

# PARENTING NEWSLETTER

## JANUARY PARENTING CLASSES & FAMILY EVENTS

Free Parenting Classes for the community at Southern Oregon Head Start Centers based on the Parenting Now! series. Call XXX to find out when the next one is happening near you.

### Family Connection Calendar:

Learn Massage for Children (Basic Home Massage): 6:30 p.m.-8:30 p.m. every Thurs. & Fri. in Ashland; Kids 7-17 Free; Pre-register at 541-582-3567.

Free Family Day at Schneider Museum of Art: 10:00 a.m.-1:00 p.m., Jan. 27. Explore visiting artist Maria de Los Angeles' work in the Meese Auditorium, Ashland.

Baby Rhyme Time: Story time and playtime 11 a.m. to noon every Thursday at Josephine Community Library.

Family Nurturing Center's Free Baby-Parent Group: For babies 0-12 mos., meets weekly on Wednesdays, 9:30 a.m.-11 a.m. Learn Baby yoga, baby massage, sign language with your baby, dance, music, arts & crafts, snacks; 212 N. Oakdale Ave., Medford.

White City Parent Support Group: (English y Español); meets twice monthly at the Library. For more info, call 541-500-0990.

## Welcome to Southern Head Start and 2018!

Many of your children have been attending Early Head Start or Head Start since the beginning of the school year. I bet you've seen a lot of growth in your child in that time. We work hard in our Early Head Start and Head Start programs to prepare your children for their next school experience. We know that children's social skills and emotional well-being are the foundation of learning. We work to provide a loving and nurturing environment and guidance to help children make friends with other children and adults, feel comfortable in group settings, get along with other children, identify and tell you what they're feeling, regulate their emotions to the extent possible for their age, follow teachers' directions, be confident, demonstrate curiosity, and so much more. Of course, we provide opportunities for children to learn new skills and knowledge every day by



**CONTINUED ON BACK: SEE WELCOME**

## Policy Council Message

Your center group, or class, elected parents to participate on this important committee, which helps guide our program. It is a voice for parents to advocate for parents' interests. They approve major policies, budgets, and other decisions that are then sent to the Board of Directors to consider for approval.

Recently, Policy Council and the Board of Directors discussed Measure 101. The Policy Council and Board both voted to support Measure 101, which is on the ballot for January 23<sup>rd</sup>.

**CONTINUED ON BACK: SEE POLICY**



## Yes on Measure 101

- All Oregon kids will have healthcare
- 95% of Oregonians will have access to healthcare
- 210,000 Oregonians will see lower premiums

FamilyConnect.org

## Do YOU have a little time to volunteer your skills?

We are looking for some parents, grandparents, guardians or volunteers who have a little time and skill in refinishing or painting some of our tired classroom shelving and furniture. We will provide all the supplies if you can provide the elbow grease! If you are interested in getting your volunteer hours in by helping us out, please call Ashley Clayton at 541-734-5150.

## Parents as Partners

Head Start recognizes the parent as the primary educator in the life of each child. Parents are the child's first and most important teacher, and they have the greatest influence on their child's development. Consequently, a strong partnership between parents and teachers is best for each child's healthy development.

We rely on our Head Start parents to participate in and have fun with activities that benefit their child. We hope every parent becomes a Head Start volunteer. There are many ways for volunteerism to occur inside or outside the classroom setting.

Because studies show that parents who read to children at home and engage in educational activities at home help children perform better in school, we promote literacy and reading in the home. Teachers partner with parents to identify educational activities for the home that reinforce the learning that takes place in the classroom.

Thank you for supporting your children's learning!

Katherine Clayton

Assistant Head Start Director



Caitlin Leal (parent from the Rogue River center) runs a nonprofit called the Princess Zev Foundation. It was set up in memory of her oldest daughter who passed away at age 8. Caitlin comes every year, reads a book to the class, and then gives a copy of that book to every child at the center.



