

# Child Care Health and Safety Calendar



2 0 0 8

# Missouri Child Care Resource and Referral Network

## AREA 1

**YWCA – St. Joseph CCR&R**  
 304 N. 8th Street  
 St. Joseph, MO 64501  
 816-232-4481  
 800-404-9922  
 Fax: 816-232-4494  
[www.ywcaccrr.org](http://www.ywcaccrr.org)

## AREA 3

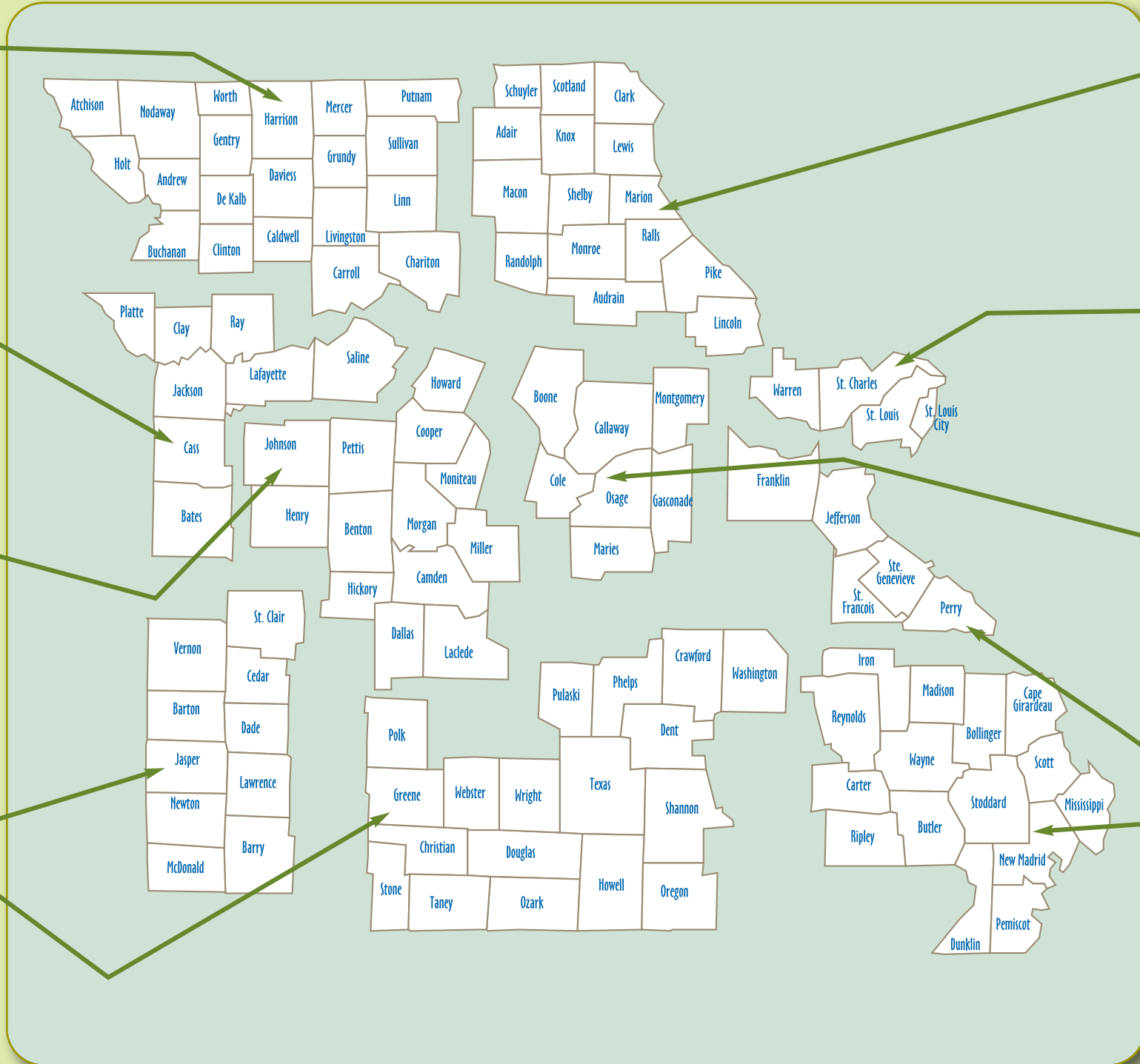
**The Family Conservancy**  
 3217 Broadway  
 Kansas City, MO 64111  
 913-573-2273  
 800-755-0838  
 Fax: 913-342-3632  
[www.thefamilyconservancy.org](http://www.thefamilyconservancy.org)

## AREA 4

**University of Central Missouri  
 Workshop on Wheels CCR&R**  
 117 Hunt Street  
 Warrensburg, MO 64093  
 660-543-8321  
 800-666-1461  
 Fax: 660-543-8393  
[www.ucmo.edu/workshop](http://www.ucmo.edu/workshop)

## AREA 7 & 8

**CCR&R, An Operating  
 Agency of the Council of  
 Churches of the Ozarks**  
 1910 E. Meadowmere  
 Springfield, MO 65804  
 417-887-3545  
 800-743-8497  
 Fax: 417-823-9459  
[www.ccochildcare.org](http://www.ccochildcare.org)



## AREA 2

**MOCRRN – Northeast**  
 1119 S. Missouri Street, Suite C  
 Macon, MO 63552  
 660-385-1378  
 800-201-7745  
 Fax: 660-385-1387  
[www.mocccrn.org/northeast](http://www.mocccrn.org/northeast)

## AREA 6

**Child Day Care Association (CDCA)**  
 4236 Lindell Blvd., Suite 300  
 St. Louis, MO 63108  
 314-531-1412  
 800-467-2322  
 Fax: 314-531-4184  
[www.childcarestl.org](http://www.childcarestl.org)

## AREA 5

**MOCRRN Mid-Missouri**  
 2503 W. Ash Street, Suite A  
 Columbia, MO 65203  
 573-445-5437  
 800-243-9685  
 Fax: 573-445-5450  
[www.mocccrn.org/midmissouri](http://www.mocccrn.org/midmissouri)

## AREA 9 & 10

**Southeast Missouri State  
 Workshop on Wheels CCR&R**  
 1 University Plaza, MS 9425  
 Cape Girardeau, MO 63701  
 573-290-5571  
 800-811-1127  
 Fax: 573-290-5599  
[www5.semo.edu/ccrr](http://www5.semo.edu/ccrr)

## TRAINING COORDINATION

Every Missouri Child Care Resource and Referral Agency (CCR&R) has a designated Training Coordinator who assists child care providers by doing the following:

- Maintaining a list of training opportunities available in each region. Providers may access on-line training calendars by visiting their local CCR&R agency's web address;
- Coordinating a variety of training opportunities including the Child Care Orientation Training and Providers Advance through Continuing Education series;
- Identifying educational supports such as grants, scholarships, and recognition programs available in each region of the state; and
- Coordinating Regional Trainer's Meetings.

## CHILD CARE ORIENTATION TRAINING (CCOT)

CCOT provides an opportunity for directors to ensure their staff members have access to the basic information needed to keep children safe and healthy. The nine-hour training devotes three hours to each of the following topics:

- CCOT: Developmentally Appropriate Practices I: Child Development,
- CCOT: Recognizing and Reporting Child Abuse and Neglect, and
- CCOT: Health, Environmental Safety, and Sanitation.

In addition, MOCRRN coordinates **Infant / Toddler Child Care Orientation Training** (IT CCOT), **School-Age Care Orientation Training** (SACOT), and **Family Child Care Orientation Training (Family CCOT)**. IT CCOT, SACOT, and Family CCOT are each six-hour training sessions that build upon the knowledge base provided in basic CCOT — enhancing providers' abilities to nurture the children in their care.

## PROVIDERS ADVANCE THROUGH CONTINUING EDUCATION TRAINING (PACE)

PACE is an advanced training series designed to expand upon the information acquired in CCOT. PACE consists of the following three-hour modules:

- PACE: Developmentally Appropriate Practices II: From Theory to Practice,
- PACE: Preventing Child Abuse by Strengthening Families, and
- PACE: Safety Issues for Group Care.

## CHILD CARE PLUS (CC+)

Child Care Plus is a twelve-module series designed to enhance child care providers' abilities to meet young children's individual needs. Throughout the course, providers have opportunities to brainstorm ideas and problem-solve solutions to challenges. The entire series totals 18 clock hours:

- Module I: Introduction to Inclusion (1.5 hours)
- Module II: Recognizing Young Children's Strengths and Needs (1.5 hours)
- Module III: Creating an Accessible Environment (1.5 hours)
- Module IV: Building Partnerships with Parents and Families (1.5 hours)
- Module V: Being Part of a Team (2 hours)
- Module VI: Maintaining a Safe and Healthy Environment (1 hour)
- Module VII: Arranging the Environment for Learning (1.5 hours)
- Module VIII: Increasing the Playability of Toys and Play Materials (1.5 hours)
- Module IX: Guiding the Behavior of Young Children (3 hours)
- Module X: Facilitating Young Children's Communication (2 hours)
- Module XI: Positioning Young Children (.5 hours)
- Module XII: Inclusion and Beyond (.5 hours)

## HEALTHY CHILD CARE

The Missouri Department of Health and Senior Services (DHSS) supports Child Care Health Consultants (CCHCs) at local Health Departments across the state. The Consultants deliver training and technical assistance regarding health issues in child care. For information regarding CCHC training opportunities, refer to the local CCR&R's training calendar or contact DHSS for more information.

## DEVELOPING YOUR FAMILY CHILD CARE BUSINESS

Developing Your Family Child Care Business is a statewide training provided to family child care providers delivered by local child care resource and referral agencies and administered by the Missouri Child Care Resource and Referral Network (MOCRRN). Curriculum is designed to be delivered in 12 sessions totaling approximately 36 hours and includes the following topics:

- Exploring Business Ownership
- Managing and Organizing a Child Care Business
- Defining Services
- Analyzing the Market
- Promoting the Business
- Keeping Track of Finances
- Operating the Business

## INCLUSION SERVICES

Local Child Care Resource and Referral Agencies in Missouri have staff designated to promote inclusive services. Each agency has an Inclusion Specialist on staff to answer questions and provide technical assistance regarding inclusion. CCR&R inclusion-related services include:

- Child care referrals for families seeking care for children with special needs,
- Technical assistance for providers and families,
- Training for providers, and
- Community public awareness activities.

## ACCREDITATION PROJECT

The Missouri Child Care Resource and Referral Network has developed a program to help Centers and Family Child Care Providers begin their journey toward accreditation.

