

1521 Main Street  
Niagara Falls  
New York 14305  
www.childcareofniagara.com



Toll Free: 1-800-701-4KID  
Phone: 716-285-8572  
Fax: 716-285-9693  
E-mail:  
ccrniagara@niagaracap.org

Summer

NEWSLETTER

2021

Newsletter for Niagara County Child Care Providers, Parents & Child Advocates

*Butterfly Kisses*   *Kisses* 

Do you remember *Butterfly Kisses*? I do. It was always a challenge for my eye lashes to get close enough to someone's cheek without laughing. When I would get a *Butterfly Kiss*, I'd giggle every time. It was a fun thing.

Just suppose we could give away our *Butterfly Kisses*? Would we be a kinder person? After all, it's hard to be cranky and give away a *Butterfly Kiss*. Maybe we could begin small with a smile, a good morning or a nod of the head. I think when we fail to acknowledge others, we encourage a sense of isolation and that we live in a bubble. By simply acknowledging one another, it helps to create a sense of caring and community.

I believe all important decisions are made with the heart. That is where I determine how I will treat others. Saying please and thank you, even if it's their job. Giving others the right-of-way, when possible, whether it's crossing the street or passing through a door. Maybe today, I can purchase a coffee for someone and wish them well. For me, one of the most important aspects of living life well is how I treat others. Am I kind and respectful? Am I helpful?

Occasionally on Main Street, there's a gentleman with a big beautiful smile waving at drivers as they pass by. He loves it when we wave back. I read somewhere but I haven't tried it. When driving, pick someone walking or standing on a corner and wave like they're your best friend. It brightens the day and then, too, they'll wonder who you were.

I'll always be a work in progress, but I believe "kindness" comes from the heart and definitely contagious.

*Butterfly Kisses*

Carolyn

# 6 Ways Child Care Providers Support Families Returning to Child Care



COVID-19 has sent many of us on a winding road of change and unprecedented challenges. As we now have three vaccines for the virus and the number of cases is starting to go down, many communities are starting to open up and return to a more “Pre-COVID-19” life. For many families, this means children returning to child care after having been away from the setting for a year or even longer.

Many parents are eagerly awaiting their child’s return to child care while others may feel uneasy about sending their child back to child care. Some children may be excited to return to care while others may be fearful after a long time away. In addition, consider that some families may be dealing with sensitive issues such as experiencing homelessness while others, who speak languages other than English, may need additional supports and resources. Here are a few considerations for child care providers and others who support the day-to-day needs of children.

## 1. Updated Scheduling Considerations

Consider options to help children and families re-acclimate themselves to child care. If you have the capacity, you may want to give families the option of starting out on a half-time schedule as they adjust to being back in the child care schedule. Discuss ahead of time any changes to routines, including scheduled events for eating, napping, outdoor play and so on. With more children returning to care, along with the need to social distance, wash hands more frequently, and take temperature checks, activities that previously took a certain amount of time may now require almost twice the time. You may want to look at your current scheduling practices and update accordingly. Give yourself the grace to be flexible as you adjust.

## 2. Policy and Procedure Updates

Take time to make any needed policy and procedure updates prior to families returning to care so that families can be equipped with the most current and accurate expectations of them. Now is the perfect time to “hit the reset button” and make your child care policies and procedures clear and current for the “new normal.” Consider updated drop-off and pick-up procedures, new payment timeframes, and current illness policies. Before updating your policies and procedures, you may also want to consider creating a plan of action based upon Centers for Disease Control and Prevention (CDC) state and local guidance. This will help ensure your policies are current and accurate.

### 3. Supporting Social/Emotional Needs

Even if children do not exhibit any reactions such as regression or aggression, there may still be other social-emotional support needs. Brace yourself for many different emotional responses from the children in your care. The first few days may look like “the honeymoon period” when children are just excited to be with other children and see friends again. After those days, when children realize this is a permanent situation, they may begin to show different behaviors such as sadness, crying, yelling, etc. It is important to remember that these children have been used to being at home and with family members for an extended period and may struggle with being away from them. Share a list of books and other resources to support the social-emotional needs of children and families as they transition into a new routine. You should share this list with parents prior to returning their child to care. It is important to remember that even children who are nonverbal may exhibit signs of stress and anxiety. **Supporting Children Who are Experiencing Stress** is a great tool to use as you navigate some of the big feelings that children may bring with them when they return to care. Make sure to document behavior you observe to share clear and unbiased reflections with families as needed about what you are seeing in your child care setting.