## JANUARY 2018 ISSUE

### Head Start Centers

Ashland 541-482-5931  
Central Point 541-664-4585  
Eagle Point 541-826-9344  
EHS Cave Junction 541-592-3259  
EHS Merriman 541-779-9903  
EHS Grants Pass 541-244-2670  
EHS West Medford 541-857-9255  
FRC 541-471-3450  
Foothills 541-779-3722  
GPHS Teen Parent 541-474-7718  
GPHS (PP) 541-474-7718  
Hillside 541-830-6257  
Illinois Valley 541-592-3161  
Lorna Byrne (PP) 541-592-2246  
Merlin 541-474-0940  
Merriman Campus 541-772-7707  
Orchard Hill 541-897-6554  
Phoenix/Talent 541-512-1870  
Redwood 541-956-7309  
Riverside 541-472-6155  
Rogue River 541-582-1560  
Sam's Valley 541-494-6873  
South Medford 541-779-2462  
Washington 541-842-3517  
White City 541-830-3673  
Wilson Center 541-842-3570



**Early Head Start in Cave Junction** has a delightful Maple tree that provides children and staff endless ways to experience the wonders of fall leaves.



Dear Parents,

Early Head Start (EHS) is off to a great year!

We have been really enjoying getting to know the new children and families and welcoming back families from last year.

Infants and toddlers especially relish sensory play and art. Here are some photos of their joyful play with the bounty of leaves in the fall and creative art expressions at both the EHS Cave Junction and Grants Pass Centers.

Best wishes,

Blair Johnson, Early Head Start Director



## Sensory Art Exploration for Infants and Toddlers

### **JOBS:**

For a listing of current job openings, call 541-734-5150 or visit us online at [www.socfc.org](http://www.socfc.org)

Creative art and sensory exploration are important processes within early learning and brain development. Art activities that allow for children to discover and explore through the sense of touch, vision, hearing, smell, and taste encourage learning the foundation skills that children will use later when learning to read, write, and solving math and science problems.

While creating art, the emphasis is on the **experience** and the **process** for the child, rather than the final product. We want to make the experience engaging and fun for the child! When children are able to learn through exploration they can find an appreciation for the various materials that are being used, as well as make new discoveries and connections about what they can do with the materials.



### **Make Playdough!**

- 2 1/2 C flour
- 1/2 C salt
- 1 T cream of tartar
- 2 T vegetable oil
- 2 C boiling water



Note: colors and scents may be added herbal teas are a natural and mild option

Mix together flour, salt, cream of tartar, and optional color or scent in a large mixing bowl. Add oil and stir until well mixed. Pour boiling water over mixture. Stir until well combined. Knead dough until smooth. Store in an airtight container.

# Math Right from the Start

## What Parents Can Do in the First Five Years

*This article is an excerpt from a book by the same name written by Jan Greenberg and Toni S. Bickart of Teaching Strategies.*

Math helps us to see how things are the same or different and helps us organize information. It gives us a sense of order, a way to predict things, compare things, and solve problems. Research shows that children are born with an informal understanding of math. You don't have to be good at math to support math learning, and you can do it without buying anything because math is all around you.

Here are some entertaining activities for different ages – babies, toddlers, and preschool children – that you can do with your child to introduce basic math skills, in this case: Geometry. Don't let the word scare you. Have fun!

### A young baby might ...

- ✓ Place his hands around a bottle, feeling its shape.
- ✓ Experience being wrapped in a blanket.
- ✓ Run her hands back and forth along the edge of a table.

### An older baby might ...

- ✓ Crawl through a tunnel and enjoy the feeling of being in a space where he can see out both ends.
- ✓ Bang blocks against slots in a shape-sorting box until they fall through.
- ✓ Drop a ball into a basket.



### What you can do and say:

- 1) Play games such as “Pat-a-Cake” and “This Little Piggy.” This helps your baby:
  - Become aware of her body and learn where her body parts are.
  - Become aware of where she is in relation to people and objects around him.
- 2) Move to a beat with your baby. Dance with him in your arms. Gently bounce him on your knee. If he's standing up or walking, hold his hands while you dance together. This helps your baby:
  - Learn about his position in space.
- 3) Let your child crawl *in* and *out* and *over* and *under* objects such as cardboard boxes, tunnels, and floor pillows. This helps your baby:
  - Experience different positions in space such as *inside*, *outside*, *over*, and *under*.
- 4) Describe what your baby sees and does:
- 5) “Your arms go *in* the shirt sleeves. Your legs go *in* the pants. And your hat goes *on* your head!”  
“You are sitting *next to* Nana.”  
“That orange looks like a *ball*.”