The Accreditation Project and its State partners have identified 3 accreditation systems approved for this project:

- Missouri Accreditation
- National Association for the Education of Young Children
- National Association for Family Child Care

Missouri child care programs can apply to receive materials, training and technical assistance toward achieving this quality benchmark. For more information about accreditation or this project, contact the local Child Care Resource and Referral Agency.

## STRENGTHENING FAMILIES

The Missouri Child Care Resource and Referral Network and its State Partners are participating in an exciting new initiative called Strengthening Families. This initiative is based on research conducted by the Center for the Study of Social Policy. This research focused on how child care programs can support families in an effort to lower the risk of abuse and neglect.

To find out more about the Strengthening Families initiative and how your child care program can implement the protective factors that will support the families you serve, contact the local Child Care Resource and Referral Agency.

## T.E.A.C.H. EARLY CHILDHOOD® MISSOURI

T.E.A.C.H. MISSOURI is a scholarship and compensation opportunity for teachers, directors, and assistants in licensed child care centers and family and group child care homes. The project provides funds for tuition and books and offers a travel stipend and weekly paid release time at certain scholarship levels. T.E.A.C.H. MISSOURI links education, compensation and retention to improve the quality of early childhood care and education programs for young children. T.E.A.C.H. MISSOURI is available to providers in all 115 counties. There are three scholarship levels to best meet the diverse educational needs of Missouri child care providers. The scholarship works as a foundational link supporting educational and professional growth in early childhood and assisting child care providers in meeting the mandates of many initiatives in the field. For more information and to have an application mailed to you, contact T.E.A.C.H. MISSOURI at the Missouri Child Care Resource and Referral Network.



[www.mocrrn.org](http://www.mocrrn.org)  
[info@mocrrn.org](mailto:info@mocrrn.org)



4236 Lindell Blvd., Suite 202  
St. Louis, MO 63108



Hours:  
8:30 am - 4:30 pm M-F



1.800.200.9017  
Fax: 314.754.0330

*Sunshine is delicious, rain is refreshing, wind braces us up, snow is exhilarating; there is no such thing as bad weather, just different kinds of good weather.*

**- John Ruskin -**



## Winter Weather: Baby It's Cold Outside

Oh, the weather outside might be frightful, but young children think it is so delightful! There is so much that can be learned from weather, even when it is cold out. Outdoor conditions provide lots of hands-on learning. Secure a ruler inside a container. Use the container to measure rain or snowfall. Have the children chart changes in temperature and compare their results to those found in the local newspaper. Or, look up! "What do you see?" Cloud gazing can be a great way to tap into the imagination. Does that cloud look like a cow, a house or maybe a boat? Take a few moments with the children to study the sky.

Take advantage of windy days and provide physical activities that encourage children to use their bodies to explore nature. Take children outdoors to feel the wind blow. Ask the children how the wind moves their hair or clothing. Have them lift their arms to feel the wind. Can they catch it? Can they move like the wind, whirling around in open spaces?

Fresh-air activities bring rosy cheeks, sparkling eyes, and new windows on the world. Talk about what's happening outdoors each day. Entice the little ones to come to a window and notice light raindrops, driving rain, the delicate shapes of snowflakes, and the snow being blown by the wind.

Venture out to feel the rain, walk through puddles, or catch a snowflake. When snow flurries start to fall, drop all plans and take the children outside to see this awesome wonder in the sky. As children spend time outdoors, even when it's cold, they will become better observers of the natural world.



# Activities



**Nutrition: Stir the Soup**  
Prepare cards with pictures of foods for a soup. Put a pot and spoon on a table. Each child picks a card.

To the tune of "Row, Row, Row Your Boat", sing: "Stir, stir, stir the soup, Stir it all day long." Add some (food on a card). Each child sings the name of the food on his or her card and then adds the card to the pot.



**Physical: Brrr: It's cold out!**  
Run, sled and play in the snow! Even when it's cold, let children expend energy outdoors. They can dig in the sand, swing, and

slide on the playground. A winter nature walk leads to talking about the bare trees and brown grass. Where do the animals find food in winter?



**Safety: Bundle up!**  
Even a little exposed skin loses heat. Bundle children up in hats, scarves, and mittens. If they get snowy or wet, change damp items

before sending them back into winter's wonderland. Keep non-mobile children and infants well covered and warm.

# Literary Corner

- **Caps, Hats, Socks, and Mittens**  
by Louise Borden 1992
- **Millions of Snowflakes**  
by Mary McKenna Siddals 1998
- **The Weather**  
by Gladys Rosa-Mendoza 2005
- **The Wind Blew**  
by Pat Hutchins 1993
- **What Will The Weather Be Like Today?**  
by Paul Rogers 1991



# 2008

# January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>Family Home CCOT</b> Lebanon Janet Fort 800-666-1461 TBA	1  <b>New Year's Day</b>	2	3	4	5  
6	7	<b>Workshop: Challenging Behaviors in Infants and Toddlers</b> Kid Konnection, Sedalia Janet Fort 800-666-1461 6:30-8:30 pm	9	10	11	12  <b>Child Care Plus: Curriculum on Inclusion Modules 5-8</b> Joplin Sarah Camp 417-887-3545
13	14	15	16	17	18	19  <b>Strategies for Very Active Children</b> Columbia Cindy Brengarth, 573-817-6440 8:30am  <b>Family CCOT</b> CDCA 314-531-1412 x 0 9:00 am-4:00 pm  <b>Guidance &amp; Discipline</b> St. Louis Community College Forest Park  <b>Literacy: Word World</b> St. Louis Community College - Florissant Valley, 314-513-4391
20	21  <b>MLK, Jr. Day</b>	22  <b>Full Moon</b>	23	24	25	26  <b>Infant/Toddler CCOT</b> Jefferson City Barb Vigil 800-243-9685 8:00am  <b>Grow &amp; Learn: Tuning In On Temperament</b> 9:00 -11:00 am...
27	<b>PACE: Developmentally Appropriate Practices</b> Westphalia Barb Vigil 800-243-9685 6:00pm	28	<b>Child Advocacy Day</b> Jefferson City 9am-3pm	30	31	

December 2007

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...January 26th  
**Grow & Learn: Ideas, Grrreat Ideas: Crafting Brain Development**  
 12:00 - 2pm  
 CDCA  
 314-531-1412 x 0



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February 2008

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# Water, Water, Everywhere!

Fill a glass with water. How old is it? Though the water in the glass may have fallen as rain just last week, water itself has been around pretty much as long as the earth has! The earth has a limited amount of water, which keeps going around and around in what is called the "Water Cycle". This cycle is made up of four parts.



**Evaporation** is when the sun heats up water in rivers, lakes, or the ocean and turns it into vapor, which goes into the air. Put a container of water on the table. Mark the level of water. Do this every day until the water is gone. Where did the water go?



**Condensation** happens when water vapor in the air gets cold and changes back into liquid. This forms clouds of various shapes and sizes. On a hot day fill a glass with cold water. Watch what happens. Water forms on the outside of the glass. Water vapor in the warm air turned back into liquid when it touched the cold glass!



**Precipitation** occurs when so much water has condensed that the air cannot hold it anymore. Clouds get heavy and water falls to the earth in the form of rain, hail, sleet, or snow. What signs in nature show that precipitation is coming?



**Collection** describes what happens to the water when it falls back to earth as precipitation. It may fall in the oceans, lakes or rivers, or it may end up on land. On land, it will soak into the earth and become part of the "ground water" that plants and animals drink. In the oceans, lakes or rivers, the cycle starts all over again.

Carry a bucket of water outside and create a little river in the sand table for the children. Provide water props so the children can play in their "river". Remember mittens if it's cold out!



*A river does not just happen; it has a beginning and an end. Its story is written in rich earth, in ice and in water-carved stone, and its story as the lifeblood of the land is filled with colour, music and thunder.*

- Andy Russell -



# Activities



## Nutrition: Drink Up!

The human body is 50-70% water, and needs a regular supply of clean water to maintain good health. Reducing a child's daily intake of water by 4-5% can reduce their ability to perform and concentrate by 20-30%. Plants, like people, need water to grow. Experiment with two plants. Water one regularly and do not water the other. Watch what happens.



## Physical: Hunt for Water!

Take children on a water-hunt field trip around the child care facility and community. Take pictures of places with water.

Make a photo collage. Talk about what children can do because of water – sledding, puddle jumping, boating...



## Safety: Supervise Water Play

Close supervision should be used when children are engaged in any water activity. Young children can drown in as little as two inches of water. Shallow containers such as dish pans, or free flowing water, are recommended for water play.

Shallow containers such as dish pans, or free flowing water, are recommended for water play.

# Literary Corner

- **Baby Einstein Water, Water Everywhere!**  
by Julie Aigner-Clark 2003
- **I Am Water**  
by Jean Marzollo 1999
- **The Rain Came Down**  
by David Shannon 2000
- **The Snowflake: A Water Cycle Story**  
by Neil Waldman 2003
- **The Snowy Day**  
by Ezra Jack Keats 1962



# 2008

# February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			Infant/Toddler CCOT Warrensburg Janet Fort 800-666-1461 TBA			1 <b>Just for Infants and Toddlers Seminar</b> St. Louis Community College Florissant Valley Autism St. Louis Community College, South County Education & University Center 314-513-4391 2 <b>Groundhog Day</b>
3	4	5 <b>Workshop: Child Abuse and Neglect</b> Kid Konnection, Sedalia Janet Fort, 800-666-1461 6:30-8:30 pm <b>PACE: Safety Issues</b> Columbia Barb Vigil, 800-243-9685 6:00pm <b>Child Care Plus: Curriculum on Inclusion Modules 5-8</b> Springfield Sarah Camp, 417-887-3545 February 5th & 7th	6 <b>Ash Wednesday</b>	7 <b>Chinese Lunar New Year</b>	8	9 <b>PLAY (Professionals Learning About Youngsters) Conference</b> Lamar Colleen Ratcliff 417-682-2043
10	11	12	13	14 <b>Valentine's Day</b>	15	16 <b>Child Care Plus: Modules IX</b> 9:00-12:00 <b>Child Care Plus: Modules X, XI and XII</b> 1:00-4:00 YWCA St. Joseph Karen McCrary 816-232-4481 <b>Grow &amp; Learn: Let's Talk Lead Safety</b> CDCA 314-531-1412 x 0 9am-11am...
17	18 <b>PACE: Preventing Child Abuse and Strengthening Families</b> Maryville Regina Shelton, 816-232-4481 6:00-9:00 pm <b>Success by 6</b> 6:30-8:30 p.m. YWCA St. Joseph Lynn Cartledge 816-232-4481 <b>President's Day</b>	19 <b>Workshop: Learning Environments</b> Kid Konnection, Sedalia Janet Fort, 800-666-1461 6:30-8:30 pm <b>Child Care Plus: Modules I &amp; II</b> Columbia Barb Vigil, 800-243-9685 6:00pm	20	21 <b>Child Care Plus: Modules III &amp; IV</b> Columbia Barb Vigil 800-243-9685 6:00pm <b>Full Moon</b>	22	23 <b>Child Care Plus: Curriculum on Inclusion Modules 9-12</b> Springfield Sarah Camp, 417-887-3545 <b>PACE: DAP II &amp; Safety Issues</b> Bethany Regina Shelton, 816-232-4481 <b>CCOT: Health, Environmental Safety &amp; Sanitation</b> 9am-12pm...
24	25 <b>Feb 25th - 27th Child Welfare League of America National Conference</b> Washington, DC	26	27 <b>Feb 27th - 28th 6th Annual Director's Symposium</b> Fort Leavenworth Military Base Regina Shelton 816-232-4481 <b>All Day</b>	28	29	<b>Leap Year Day</b>

