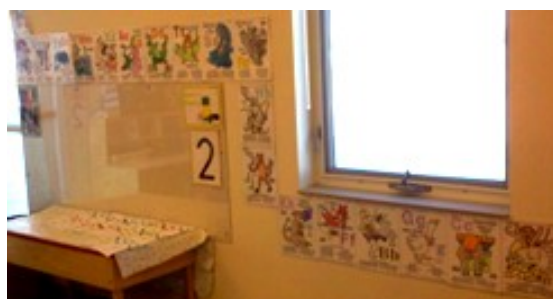
Exciting things are happening here! In August, we took a class learning to teach with Animated Literacy, which, in short, combines characters with movement (similar to sign language) with the 44 sounds in the English language, not just the 26 letters of the alphabet, to learn reading and writing. The kids are loving it! Even the three year olds are remembering lots of characters, signs, & sounds!

By the end of January, we had covered 15 basic letters of the alphabet. Our class also performed for Children's Day at the Capitol Feb. 1st.



**Story time
with Miss
Tami**

**Children's Day
at the Capital
...waiting**



**Animated
Literacy
Charac-
ter/
Letter
Posters**

Classroom 3
Miss Tauna and Miss Brittany

Class 3 has been busy sharing their talents performing in the Pretend and Learn Area of our classroom, “Who wants to be a star?”



Tri-County 2—Onida
Miss Amy S. and Miss Amy P.

Winter has been an eventful time for Tri County 2. We have frolicked in our “winter wonderland” and played with penguins, polar bears, and ice. We have explored lots of different feelings, what it means to be a good friend, and how manners help us get what we like and need. We are currently identifying what makes us special!

Our time playing “on the farm” has been fun as we get to “be” farmers, ranchers, cowboys, and cowgirls. We are looking forward to “hopping” into spring and exploring lots of nature including (but definitely not limited to) water, bugs, and dirt. What fun!



Health & Safety



COLDS AND SNIFFLES

Runny noses, sniffles, or colds may be caused by bacteria, viruses, allergies, or breathing second-hand smoke. (Second-Hand smoke is smoke from someone else's cigarette).

Respiratory diseases such as colds, are spread by eating or drinking after someone with a cold, playing with his toys, or just being near someone who has a cold. Being outside in cold weather will not cause a cold.

Colds and flu are caused by a virus. This means antibiotics and other medicines cannot cure your child. However, cold medicines, cough syrup or acetaminophen can help your child feel better. A cool mist humidifier may make breathing easier.

Sometimes a cold can cause a sinus infection or ear infection. This means there are bacteria causing these problems. If your child has yellow or green mucous, complains of ear pain, or has a fever, call your doctor. Your child might need an antibiotic.

Do not take your child to school or childcare if he has a fever. If your child has a fever, he probably has a contagious disease. This means other children can get the disease from your child.

Lots of rest at night and healthy food will help your child get well. If your child has a mild cold, it is okay to play outside if he feels like it.

Potential Problems with Prolonged Use of Sippy Cups

Some Speech Pathologists believe that if the sippy cup is used too long, it may have a negative effect on a child's speech development. The child's mouth when using a sippy cup, engages in continual suckle-swallow activity. The tongue lies flat, and either remains under the lip of the cup, or moves in a back-and-forth motion. In contrast, when drinking out of a cup, a much more complex set of activities comes into play. The cheeks and the lips suck the liquid in and the tongue squeezes, lifts, and sends the liquid down the mouth. This helps to develop the mouth muscles that will be used in speech. As a result, if a child uses a sippy cup too long, they may lack the proper development to be clearly understood when they speak.

Another potential problem is tooth decay. Dentist discourages the use of these cups as they foster an open bite. These cups are carried around and allow kids to have a sugared liquid (milk, fruit juice, or soda pop) in the mouth frequently throughout the day. For this reason the incidences of cavities is increased in kids who use them habitually. Many pediatricians don't like them because a child can drink from them with the head tilted back allowing liquid to enter the Eustachian Tubes so these kids are at greater risk for ear infections.

Sippy cups were created to act as a transitional tool for babies that are too old for bottles but who have not yet learned to drink from a regular cup. Help your child learn to drink from a regular cup by the age of 2 ½ and let her practice drinking from a straw. Avoid letting your child carry a sippy cup everywhere throughout the day and never put her to bed with a sippy cup as this promotes tooth decay.



Child Find and Kindergarten Screening Dates

Highmore/Harrold - March 23 P

Pierre School District —March 23, 24, & 25

Murdo—April 27

Stanley County—April (Date to be determined)

Agar/Blunt/Onida—May 9, 10 & 11