“Uh, oh, your *ball* rolled *under* the table. How can you get it?”

This helps your baby:

- Hear words that describe position and location.
  - Learn the names of shapes.
- 6) Let your baby explore books about shapes and toys that have interesting shapes. As he looks at pictures in the books and plays with the toys, say the names of shapes and describe them. This helps your baby:
- Learn that some objects are like other objects.
  - Learn the names of shapes.

### A toddler might ...

- ✓ Try to put a teddy bear into a box that is too small; then find a larger box and put the bear into it.
- ✓ Know whether to go *around*, *in*, or *through* a structure to get to an object or person.
- ✓ Play with different shapes and put all the cubes in a bucket.

### A 2-year-old might ...

- ✓ Blow bubbles outdoors and say, “Look! Balls. Lots of balls.”
- ✓ Learn the names of some shapes: “This is a circle. It’s my pizza.”
- ✓ Bend down to look when you say, “Your shoes are under the bed.”



### What you can say and do:

- 1) Move and dance together. Give your toddler streamers and scarves to wave while dancing. This helps your toddler:
  - Learn about her position in space.
- 2) Encourage your toddler to crawl and climb *in* and *out* and *over* and *under* objects such as cardboard boxes, tunnels, and floor pillows. Take her to playgrounds that have low, safe structures to climb. This helps your toddler:
  - Pay attention to where objects and space are in relation to each other.
  - Explore how her body fits in space.
- 3) Describe what your toddler sees and does:

“There are lots of *circles* on your shirt.”

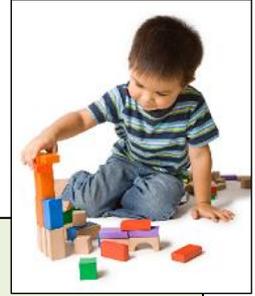
“That block is shaped like a train car.”

“You’re hiding *under* the table!”

“You’re stacking *cubes*. It looks like you’re building a tall tower.”

This helps your toddler:
  - Learn words that describe position and location.
  - Learn the names of shapes.
- 4) Cut food into different shapes, such as toast into triangles and cheese slices into rectangles. Serve round foods like crackers, cucumber slices, or tortillas for a snack. Talk about the shapes of the food. This helps your toddler:
  - Learn the names of shapes.

- 5) Provide materials to build with such as blocks. Duplos®, empty boxes, and milk carton. This helps your toddler:
  - Learn that some objects are like other objects.
  - Learn how shapes fit together.



### A preschool child might ...

- ✓ Say, “You put our horse inside the fence. I’m going to make mine jump over the fence.”
- ✓ Note that bubbles look like circles.
- ✓ Laughs every time she puts two triangle blocks together and makes a square.

### What you can say and do:

- 1) Invite your child to act out stories, such as “The Three Billy Goats Gruff,” that use words to describe position and space: *near, inside, outside, far, under, over, next to, between, and on top of*. This helps your preschool child:
  - Understand and use words that describe position and space.
- 2) Describe what your preschool child sees and does:
  - “Look! You made a square by putting two *triangles* together.”
  - “Aunt Jo’s apartment building is *between* the post office and the market.”
  - “You *flipped* the puzzle piece to make it fit.”
  - “You made a playdough ball. What shape are you making now?”
  - “Let’s count the three sides of this *triangle*.”This helps your preschool child:
  - Learn and use words that tell position and location.
  - Learn and use shape names and describe shapes.
- 3) Encourage your child to work puzzles. Use words like *turn, slide, or flip* to help him decide where to put the puzzle pieces. This helps your preschool child:
  - Learn to move shapes from one direction to another.
  - Figure out if shapes match.
- 4) Invite your child to build towers with blocks. Talk about the blocks that make the best towers and the shapes that do not work well. This helps your preschool child:
  - Learn how shapes fit together.
  - Discover features of shapes.
- 5) Draw a picture using squares, circles, and triangles. Ask your child to look at it. Then hide it and ask your child to draw it from memory. Show your picture again and ask your child to fix his picture if it does not match yours. This helps your preschool child:
  - Remember shapes.
  - Draw shapes.