January 2008

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... Feb 16th

**Literacy: Word World**  
St. Louis Community College  
KETC Channel 9  
**Quality Infant Toddler Care**  
St. Louis Community College  
Meramec  
**Seminar for Family Child Care Providers**  
St. Louis Community College  
Florissant Valley, 314-513-4391

... Feb 23rd

**PACE: Safety Issues for Group Care**  
1pm-4pm  
St. Charles Community College  
314-531-1412 x 0  
**Family Fun Fair**  
**Father's Conference**  
Joplin  
Pat Bartlett, 417-624-0153



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March 2008

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*A bird does not sing because it has an answer.  
It sings because it has a song.*

- Chinese Proverb -



## Feathers and Flight

Watching a bird soar through the sky lifts the spirit and stirs a sense of wonder at the beauty of nature. Red tailed hawks sail through the air, catching the wind and riding it like an airborne wave. Hummingbirds' wings beat 53 times a second, wings "humming" like a bee as they dart from flower to flower, searching for nectar. Birds' feathers are beautiful; iridescent blue birds, vivid orange orioles, and brilliantly red cardinals. Wrens and sparrows wear more subdued feathers in hues of brown and gray - they are just as lovely as their more flashy relatives. The human family also comes in a variety of colors and cultures. Welcoming this diversity encourages tolerance and enriches life.

Providers and children can watch birds eat seeds at the bird feeder, splash in the bird bath, or pick up twigs and bits of grass to make nests. How are they like people? How are they different? Watching birds helps cement children's relationship with nature.

With imagination and wings children can take flight!

- ✿ Cut large cardboard boxes into large rectangles.
- ✿ Have children lie down on top of them with their arms out to the sides.
- ✿ On each side draw a line from the child's neck down the top of the arm. At the wrist, continue the line straight down to the waist and then to each knee.
- ✿ Cut out the wings.
- ✿ Children can choose colors to paint their "wings" or glue on strips of tissue paper feathers.
- ✿ Strap the wings on the children.
- ✿ As children fly, they look for places to build nests with hay or fabric.
- ✿ Children can sit on their eggs until they hatch.
- ✿ Birds can fly over meadows and woods looking for seeds, worms or bugs to feed their hungry chicks.
- ✿ Providers can tuck tired "little birds" in at naptime.

# Activities



## Nutrition: It Takes a Lot to Fly!

Birds get their energy from eating worms, insects, seeds, grasses, and small animals - some even

steal eggs from other birds' nests. Talk about foods that keep children healthy and give them energy. How is human food different from bird food?



## Physical: Fly Away, Bird!

Young birds spend many hours exercising in their nests to become strong enough to fly. After many days of jumping and flapping their

wings, their wing muscles are strong enough to make that first flight. Children can build their muscles, too. They can pretend to fly like the birds - they can run and swirl, swoop down to pick up seeds, stretch up to fly high and away from other birds!



## Safety:

### Prevent Injuries from Falls

Make sure all equipment is age appropriate. Maintain loose

fill surfacing at the appropriate depth under playground equipment. Provide close supervision while children are on climbing structures. Keep fall zones free of toys and other objects.

# Literary Corner

- **Beautiful Blackbird**  
by Ashley Bryan 2003
- **Birdsongs**  
by Betsy Franco 2006
- **The Birdwatchers**  
by Simon James 2002
- **Fly, Little Bird**  
by Tina Burke 2006
- **Rooster's Off to See the World**  
by Eric Carle 1987



# 2008

# March

Sun	Mon	Tue	Wed	Thu	Fri	Sat			
<b>February 2008</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29					<b>Family CCOT</b> Brookfield Regina Shelton, 816-232-4481 <b>TBA</b> <b>Ozarks Association for the Education of Young Children</b> Springfield Kim Roam, 417-836-4151 <b>TBA</b>	<b>Cox Hospital Baby Affair</b> Springfield Linda Huckaby <b>417-269-5087</b> <b>Child Care Plus: Modules 1 &amp; 2</b> St. Charles Community College 314-531-1412 x 0 9am-12pm			
2	3 <b>Holi</b>	<b>Workshop: Teambuilding for Staff</b> Kid Konnection, Sedalia Janet Fort, 800-666-1461 6:30-8:30 pm <b>Child Care Plus: Modules I and II</b> Maryville Karen McCrary, 816-232-4481 6pm-9pm <b>PACE: Preventing Child Abuse &amp; Neglect</b> Columbia Barb Vigil, 800-243-9685 6:00pm	4	5	6	<b>Child Care Plus: Modules V-VIII</b> Columbia Barb Vigil, 800-243-9685 8:00am <b>Grow &amp; Learn: Out and About in St. Louis</b> 9am-11am <b>Grow &amp; Learn: Popularity 101: Girls, Power Dynamics and Relationships</b> 12pm-2pm; CDCA 314-531-1412 x 0...			
9 <b>Daylight Savings Time Begins</b>	10	<b>Regional Trainers Meeting</b> Columbia Barb Vigil, 800-243-9685 10:00 am <b>Child Care Plus: Modules III and IV</b> Maryville; Karen McCrary, 816-232-4481 6pm-9pm <b>Webster County Child Care Quarterly Training</b> Marshfield Louise Bigley, 417-859-2532	11	<b>Southwest Missouri Regional Training Meeting</b> Springfield Kim Gillman 417-887-3545	12	<b>UCM Workshop on Wheels Spring Seminar: Unlock Your Potential... For the Sake of the Children</b> University of Central MO, Warrensburg Jacki Turner 800-666-1461 All day <b>CCOT: Recognizing and Reporting Child Abuse and Neglect</b> St. Charles Community College 314-531-1412 x 0 9am-12pm...			
16	<b>Success by 6</b> YWCA St. Joseph Lynn Cartledge, 816-232-4481 6:30-8:30 pm <b>Strengthening Families</b> Westphalia Tonya Newbound 573-897-0064 6:00pm <b>St. Patrick's Day</b>	17	<b>Workshop: Building Collaborative Relationships with Parents</b> Kid Konnection, Sedalia Janet Fort 800-666-1461 6:30-8:30 pm	18	19	<b>Infant/ Toddler CCOT</b> YWCA St. Joseph Regina Shelton 816-232-4481 9:00am-4:00pm			
23 <b>Easter</b>	24	<b>Grow &amp; Learn: Dance the Dance: Build a Parent-Provider Partnership</b> CDCA 314-531-1412 x 0 6:30-8:30pm	25	26	<b>Vernal Equinox (First Day of Spring)</b> <b>Full Moon Purim Good Friday</b>	27	28	29	<b>Infant/Toddler CCOT</b> St. Louis Community College CDCA 314-531-1412 x 0 9am-4pm <b>New Madrid Seminar</b> New Madrid Family Resource Center Heather Fisher 800-811-1127 x 3 8:00 am
30	<b>March 31st- April 3rd Parents As Teachers Annual Conference: Early Childhood Advocacy</b> St. Louis, MO	31	<b>...March 8th Discovering Math &amp; Science</b> St. Louis Community College Wildwood <b>Fire Safety Activities</b> St. Louis Community College Florissant Valley, 314-513-4391	<b>...March 15th PACE: Preventing Child Abuse by Strengthening Families</b> St. Charles Community College 314-531-1412 x 0 1pm-4pm <b>Child Care Plus: Modules 3 &amp; 4</b> St. Charles Community College 314-531-1412 x 0 9am-12pm	 <b>MISSOURI CHILD CARE RESOURCE AND REFERRAL NETWORK</b> <b>1-800-200-9017 • www.mocrrn.org</b>	<b>April 2008</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			

*The woods were made for the hunter of  
dreams, the brooks for the fishers of song.*

- Sam Walter Foss -



## Trees – Inspiring and Nourishing!

Whether tromping through the woods in the fall or taking a breather under a shady oak in the summer, trees provide a peaceful haven. Their quiet beauty has inspired poets and artists throughout history. In the fall, the woods are a palette of brilliant colors - a dazzling display before winter sets in. In the spring, apple trees are draped in delicate white blossoms; a canopy of flowery pink petals joins clusters of cherry trees.

As people experience their peaceful beauty, trees quietly perform another task, one that is invisible, yet essential to all forms of life. Trees absorb sunlight, transform it into oxygen and release it into the air. People inhale the oxygen and exhale carbon dioxide. Trees “breathe” in the carbon dioxide and release oxygen. Trees and people depend on each other. One could not exist without the other. Children can begin to see the interconnectedness of all life when they see that plants and animals depend on each other to “breathe”.

Children depend on trees for oxygen. What else do they depend on? Parents take care of them, feed them, provide a house, take them to child care, read books, and nurse them when they are sick or hurt. Children depend on each other for friendship. A friend can open the door to the playground for a child who uses a wheel chair. As they zoom through the door they tell each other jokes and giggle. A friend can gather toys for a child with limited use of her hands. She does not need to use her hands to help a child learn to count.

A girl with asthma welcomes a friendly smile after an asthma attack. She can offer friendship to a new child just starting the program. Just as people depend on trees to breathe, they depend on each other to get around, learn and feel a part of the group.



# Activities



## Nutrition: What's Cooking?

Where do woodland animals get their food? Where do they eat? People get their food from their gardens, the grocery store and

farmers' markets. Offer a wide variety of pretend foods, pans, plates, bowls and utensils, outside or inside. The children can prepare and enjoy a scrumptious meal.



## Physical: Swirling & Twirling

Have children look at trees.

Do the branches hang down from the tree or go up? Do branches

stick out or make interesting shapes? How do trees move in the wind? Children can make their bodies look like a tree and then move... in a gentle breeze... a strong wind... a swirling hurricane!



## Safety: A Protective Layer

Bark is a protective layer around a tree. It also protects children from injury when it is used as

absorbent surfacing under playground equipment. Check the depth of surfacing under playground equipment regularly. Add more surfacing as needed. Areas at the bottom of slides and under swings should be raked and fluffed up daily.

# Literary Corner

- **A Grand Old Tree**  
by Mary Newell DePalma 2005
- **Leo's Tree**  
by Deborah Pearson 2004
- **The Lorax**  
by Dr. Seuss 1971
- **Tell Me, Tree: All about Trees for Kids**  
by Gail Gibbons 2002
- **A Tree Is Nice**  
by Janice May Udry 1956



# 2008

# April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>Basic CCOT</b> Clinton Janet Fort, 800-666-1461 TBA  <b>Missouri State University Learning Connection Spring Seminar</b> Springfield Kim Roam, 417-836-4151 TBA	<b>Butler County Seminar</b> Heather Fisher 800-811-1127 x 3 TBD	April 1st- 5th <b>NACCRRA National Policy Symposium</b> Washington, DC  1  <b>April Fool's Day</b>	2	3	4	<b>Rivers Bend AEYC Curriculum Conference</b> St. Charles Community College  <b>Grow &amp; Learn: First Aid</b> 5 9am-11am <b>Grow &amp; Learn: Infant and Child CPR</b> ; 12pm-2:30pm CDCA, 314-531-1412 x 0  <b>Autism</b> St. Louis Community College Forest Park, 314-513-4391
6	7	8	9	10	11	<b>Family CCOT</b> Jefferson City Barb Vigil, 800-243-9685 8:00am  <b>Messy Morning</b> 12 Show Me Center, Cape Girardeau Heather Fisher 800-811-1127 x 3 10:00 am...
April 13th-19th <b>Week of the Young Child</b>   International Plant Appreciation Day 13	April 14th-19th <b>National Association of Child Care Professionals Conference</b> New Orleans, LA  14	15	16	17	18	<b>Family CCOT</b> St. Louis Community College 314-531-1412 x 0 9am-4pm  <b>Math Experiences</b> 19 St. Louis Community College; Meramec 314-513-4391
April 20th-24th <b>National Head Start Association 35th Annual Conference</b> Nashville, TN   *Passover Full Moon* 20	Success by 6 YWCA St. Joseph Lynn Cartledge 816-232-4481 6:30-8:30pm  21	22	23	24	25	<b>Infant/Toddler CCOT</b> CDCA, 314-531-1412 x 0 9am-4pm  <b>Play Day</b> Springfield Dana Carroll 417-888-2020  <b>Child Care Plus: Modules 7 &amp; 8</b> St. Charles Community College 314-531-1412 x 0 9am-12pm
27	28	 Sense of Smell Day 29	30			<b>Arbor Day, USA</b>

March 2008

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...April 12th  
**Exploring Nature and Out Door Play**  
St. Louis Community College—  
Florissant Valley, 314-513-4391  
  
**Child Care Plus: Modules 5 & 6**  
St. Charles Community College  
314-531-1412 x 0  
9am-12pm



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May 2008

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# Busy Buzzing Bees!



Like all things in nature, bees have jobs to do. They make the world rich with beautiful colors and healthy foods.

Bees pollinate a huge variety of plants, including over 100 agricultural crops in the United States. Pollen, a dusty substance, is the male plant spore. Animals, insects, wind or water move pollen grains from a flower on one plant to female cells on the same or a different plant. The male pollen and the female cells combine and develop into a seed. From the seed will grow a new plant or fruit. Several weeks after pollination, fertile seeds are produced. What was originally a flower can grow into a tasty fruit – an apple, a pear, or a plum. Imagine! Every third bite of food is the result of the work of those busy bees!

Honeybees are the bees that make honey. They visit many flowers to suck nectar for their honey production. Honeybees have a special “honey stomach” that is used to store the nectar as they carry it back to the hive. The worker bees at the hive suck it from the “honey stomachs” and chew on it to make it more digestible and more resistant to bacteria. They then spread the nectar over the honeycombs. Over time the water from the nectar evaporates leaving delicious thick honey – yum!

Bees also sting! Ouch! Adults are sometimes afraid of outdoor wildlife. To avoid passing fears on to children, adults can:

- 🐝 Control reactions to insects that frighten them and resist their urge to gasp, scream, or run.
- 🐝 Open their minds to investigation and exploration. Bees have an interesting life.
- 🐝 Determine if there is real danger. They can learn when to be cautious and how to administer first aid.

Children are naturally curious about critters in the wild. Exposure to the outdoors and its exciting creatures is meaningful to children. Help children discover how each living being benefits the world. Side by side, all are a part of nature...

*No flowers, no bees; No bees, no flowers.*

*Blooming and buzzing;*

*Buzzing and blooming.....bzzzzzz!*

**- Mike Garofalo -**

# Activities



**Nutrition: "Bee" Foods**  
Prepare a snack of a few foods bees pollinate: apples, pears or cucumbers. While

munching, talk about the bees and how they helped the plants. \*Do not serve honey to infants under 1 year of age.



**Physical: Pollinating the Plants**  
Make imaginary pollen from pieces of cotton balls. Pretend to be bees

buzzing around outdoors. Children can move the "pollen" from one plant and "pollinate" another. In a few minutes they return to find a flower or fruit, which was hidden in the plant by a provider.

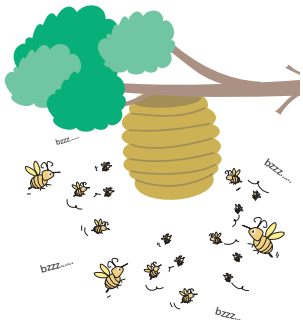


**Safety: First Aid for Bee Stings**  
**Normal reactions** to a bee sting include pain, swelling and redness at the sting site. Carefully scrape

the stinger out with the edge of a credit card. Do not squeeze the stinger. Cleanse the site with soap and water. Apply ice to reduce swelling. **Severe allergic reactions** include swelling at the site or of the face and neck, difficulty breathing, wheezing and dizziness. Dial 911! Give an injection of epinephrine (Epipen©) only if the person has a perscription for it.

# Literary Corner

- **Bees**  
by Deborah Hodge 2004
- **Bee Tree**  
by Patricia Polacco 1998
- **Bumble Bee**  
by Harry N. Abrams 2001
- **Little Bee: Finger Puppet Book**  
by Klaartje van der Put 2006
- **The Magic School Bus Plants Seeds: A Book About How Living Things Grow**  
by Joanna Cole 1995



# 2008

# May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		PACE Warrensburg Janet Fort 800-666-1461 TBA	Springfield Child Care Provider Appreciation Banquet Springfield Mary Stone 417-888-2020 TBA	1	Joplin Child Care Provider Appreciation Banquet Joplin Pat Bartlett 417-624-0153	2 Healthy Baby Extravaganza Springfield Sara Tamburino, 573-364-5900 Child Care Plus: Module IX 9:00-12:00 Child Care Plus: Modules X, XI and XII 1:00-4:00 Trenton Karen McCrary, 816-232-4481...
4	5 Cinco de Mayo	6	7	8	9	10
11 Mother's Day	12	13	14	15 2008 Early Care and Quality Celebration RSVP, St. Joseph Corinne Russell 816-364-2381 7:00 PM	16	17 Provider Appreciation Brunch Southeast Missouri State University, Cape Girardeau Heather Fisher 800-811-1127 x 3 9:30 AM Child Care Plus: Module 9 St. Charles Community College 314-531-1412 x 0 9am-12pm
18	Success by 6 YWCA St. Joseph Lynn Cartledge 816-232-4481 6:30-8:30pm	19	20 Full Moon	21 May 21st-25th NACCRRRA Professional Development Institute Las Vegas, NV	22	23 Child Care Plus: Modules 10,11,& 12 St. Charles Community College 314-531-1412 x 0 9am-12pm
25	26 Memorial Day	27	28	29	30	31

April 2008

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...May 3rd  
Quality Infant & Toddler Care  
St. Louis Community College-  
Florissant Valley  
Making Story Time Props  
St. Louis Community College-  
South County Education &  
University Center,  
314-513-4391



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June 2008

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# How Does Your Garden Grow?

What is it about gardening that makes it so special? The garden, a natural laboratory, is a rich world where children and adults discover nature at work. Gardening engages all the senses. Together adults and children experience creepy crawlers and buzzing bees, glorious flowers and prickly thorns, sweet aromas and bitter smells, crumbly dirt and smooth leaves. Vegetables from the garden are rich with tastes and sounds to enjoy – ahhh, sweet, delicious, crunchy peas and cucumbers.

**Get that Garden Growing!** Include the children in all the decisions and keep the project manageable. Small gardens, fast growing and easy to care for plants, a water source that is easy to access, and plenty of child-sized tools are the ingredients to successful gardening with children.

- ✿ Identify where the garden will be located.
  - along the fence or in containers
  - in bright sunlight, partial sunlight or in a shady area
- ✿ Choose herbs, vegetables and flowers that are resistant to diseases and pests. Consider the following:
  - what will grow well in the location
  - what is culturally familiar to the children
  - what grows quickly
  - what colors, shapes, smells, textures and tastes are appealing
  - what bugs or animals will be attracted to the garden
- ✿ Get supplies ready.
  - child-sized tools for digging
  - top soil or potting soil
  - watering can or hose
  - seeds: larger seeds like pumpkin seeds are easy for small fingers to handle.
- ✿ Prepare the soil.
  - loosen the soil with spoons, child-sized shovels and spades
  - mix in top soil if needed
- ✿ Sow the seeds following directions on the package of seeds.
  - scatter small seeds on top of the soil, and then cover them.
  - sow larger seeds deeper in the ground

Take care of the growing garden. Keep the soil moist but not too wet. Seeds that are over watered may rot. Watch the seeds sprout and grow.

Nurturing a plant helps children learn to nurture themselves. As they take on responsibility for another living thing, they develop confidence in their ability. And digging, bending, shoveling, hoeing, and watering sprouts provide lots of exercise!



*Gardening is the art that uses flowers and plants as paint, and the soil and sky as canvas.*

- Elizabeth Murray -

# Activities



## Nutrition: Which Do You Please?

Bring a scale and a colorful variety of garden vegetables and place them on a blanket outside.

Ask the children to sort the vegetables by color. . . . To line them up smallest to largest. . . . To weigh them. Which vegetable weighs the most? The least? Serve two of the vegetables at lunch. Graph which vegetable each child liked best.