## Trying, Sharing, and Enjoying Different Foods for breakfast:

*Sisi had rice cakes filled with beans. Timmy ate cheese grits. Juan ate a scrambled egg wrapped in a soft tortilla. Sondra munched on a waffle and ham.*

*They all drank milk and nibbled on fruit – orange, peach, mango, or berries.*

*What is on your family table for breakfast?*



### ***Sharing family foods with others helps your child ...***

- Learn about your family's customs and culture.
- Feel proud of who he or she is. Every family has its own customs and culture, no matter how long they have lived in a place. Your family foods reflect your culture. Some may differ from foods that others eat and enjoy. Some foods are about the same. That is true about people too. We are alike. We are different, and we are all special!

### ***Trying foods of other families and other cultures helps your child ...***

- Learn about and enjoy new foods.
- Get the health benefits from different kinds of foods.

- See how people are alike and different.
- Know and respect others.

### ***Trying, Sharing, and Enjoying Different Foods ...***

#### ***Share Your Family Foods***

Get involved in your child's day care or learning center. Being a parent volunteer helps your child, the staff, and you. Pick one or more ways you can help.

• ***Share your family food customs and traditions.*** That helps staff and other adults understand your child better.

• ***Make a family food to share with other families at child care center events.*** You may need to prepare it there.



- *Talk in Circle Time about your family foods – if you can. Bring ingredients, perhaps a fruit or vegetable. Show special cooking equipment, dishes, utensils, or table coverings, too.*
- *Offer a recipe for center meals or snacks. You might help staff prepare it.*
- *Encourage your child to tell others about a family food. A picture may help. That helps build self-esteem.*
- *Cook with kids. Do a “show and tell” about the ingredients. Let children help with simple, safe*

*tasks, perhaps pouring or stirring. Adults can help, too. Talk about the taste, color, aroma, and look of the food.*

- *Offer a recipe for center meals or snacks. You might help staff prepare it. Eat with kids when it is served.*
- *Help with a family cookbook. It can be filled with family recipes from all your relatives.*
- *Share more! Share other things from your family’s culture. Teach a dance or game. Play music. Read a book.*



## WELCOME (Continued from P. 1)

providing learning activities to encourage each child to learn in all development areas typically associated with school.

We also have opportunities for you as parents and caregivers to learn more about ways to help your child learn, how to parent as your child goes through different stages, or how to achieve goals for you and your family. Policy Council is one way parents can be involved in the Head Start and Early Head Start program. There is a message from Policy Council (on the front page).

The school year is flying by and before you know it, the school year will be over and your children will amaze you by what they've learned. I hope you and your child(ren) have a great experience at Head Start!

Yours truly,

*Nancy*

Nancy Nordyke  
Executive Director  
Southern Oregon Head Start

## ABOUT OUR PROGRAM

*Our services include early childhood education, parent education, family support, health, nutrition, disabilities and mental health services for prenatal to age 5.*

Southern Oregon Head Start Main Office: 1001 Beall Lane, Central Point

Main Office Phone: 541-734-5150

Main Office hours: 8 a.m. to 5 p.m., Monday through Friday

Josephine County Branch Office: 223 S.E. "M" St., Grants Pass

Jo County Phone: 541-472-4851

Jo County Office hours: 8 a.m. to 1 p.m., and 2 p.m. to 5 p.m., Monday through Friday



## POLICY: (Continued from P. 1)

Oregon's Ballot Measure 101:

- Ensures every child in Oregon has access to healthcare
- Protects healthcare for working families, seniors and people with disabilities
- Stabilizes healthcare costs and insurance premiums for people who buy their own insurance

You can get more information about Measure 101 at:

<http://yesforhealthcare.org/>, which

has answers to frequently asked questions in the tab "What is Measure 101."

**Deadline to receive ballots is 8 p.m. on Election Day**

**Health Care**  
**for ALL Oregon**