## Physical: Hoe, Hoe, Hoe!

Gardening is hard physical work. Soil must be turned with shovels and spades. Weeds need to be pulled out or hoed under.

Watering cans must be filled and carried to the garden to give the plants a drink. Harvesting requires gathering and carrying crops. With supervision and enthusiasm children will gain satisfaction from their gardening efforts.



## Safety: Gardening Tips

Clear the gardening area of hazards such as nails or broken glass. Soil near buildings

built before 1978 sometimes contains lead and should be tested for lead before starting a gardening project on that site. Hands must be thoroughly washed after gardening.

# Literary Corner

- **The Giant Cabbage**  
by Cherie Stihler 2003
- **Growing Vegetable Soup**  
by Lois Ehlert 1987
- **Scarlette Beane**  
by Karen Wallace 2000
- **The Surprise Garden**  
by Zoe Hal 1998
- **The Ugly Vegetables**  
by Grace Lin 2001



# 2008

# June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>Ozarks Association for the Education of Young Children</b> Springfield Kim Roam 417-836-4151 TBA 1	2	3	4	5	6	<b>Dunklin County Seminar</b> Malden Heather Fisher 800-811-1127 x3 TBD 7  June 7th-8th Banana Split Day
<b>June 8th-11th NAEYC Professional Development Institute</b> New Orleans, LA 8	9	<b>Regional Trainers Meeting</b> Columbia Barb Vigil, 800-243-9685 10:00AM 10  <b>Webster County Child Care Quarterly Training</b> Marshfield Louise Bigley, 417-859-2532	<b>Southwest Missouri Regional Training Meeting</b> Springfield Kim Gillman 417-887-3545 11	12	13	<b>Grow &amp; Learn: Sad is NOT Bad</b> 9am-11am <b>Grow &amp; Learn: Games, Games, and More Game</b> 12pm-2pm CDCA 314-531-1412 x 0 14  Flag Day
<b>Father's Day</b> 15	<b>Success by 6</b> YWCA St. Joseph Lynn Cartledge 816-232-4481 6:30-8:30 pm 16	17	 18 <b>Full Moon</b>	19	20	<b>Summer Solstice (First Day of Summer)</b> 21
22	23	24	25	26	27	28
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May 2008

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July 2008

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*The sun does not shine for a few trees and flowers,  
but for the wide world's joy.*

**- Henry Ward Beecher -**



## Sizzling Sun

Believe it or not, the sun is a star, just like the ones twinkling at night. The sun however, is so close to earth, that it looks much bigger and brighter than all those other stars. The sun is close enough to warm the earth and all its inhabitants. In the morning, have children put one shallow pan of water in the sun and one in the shade. Ask them, "How will the water change?" In the afternoon, feel the temperature of the water with the children. Is one warmer? Why?

It is lighter and warmer during the day because that is when that part of the earth is turned toward the sun. The sun is still shining at night, but it's shining on another part of the world.

For centuries, people have explained the sun's role in life according to their view of the world. When Navaho Indians build their homes, called hogans, the front door faces east. For them, east is not only the direction of the dawn, it is also their thinking direction. The Navaho believe they should think before they do anything. A Maori proverb states, "Turn your face to the sun and the shadows fall behind you." Nearly all cultures recognize the sun as a primary controller of life on earth.

Without the sun, plants would not grow. The sun gives energy to plants through a process called photosynthesis. Animals and humans eat plants in order to live. We get energy from plants and from animals that eat plants. Have the children put an object on the grass that does not allow light to pass through (e.g. paper plate or fabric). Ask the children to predict what will happen to the covered grass after 3 days. Lift the objects after 3 days have passed. What happened to the grass without sunlight? Why?



## Activities



### Nutrition: Sunshine Biscuits

Obtain 1 package refrigerator biscuits. Pat each biscuit into a 3" circle and place on greased cookie sheet. To make the sun's rays, press a plastic knife into the dough, without cutting through. Press your thumb into the center of each biscuit and drop in 1/2 tsp. orange marmalade. Bake 450° F, 6-8 minutes. Yummy sun!



### Physical: Shadow Games

On a sunny day, go outside to look for shadows. Have children move their arms, jump up and down, and jump on each other's shadows.

Does the position of the sun in the sky determine which way a shadow goes or how big a shadow is?



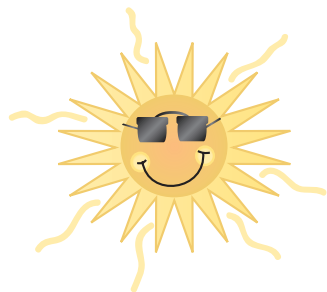
### Safety: Protection from the Sun

Use sunscreen, hats with brims, and light-weight clothing to cover skin from too much sun exposure.

Sunglasses with UV protection protect the eyes from the sun's damaging rays. On hot days, play outside before 10AM and after 4PM.

## Literary Corner

- **Gathering The Sun: An Alphabet In Spanish and English**  
by Alma Flor Ada 1997
- **Sun Up, Sun Down**  
by Gail Gibbons 1987
- **Sunshine Makes the Seasons**  
by Franklyn M. Branley 2005
- **The Sun is My Favorite Star**  
by Frank Asch 2000
- **What Can You Do In The Sun?**  
by Anna Grossnickle Hines 1999



# 2008

# July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 Independence Day	5
6	7	July 8th-11th NACCRRR Leadership & Management Institute San Diego, CA	8	9	10  Don't Step on a Bee Day	11
13	14	Developmental Issues Columbia Cindy Brengarth 573-817-6440 6:30pm	15	16	17	18  Full Moon
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June 2008

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August 2008

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# Squiggly, Wiggly Worms



*I like worms. Big worms. Happy worms.  
Worms love Mommy.  
Brown worms.  
Worms love mud. Worms sleep in mud.*

- Gursave, age 5 -

Earthworms help make the soil healthy for all plants, including those that provide food. By wiggling through the soil worms create underground pathways. These pathways increase the amount of air and water that gets into the soil. Worms break down or decompose leaves, grass and other organic matter into nutrients that plants can use. When worms eat, they leave behind waste in the form of castings. Castings are a valuable type of fertilizer, which improves the ability of soil to produce crops. If 500,000 worms live in an acre of soil, they could make 50 tons of castings. Wow! Pretty amazing that just a little wiggly worm and his friends are such an important part of the food chain!

A worm bin for wiggly, squiggly worms!

- Check out The Adventures of Squirmin' Herman the Worm at [www.urbanext.uiuc.edu/worms/](http://www.urbanext.uiuc.edu/worms/) for information about worm bins.
- Obtain **red worms** and a 10-gallon plastic bin with a lid.
- Drill holes in the lid and bottom for drainage and air. Apply screening over the holes to prevent any worms from escaping!
- Add newspaper bedding. Do not use glossy newspaper. It sometimes contains material that can make worms really sick. Tear newspaper into 1 inch wide strips. Store in a garbage bag. 4 pounds of newspaper strips fill a 10-gallon bin.
- Because worms breathe in moisture to live, add 3 pints of water for each pound of newsprint. Add water slowly while mixing it into the bedding. Store overnight.
- The next day, put the paper in the bin and fluff it up.
- Mix a handful or two of soil into the bedding to give the worms a place to live. Soil also helps worms **digest** and **decompose** food put in the bin.
- Spread the worms over the paper. Where do they go?.
- Provide ½-1 pound of vegetable and fruit scraps daily for each pound of worms.
- When the bin is full of rich matter, add to the garden soil and start again!



## Activities



### Nutrition: Eat Like a Worm Week

Introduce a different fruit or vegetable each day at snack or meal. Serve them whole, cut up, cooked or as juice. Ask the children to describe the taste of an apple. How is it different from a carrot?



### Physical: Can You Move With Me?

Try this wiggly tune (sung to *Do Your Ears Hang Low*). Ask children to suggest movements: slither, flip, dance, hop . . . .

Can you wiggle like a worm? Can you squiggle? Can you squirm? Can you flutter? Can you fly like a gentle butterfly? Can you crawl upon the ground like a beetle that is round? Can you move with me?



### Safety: Toxic Substances Yuk!

No glossy newspaper for worms!  
No toxic substances for people.  
Read labels. Some products

must be kept out of reach of children. Toxic items that must be in locked storage: Wite Out® (correction fluid), cleaning supplies, medications (except emergency medications) and pesticides. Items that must be kept out of reach of children: hand sanitizers, lotions, diaper creams, sun screen, sanitizing solutions and emergency medications.

## Literary Corner

- **Diary of a Worm**  
by Doreen Cronin 2003
- **Inch by Inch**  
by Leo Lionni 1995
- **The Lifecycle of an Earthworm**  
by Bobbie Kalman 2004
- **Wonderful Worms**  
by Linda Glaser 1994
- **The Worm Family**  
by Tony Johnston 2004



# 2008

# August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>Grow &amp; Learn:</b> <b>First Aid</b> 9am-11am <b>Grow &amp; Learn:</b> <b>Infant and Child CPR</b> 12pm-2pm CDCA 314-531-1412 x 0
3	4	5	6	7	8	9
10	11	12	13	14	15	 16 <b>Full Moon</b>
17	18	19	20	21	22	23
24	25	26	27	28	 29 More Herbs, Less Salt Day	30
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July 2008

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September 2008

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# There's No Place Like Home

Just like people, animals need a place to shelter from the storm, a place where they can rest and raise their families, a place they can call home. Each home has a unique "architectural" style; they are as varied as the animals that dwell in them.

Many animals live underground, digging cozy burrows for their young. Other animals, like worms, are just passing through, eating and digesting the moist soil as they move along. Moles and gophers dig tunnels that lead to a network of underground burrows. Their young feed on unsuspecting worms that crawl into their underground bedrooms!

🏠 Children can string large boxes together for tunnels and use baskets for burrows.

Trees provide animals with skyscraper condos! Owls tuck themselves into hollowed out spaces in tree trunks; they scan the forest floor, swooping down silently to capture their next meal. Squirrel nests, called dreys, are built high in the tree branches. Sturdy constructions of leaves and twigs, lined with soft moss, fur and grass, a cozy drey provides protection from wind and cold.

🏠 Children can use the perch on a climber to create their own drey.

Some creatures live in huge colonies. Ants build mounds where they live with thousands of other ants. Imagine having to learn to get along with that many relatives! Ants work for one purpose alone, to provide for the needs of their queen and her young.

🏠 Children can build an ant community underneath a table covered with a blanket.

Most spiders are solitary creatures. They spin their webs with silk made from organs in their abdomens called spinnerets. Each spinneret produces a different kind of silk. One creates the basic structure of the web, which is then layered with several rounds of sticky silk used to catch insects.

🏠 Children can create their own spider web with a ball of yarn.



*To me a lush carpet of pine needles or spongy grass is more welcome than the most luxurious Persian rugs.*

**- Helen Keller -**

## Activities



### Nutrition: Where Does Food Grow?

Food grows in the same places where animals live. Potatoes, carrots, and onions grow underground. Pumpkins, watermelons and squash spread out on the ground. Tomatoes, peas, and peppers lean on stakes for support or climb up poles. Apples, pears and oranges grow in trees. Have the children match pictures of their favorite fruit or vegetable to the place where it grows on a poster of a landscape.



### Physical Activity: Dream Shelter

Bring large cardboard boxes, large snap-together blocks, tunnels and hula hoops and let children build the shelter of their dreams.

Add accessories based on the children's interest: animals, blankets, books, housekeeping props, art materials.



### Safety: Evacuation

Like animals that live underground child care programs need "escape routes" or evacuation routes.

Review the emergency preparedness plans annually. Keep the evacuation routes clear of potential hazards. Practice all types of evacuation. Contact identified off-site emergency evacuation sites to make sure the space is still available.

## Literary Corner

- **Animals at Home**  
by Craig Brown 1996
- **Castles, Caves, and Honeycombs**  
by Linda Ashman 2000
- **My Very First Book of Animal Homes**  
by Eric Carle, board book ed. 2007
- **Peaceful Moments in the Wild: Animals and their Homes**  
by Stephanie Maze 2006
- **Whose House?**  
by Barbara Seuling 2004



# 2008

# September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>St. John's Hospital Baby Expo</b> Springfield Joann Daigh 417-820-2677 TBA	<b>1</b>  <b>Labor Day</b>	<b>2</b>  <b>Ramadan Begins</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>Webster County Child Care Quarterly Training</b> Marshfield Louise Bigley 417-859-2532	<b>9</b>	<b>Southwest Missouri Regional Training Meeting</b> Springfield Kim Gillman 417-887-3545	<b>10</b>	<b>11</b>
<b>14</b>	<b>Success by 6</b> YWCA St. Joseph Lynn Cartledge 816-232-4481 6:30-8:30 pm	<b>15</b>  <b>Full Moon</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>12</b>  <b>UCM Workshop on Wheels Fall Seminar: Handling the Fussing and the Fits: Five levels of defiance and how to effectively respond to each</b> University of Central MO Warrensburg Jacki Turner, 800-666-1461 All day
<b>21</b>	<b>22</b>  <b>Autumnal Equinox (First Day of Autumn)</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>13</b>  <b>Grow &amp; Learn: Creating Relationship-Based and Reflective Early Childhood Programs</b> 9am-11am <b>Grow &amp; Learn: Listening and Growing with Staff</b> 12pm-2pm CDCA 314-531-1412 x 0
<b>28</b>	<b>29</b>	<b>30</b>  <b>Rosh Hashanah</b>				

August 2008

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October 2008

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*I'd rather sit alone on a pumpkin and have it all to myself than be crowded on a velvet cushion.*

- Henry David Thoreau -



## Pumpkin Time!

Welcome the fall harvest season! Oh, the joy of harvesting and eating foods nurtured from seed.

How about creating a farmer's market outdoors? Provide play cash registers, scales, money, and grocery bags. Include real and play produce – pumpkins, big and tiny, and other colorful fall bounty. Find out how many apples weigh as much as one pumpkin.

Scatter a few pumpkins in the infant and toddler outdoor play spaces. Watch them as they explore the pumpkins, roll them down an incline or struggle to lift them and carry them around. Give budding artists markers to decorate the pumpkins. Display the pumpkins outdoors and indoors to brighten the environment.

The pumpkin is part of a rich gardening and culinary tradition in the United States. Fall just would not be the same without a grinning Jack O'Lantern or a steaming pumpkin pie. When pumpkins start to ripen, it is a sign that the wonders of autumn are near!

Pumpkins are unique to North America. Seeds from related plants found in Mexico date back as early as 7000 to 5500 BCE. In 1528 Spanish explorers reported finding pumpkins in the area now known as Florida. Native Americans even presented pumpkin seeds to the Spanish as part of a peace offering.

Fun Facts About Pumpkins:

- 🎃 Pumpkins are 90% water.
- 🎃 A giant 1,502 pound pumpkin was grown in 2006.
- 🎃 Pumpkins grow on every continent except Antarctica.
- 🎃 One cup of cooked pumpkin is just 49 calories.
- 🎃 A pumpkin has hundreds of seeds – try counting them!

The bright orange color of the pumpkin is a dead giveaway that it is loaded with an important antioxidant, beta-carotene. Beta-carotene is one of the plant carotenoids converted to vitamin A in the body. In the conversion to vitamin A, beta carotene may reduce the risk of developing:

- 🎃 certain types of cancer
- 🎃 heart disease
- 🎃 some degenerative aspects of aging and other diseases

So, be a "Pumpkin Eater" and enjoy pumpkin's rich color and yummy taste.



# Activities



## Nutrition: Crunchy or Smooth?

Cut open a pumpkin and scoop out the seeds. Talk with the children about how seeds develop into plants and food that we eat.

Wash the seeds and place some on a cookie sheet. Add a little oil and salt, and toast them for a crunchy snack. Make pudding or muffins with the pumpkin pulp another day.



## Physical: Alphabet Treasure Hunt – P is for Pumpkin

Go outdoors for an alphabet hike. Provide each child with a gathering

bag; a brown lunch bag works well. Gather colored leaves, tree nuts, sticks, seeds, vegetables left on the vine, pine cones and other treasures. How many treasures start with the letter B? or N? or P? Glue items to cardboard for an Autumn Alphabet Collage.



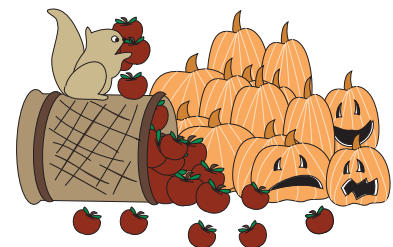
## Safety: "I'm Going to Sneeze!"

About 15% of the population suffers from allergies. Damp leaves harbor molds that can cause

allergic reactions such as headaches, runny nose, itchy swollen eyes, bronchitis and asthma. Smoke from burning leaves contains dangerous chemicals that affect the heart and lungs. Rake damp leaves or burn leaves when children are not in the area.

# Literary Corner

- **Big Pumpkin**  
by Erica Silverman 1995
- **It's a Fruit, It's a Vegetable, It's a Pumpkin!**  
by Allan Fowler 1995
- **Plumply, Dumply Pumpkin**  
by Mary Serfozo 2006
- **Pumpkin Fiesta**  
by Caryn Yacowitz 1998
- **Pumpkins**  
by Ken Robbins 2007



# 2008

# October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		Ozarks Association for the Education of Young Children Springfield Kim Roam 417-836-4151 TBA	1	2 Eid al-Fitr (Ramadan Ends)	3	4
5	6	7	8	9 Grow & Learn: "But it's CHRISTMAS!" Holidays and DAP 6:30-8:30pm CDCA 314-531-1412 x 0 Yom Kippur	10	11
12	13 Columbus Day	14 Full Moon	15	16 Grow & Learn: Games, Games, and More Games 6:30-8:30pm CDCA 314-531-1412 x 0	17	18 Southwest Child Care Provider Health Conference Springfield Tammy Vestal
19 Success by 6 YWCA St. Joseph Lynn Cartledge 816-232-4481 6:30-8:30pm	20	21	22	23	24	25
26 Oct 27th-30th NACCRRRA State Network Leadership Institute Charleston, SC	27	28 Diwali	29	30	31 Halloween	

September 2008

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November 2008

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## Fish Got to Swim – Birds Got to Fly!

Each form of life on this planet evolved and adapted in a specific environment. Fish swim in the sea, birds fly in the sky and snails crawl along on the ground. Imagine a fish out of water or a bird tied to a perch. Fish have to get back in the water fast to stay alive. Birds with clipped wings adapt and live on their perches, but they never experience the freedom of flight, the unique characteristic that defines them!

When children spend too much time indoors they are like birds with clipped wings. Just as birds are wired for flight, the human brain is wired to live in a natural environment. Without daily experiences with nature children are cut off from the world they evolved to live in. People can adapt to a life lived mostly indoors, but the experience is more like a bird in a cage than the experience of being fully human.

Often children feel just like that fish out of water when they do not spend enough time outside during the day. Though they will not flop around and gasp like a fish out of water, they will become fidgety, restless, distracted and bored. Some children, including those diagnosed with ADHD or depression, may calm down and feel their spirits lift after an hour spent outdoors.

Exploring nature allows all children to expend physical energy in positive ways, releasing stress that could lead to depression. Children's emotions are more positive and they are better able to concentrate. Hours spent in the natural world are like a healing balm for children and for the adults who care for them.

*A single sunbeam is enough to  
drive away many shadows.*

- St. Francis of Assisi -



## Activities



### Nutrition: Grumbling Tummys!

Grumbling children often have grumbling tummys! Children may not realize they are feeling cranky because they are hungry. Knowing the signs of hunger and what to do about it gives children some control over their bodies and their mood! While eating, discuss feeling hungry and full. Knowing when to stop eating helps children stay at a healthy weight.



### Physical: Grrrr! I'm Mad!

How do wild animals show their feelings? Do birds fly because they are happy? Fly and sing like a bird. Do apes bang on their chests because they feel strong? Bang on your chest like an ape. Do bears stand on their hind legs and growl because they are mad? Stand up high and growl. Have children suggest other animals, feelings and movements.



### Safety: Scrapes and Bruises

When children are physically active they sometimes trip or bump into each other. These incidents can cause scrapes and bruises that bring on tears and interrupt children's play. To prevent these injuries keep pathways clearly marked and free of tree roots, rocks and toys, and provide close supervision.

## Literary Corner

- **Earth Mother**  
by Ellen Jackson 2005
- **Mole and the Baby Bird**  
by Marjorie Newman 2002
- **Stella, Fairy of the Forest**  
by Marie Louis Gay 2002
- **When I Go Camping with Grandma**  
by Marion Dane Bouer 1995
- **Where the River Begins**  
by Thomas Locker 1993



# 2008

# November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2 Daylight Savings Time Ends	3	4	5 November 5th-8th NAEYC Annual Conference & Expo Dallas, TX	6	7	8
9	10	11 Veterans Day	12	13 Full Moon	14	15
16 Success by 6 YWCA St. Joseph Lynn Cartledge 816-232-4481 6:30-8:30pm	17	18	19	20	21 Grow & Learn: Teaching Tolerance 9am-11am Grow & Learn: Building Relationships with Families 12pm-2pm CDCA 314-531-1412 x 0	22
23	24	25	26	27 Thanksgiving	28	29
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October 2008

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December 2008

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# Night Sky



Star light, star bright, first star I see tonight... Remember sitting on the lawn or gazing out the window at the astonishing beauty of the night sky? The twinkling of the stars, the mysterious moon - sometimes a sliver and sometimes full, a wispy cloud floating by, and the occasional airplane traveling across the sky, all create a sense of magic. For a young child, at first, gazing is enough. Soon questions arise. "Why is that star blue? The one over there is red." "How many stars are there?" "Why does the moon change shape?"

Over thousands of years, millions of star gazers from all over the world have sought answers to these questions. The patterns seen in the stars have become known as constellations and many cultures have a story to tell about each constellation.

Introducing children to the wonders of the night sky takes preparation. Many adults will learn about astronomy along with the children.

- ★ Add two or three books about constellations to the science corner.
- ★ Read myths and legends with the children.
- ★ When the days are short and it is dark outside when children are dropped off, greet the children and families outdoors. Take a moment to look at the sky together.

To extend the learning, add activities that families can do together at home.

- \* Pack a Star Gazing Bag with a book about constellations, markers, pencils and a notebook to share observations. Encourage drawings and written observations. Ask parents to record who participated and what day they observed.
- \* Include an explanation about what the children are learning and describe how to use the materials in the overnight bag.
- \* Families can check out the Star Gazing Bag on Friday, do the activities over the week-end and return the bag on Monday, along with their drawings and notes.

After families have enjoyed learning about stars and myths, place the observation log in the science corner. Children can relive their experiences and learn from the observations of others.

*Night-night moon Night-night stars  
Night-night noisy trucks and cars.  
Night-night sand box Night-night toys  
Night-night other girls and boys.*

- C. J. Heck -



## Activities



### Nutrition: Moon and Star Delights

Start with star and moon shaped cookie cutters. Prepare slices of apples, pears, or melons, and cheese and bread. Cut stars out of the fruit slices and moons out of the cheese and bread slices. Make this a night sky snack by serving it on dark paper plates. How would the stars and moon in the sky taste?



### Physical: A Walk in the Dark

At the close of a winter day, bundle up a small group of children, grab a flashlight and go for a night walk.

Light the path to an observation spot. Turn off the light and notice what is visible in the sky and on the ground. Listen. Walk quietly back. Once inside discuss the night's sights and sounds.



### Safety: Nighty-night, Little One

Reduce the risk of Sudden Infant Death Syndrome (SIDS). Lay infants on their backs to sleep. Use safety-approved cribs and firm mattresses. Remove excess bedding and soft toys. Keep the infant's face and head uncovered. Do not over bundle an infant. Check sleeping infants frequently.

## Literary Corner

- **Glow-in-the-Dark Constellations**  
by C. E. Thompson 1999
- **Half a Moon and One Whole Star**  
by Crescent Dragonwagon 1986
- **Little Bear, You're a Star!**  
**A Greek Myth About the Constellations**  
by Jean Marzollo 2005
- **Owl Moon**  
by Jane Yolan 1987
- **Zoo in the Sky:**  
**A Book of Animal Constellations**  
by Jacqueline Mitton 2006



# 2008

# December

Sun	Mon	Tue	Wed	Thu	Fri	Sat		
Ozarks Association for the Education of Young Children Springfield Kim Roam 417-836-4151 TBA	1	2	3	4	5	Grow & Learn: Learning to Observe and Observing to Learn 9am-11am Grow & Learn: Toddler Culture 12pm-2pm CDCA 314-531-1412 x 0		
7	8 Eid-al Adha	Webster County Child Care Quarterly Training Marshfield Louise Bigley 417-859-2532	9	Southwest Missouri Regional Training Meeting Springfield Kim Gillman 417-887-3545	10	11	12 Full Moon	13
14	15	16 Dec 16th-24th Las Posadas	17	18	19	20		
21 Winter Solstice (First Day of Winter)	22 Dec 22nd-29th Hanukkah	23	24	25 Christmas	26 Dec 26th-Jan 1st Kwanzaa	27		
28	29	30	31 New Year's Eve					

November 2008

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January 2009

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# MISSOURI

## Department of Health and Senior Services For Child Care Regulation

The Section for Child Care Regulation's mission is to assure healthy, safe environments for children who are cared for in out-of-home child care settings. The Section's representatives are located throughout the state and are responsible for the licensure or approval of child care facilities based on compliance with Department of Health and Senior Services rules.

The Section for Child Care Regulation issues licenses to Family Child Care Homes, Group Child Care Homes, and Child Care Centers. Other types of facilities, called license-exempt, are not required to be licensed, but receive annual health and safety, fire safety, and sanitation inspections. These include Nursery Schools and Child Care Programs operated by Religious Organizations.

The Section supports high quality child care programs by regulating staffing requirements, health rules, background screening and criminal record checks, injury prevention, fire safety and environmental health, and staff training for providers.

The Section directly supports professional preparation for providers through the following statewide trainings: Child Care Orientation, Child Care Plus+ and Providers Advance Through Continuing Education (PACE).

The Department also collaborates with local health agencies to offer Healthy Child Care consultation, training and health promotion to providers.

Contact the Section at the main office in Jefferson City at 573-751-2450 or through the web site at [www.dhss.mo.gov/ChildCare/](http://www.dhss.mo.gov/ChildCare/).



# MISSOURI

## Department of Social Services – Children's Division

The Missouri Department of Social Services (DSS) works with families that are faced with an array of life challenges. DSS is committed to assisting families in accessing resources to nurture their children. Assistance is provided in finding quality early learning opportunities for their children in or out of the home.

The DSS, Children's Division, Early Childhood and Prevention Services section provides an array of early care and education services and supports with a commitment to preventing child abuse and neglect. The goal is for every child whose family interacts with DSS to enter school ready to succeed. To that end, the Early Childhood and Prevention Services section is strengthening policy and targeting investments to improve this important outcome for Missouri's youngest citizens. The Early Childhood and Prevention Services section is committed to ongoing collaboration with key stakeholders and state agency partners.

DSS is involved in numerous programs and services for children and families in Missouri. Areas included are Health Care, Children's Services, Family Support, and Juvenile Justice. For more information on each of these programs, please visit the website at [www.dss.mo.gov](http://www.dss.mo.gov).

### TOLL FREE INFORMATION NUMBERS

**Child Abuse / Neglect Hotline (MO only)**  
1-800-392-3738

**Foster Adoptline**  
1-800-554-2222

**Parentlink Warmline**  
1-800-552-8522

**Parentlink Warmline Hispanic Line**  
1-888-460-0008

**Missouri School Violence Hotline**  
1-866-748-7047

**Child Support General Information**  
1-800-859-7999

**Child Support Payment Information (IVR)**  
1-800-225-0530

**Food Stamp Hunger-Line**  
1-800-392-1261

**Rehabilitation Services For The Blind**  
1-800-592-6004

**Missouri HealthNet (formerly MC+)**  
1-888-275-5908

**Elderly Abuse / Neglect Hotline**  
1-800-392-0210

# A Scholarship & Compensation Opportunity for Early Childhood Educators and Directors

## What is T.E.A.C.H. MISSOURI?

The T.E.A.C.H. Early Childhood® MISSOURI Scholarship is an educational scholarship opportunity for early childhood care providers in licensed centers and family or group homes. Based on the belief that **Teacher Education And Compensation Helps**, T.E.A.C.H. MISSOURI is a nationwide movement to increase quality child care and education. Working directly with licensed early childhood programs, T.E.A.C.H. MISSOURI is rooted in four fundamental outcomes: **scholarship, education, compensation, and commitment**. Offered statewide, the scholarship has three levels available that differ in the degree sought and the amount of perks available. Brought to Missouri in 1999, the project is administered by the Missouri Child Care Resource and Referral Network

## Why is T.E.A.C.H. MISSOURI needed?

The education level of child care providers is one of the most critical indicators of the quality of a child's experience in child care. Addressing two major areas of concern in the early care field, low wages and high turnover of child care providers, the scholarship increases compensation and the retention of teachers after their education.

## Who benefits from T.E.A.C.H. MISSOURI?

### Children:

As the primary beneficiaries of T.E.A.C.H. MISSOURI, children benefit from lasting relationships with consistent caregivers committed to the field.

Children profit from teachers who are specialists in early childhood education and development and who possess sensitivity to the needs of the very young.

### Recipients:

Teachers, assistants, directors, owners, and family child care professionals increase their knowledge and skill level through college course work.



Recipients receive increased compensation for completion of classes, as well as, support and career advising through a T.E.A.C.H. MISSOURI scholarship counselor. As a result, heightened professional status and job satisfaction are attained.

### Sponsoring Child Care Programs:

Child care facilities benefit through knowledgeable staff members who apply higher quality early childhood practices to the children and families in their care. Programs experience reduced staff turnover, helping to improve quality and marketability while using the scholarship as a recruitment and advertising tool to the benefit of the facility.

## Who is eligible for a scholarship?

All teachers, directors, owners, assistants, and family group home child care providers who:

- Have a desire to earn college credit towards a National CDA Credential or an AA/AAS or BA/BS degree in early childhood care & education
- Work directly with children 0 to 5 years old each day in a **licensed** child care facility
- Are 18 years or older
- Work directly with children at least 30 hours a week in a 9 or 12 month program
- Have a GED or high school diploma
- Make under \$14.50/hour as a teacher or \$16/hour as a director or owner

Scholarships are awarded on the basis of need and commitment to the field of early childhood care and education.

## What is the commitment required?

### Scholarship Recipients:

- Attend and successfully complete 9-15 credit hours over three consecutive semesters
- Pay 10-15% of the cost of tuition and books
- Agree to remain at the sponsoring child care program for six months to one year beyond the educational contract



### Sponsoring Child Care Programs:

- As sponsors within the scholarship, contribute 10-15% of tuition and book costs
- At the AA/AAS and BA/BS levels, provide recipients with paid release time from work each week to study
- Award the recipient a bonus or raise upon completion of contract requirements

### T.E.A.C.H. MISSOURI:

- Pays 75-90% of books and tuition for 9-15 college credit hours over three consecutive semesters
- Provides a travel stipend at the AA/AAS Level
- Pays a bonus upon completion of a year contract
- Offers daily phone access to a scholarship counselor for career counseling
- Reimburses sponsors for release time at a rate of \$7.50 per hour each week the recipient attends classes



## What degree can I earn?

T.E.A.C.H. MISSOURI supports college credit hours towards the National CDA Credential, AA/AAS, and BA/BS in early childhood education. All interested early childhood educators should call T.E.A.C.H. MISSOURI today! Applications are accepted year round.

## Who funds T.E.A.C.H. MISSOURI?

The scholarship is a partnership between scholarship recipients, sponsoring child care programs and T.E.A.C.H. MISSOURI. Funders for T.E.A.C.H. MISSOURI include the Missouri Department of Elementary and Secondary Education, the Missouri Department of Social Services, and Community Partnerships in Boone and St. Louis counties.

### T.E.A.C.H. Early Childhood® MISSOURI Scholarship Missouri Child Care Resource and Referral Network

4236 Lindell Blvd., Suite 202 • St. Louis, Missouri 63108  
Toll free: 800-200-9017 • Phone: 314-535-2020, x604, x607, x609  
Fax: 314-754-0330 • [www.mocccrn.org](http://www.mocccrn.org)  
[moteach@mocccrn.org](mailto:moteach@mocccrn.org)

# The Natural World ~ A Nurturing Home

*"I go to nature to be soothed and healed, and to have my senses put in tune once more."*

**- John Burroughs -**



With daily lives packed full of activity and running at a hectic pace, there is often little time to attend to the natural world. The outdoors is often a space to be crossed quickly when moving from one building to another. In fact the natural world is a nurturing home to all living things, including people. Research shows that children who spend time outdoors reap positive benefits in all areas of development: cognitive, emotional, social, physical and spiritual. A growing body of research indicates that adults also need contact with nature. Being active outdoors and engaging in physical exercise in the natural world contribute to a sense of well-being.

One characteristic of caregiving is the ever present need for careful observation and attention to the children. Watching and listening are habits that become embedded in the routines of the day. These habits often guide the choices caregivers make: what new food to introduce at lunch, when to lend a hand or when to offer a nod of encouragement. Focusing this attention and awareness to all other forms of life allows the natural world to become a real and present part of each person's life.



All living creatures are part of the natural and depend on each other to maintain the cycle of the life; living and dying and coming alive again. Look around at the day, feel the sunshine and air, and notice the plants and animals. The habits of observation and attention to children can also be applied to the landscape of the natural world.

## Learn to Wonder

- Remember to focus on breathing – especially when outdoors. Make note of your own breathing, and begin to experiment with how your breathing changes with movement. The more rhythm to your movement, the more relaxed and refreshed you will feel afterwards. Practice taking deeper breaths. Breathe in through your nose, hold briefly and then exhale through your mouth. As you inhale, oxygen is absorbed and delivered through your body. Wonder at the fullness of life.
- Adults spend much of their time thinking about what needs to be done next or how they feel about what happened in the past. Focusing attention on the present moment awakens people to life within and around them. Sit on the ground. How do your legs feel? Is the grass soft or prickly? What scents are in the air? Are there people nearby? What are they doing? Listen...is the traffic moving... are the birds singing? Wonder at how the simple activity of sitting on the ground can stimulate so many senses.

## Share the Wonder

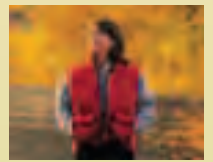
- Make note of the sound and motion of the wind when outdoors. Follow a falling leaf on its journey to the ground. Hang chimes, mobiles and windsocks and watch the wind play with them. Add creative movement opportunities that are modeled on the action of the wind. Can you move like a falling leaf?



- Shovel soil. Research studies show that contact with soil promotes the release of serotonin, a hormone that helps reduce depression.
- Lives are dependent on food. Food is dependent on the nutrients in the soil. Set up a play area for digging and sifting. Plant flower seeds in a garden plot or start an edible garden in pots. Breathe in the smells and savor the tastes of fresh vegetables.

## Nature Activities at Home and About

- Build in opportunities to walk outdoors everyday. Park far away and walk to the store. Walk the dog. Try the buddy system and walk with a friend. Pause now and again to enjoy the sunlight peeking through the trees or a squirrel burying a nut.



*"There is something infinitely healing in the repeated refrains of nature - the assurance that dawn comes after night, and spring after the winter."*

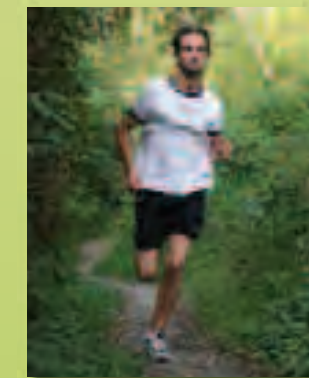
**- Rachel Carson -**



## Nature Activities at Work

- Bring the outdoors inside. Look out the window. Now...as you glance outside, allow your eyes to take in the fullness of the light, then texture of the sky and the shape of the clouds. Note the movement of plants. Is it slight or vigorous? Marvel at what the motion tells you about the weather.
- Go outdoors with the children at different times of the day. Mark the sun's path and changes in the shadows. The sun's position in the sky changes from dawn to sunset as well as from one season to the next. The summer sun is high in the sky; the winter sun lies low on the southern horizon. While outside, outline shadows on the ground. Take a photo. Write down the children's observations. Do the same at different seasons. Use the photos and the children's observations to create a sun and shadow book.

## Safety Outdoors



Have a first aid kit, drinkable water, a high protein snack and dried fruits available whether you are strolling through the woods or working in the garden.

## Nature Resources

Planet Earth Playscapes, Play Environments for the Soul  
[www.planeteearthplayscapes.com](http://www.planeteearthplayscapes.com)

Children and Nature Network  
[www.cnaturenet.org](http://www.cnaturenet.org)

Children are Born to be Outside And Wild ...  
Not Stuck Inside and Mild!  
[www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleId=479](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleId=479)

Landscape and Human Health Laboratory  
[www.lhhl.uiuc.edu](http://www.lhhl.uiuc.edu)

## Outdoor Learning Environments

25 Ways to Improve Your Outdoor Space by Jim Greenman  
[www.planeteearthplayscapes.com/greenman.html](http://www.planeteearthplayscapes.com/greenman.html)

Making the Most of Outdoor Time with Preschool Children  
[www.ces.ncsu.edu/depts/fcs/pdfs/FCS507.pdf](http://www.ces.ncsu.edu/depts/fcs/pdfs/FCS507.pdf)

Natural Learning Initiative  
[www.naturalearning.org](http://www.naturalearning.org)

Natural Playgrounds  
[www.naturalplayground.com](http://www.naturalplayground.com)

Outdoor Learning Environments National Clearinghouse for Educational Facilities (NCEF)  
[www.edfacilities.org/rl/outdoor.cfm](http://www.edfacilities.org/rl/outdoor.cfm)

World Forum on Early Care and Education - Nature Action Collaborative for Children  
[www.ccie.com/wf/wf2006\\_nature](http://www.ccie.com/wf/wf2006_nature)

## Gardening

Composting for Kids  
<http://aggiehorticulture.tamu.edu/sustainable/slidesets/kidscompost/cover.html>

Kids Gardening  
[www.kidsgardening.com](http://www.kidsgardening.com)

My First Garden  
[www.urbanext.uiuc.edu/firstgarden](http://www.urbanext.uiuc.edu/firstgarden)

## Outdoor Activities

Backyard Biology from the Smithsonian  
<http://nationalzoo.si.edu/animals/BackyardBiology>

Green Hour National Wildlife Federation  
[www.greenhour.org](http://www.greenhour.org)

Hooked on Nature  
[www.hookedonnature.org/childrennature](http://www.hookedonnature.org/childrennature)

Mindstretchers  
[www.mindstretchers.co.uk](http://www.mindstretchers.co.uk)

## Fun Extras

Chicago Zoological Society  
Click on Explore! A Child's Nature  
[www.brookfieldzoo.org](http://www.brookfieldzoo.org)

Cornell Lab of Ornithology  
[www.birds.cornell.edu](http://www.birds.cornell.edu)

Just for Kids – Univ. of Illinois Extension  
[www.urbanext.uiuc.edu/kids](http://www.urbanext.uiuc.edu/kids)

Kids Club, from EPA  
[www.epa.gov/kids](http://www.epa.gov/kids)

## After School Activities

Seeds of Science/Roots of Reading  
[www.seedsofscience.org](http://www.seedsofscience.org)

The Edible Schoolyard  
[www.edibleschoolyard.org](http://www.edibleschoolyard.org)

# National Resources

## Resource Books for Adults

Caring Spaces, Learning Places: Children's Environments That Work by Jim Greenman 1987

A Child's Garden: Enchanting Outdoor Spaces for Children and Parents by Molly Dannenmaier 1998

A Child's Garden: 60 Ideas to Make any Garden Come Alive for Children by Molly Dannenmaier 2008

Children and Nature: Psychological, Sociocultural, and Evolutionary Investigations by Peter Kahn and Stephen Kellert 2002

The Developmental Benefits of Playgrounds by Joe Frost et al. 2004

Discovering Nature with Young Children by Ingrid Chalufour 2003

The Great Outdoors: Restoring Children's Right to Play Outdoors by Mary Rivkin 1995

Hollyhocks and Honeybees by Sara Starbuck, Marla Olthof, and Karen Midden 2002

Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder edited by Richard Louv 2006

Learning with Nature Idea Book: Creating Nurturing Outdoor Spaces for Children by Nancy Rosenow 2007

Natural Learning: Creating Environments for Rediscovering Nature's Way of Teaching by Robin C. Moore and Herb H. Wong 1997

Plants for Play: A Selection Guide for Children's Outdoor Environments by Robin Moore 1993

Play and Child Development by Joe Frost, Sue Wortham, & Stuart Reifel 2004

Preschool Outdoor Environment Measurement Scale (POEMS) by Karen DeBord, Linda L. Hestenes, Robin C. Moore, Nilda G. Cosco, & Janet R. McGinnis 2005

The Sense of Wonder by Rachel Carson 1998  
Photographs by Nick Kelsh

Sharing Nature with Children by Joseph Bharat Campbell 1998

Small Wonders: Nature Education for Young Children by Linda Garrett 2006

Sunny Days and Starry Nights: Nature Activities for ages 2-6 by Nancy Castaldo 2005

## Nature Guides for Children

Fun with Nature by Mel Boring 1998

The Kids Nature Book by Susan Milford 1996

Kids' Wildlife Book by Warner Shedd 1994

Let's Find It!: My First Nature Guide by Katya Arnold 2002

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contact the Network at [info@moccrn.org](mailto:info@moccrn.org)

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