### 4. Prepare for Possible Regression or Aggression

Because children have been out of care and at home for so long, you may see signs of regression leading up to and including when they return. For example, you may also see changes in behavior. Children may revert to a behavior that you worked through previously, but due to their time out of care and a structured environment, and other known or unknown stressors, they may exhibit those behaviors again. Being prepared mentally and environmentally for regressive behaviors will help ease the process for children and those caring for them. Keep a supply of extra fist bumps, smiles, patience and positive reinforcements handy.

### 5. Environmental Considerations

When children return, they will also need to adjust to their “new normal.” There will be new rules, different environmental set-ups for social distancing and hand washing, different ways of engaging during meal times and much more. Keep in mind any local, state or national guidance when considering environmental adjustments as well. This will ensure that your new environment is welcoming and safe for all children and families. It is important to share any new updates to the schedule and environment ahead of time with families so that they can talk to their children prior to returning. You can try many tactics such as a newsletter with updated pictures of the environment, record a short video to send to them ahead of time, share new environment pictures on your website and/or social media pages or offer a virtual meeting for families prior to returning to care.

### 6. Take it One Day at a Time

Give yourself some grace. It’s been a long road with many obstacles. Take it one day at a time. You know the old saying, “Rome wasn’t built in a day.” It still holds true. Remember to take time to care for yourself so you can truly take care of others. Get rest, eat healthy snacks, stay hydrated and so on. We are all navigating through new and unfamiliar territory these days. It is important to give yourself the space and the grace to take time for yourself. Children and families need you now more than ever.





# CATERPILLARS DON'T MEOW!

## Classic Egg Carton Caterpillar



Gather your materials. You will need an egg carton, some paint, a pipe cleaner, some sharp scissors, a paint brush and some markers.



Start by painting the egg carton. My tip with this step is to leave the whole egg carton intact even though you will only need to use half of it. It makes it easier for little guys to paint, and you to hold or tape down for them.



Add the paint to the egg carton with really young preschoolers or toddlers. What I do is ask my son what color he wants, then put a small amount on and he brushes it.

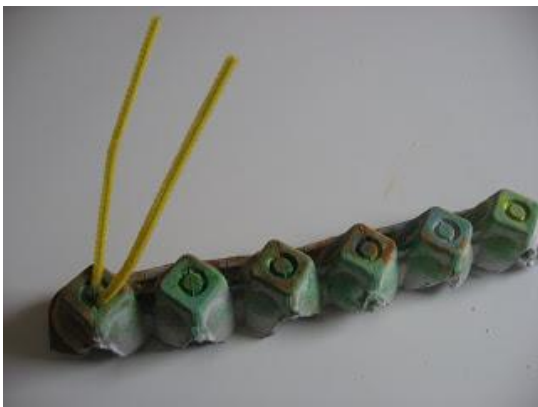
Let the paint dry.



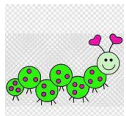
Cut the egg carton in two length wise.



Poke 2 holes in the top of the first section.



Thread pipe cleaner through. Twist the ends however you want! Add eyes and a mouth with markers if you have little ones, or googly eyes with older ones.

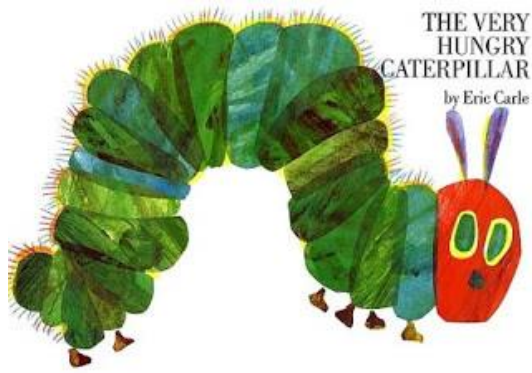


## The Little Caterpillar

(to the tune of The Itsy Bitsy Spider)

The little caterpillar snuggled on a leaf,  
Spun a little chrysalis (cocoon) and then fell asleep,  
While she was sleeping she dreamed that she could fly,  
When she woke up, she was a butterfly!





## ***“The Very Hungry Caterpillar”*** By Eric Carle

This book helps to teach days of the week, counting and even has a great message about healthy eating!

NOTE: While this book states that the caterpillar gets big and fat, it’s said as a statement not a judgement which is more appropriate.

## **Snacks ‘n Such!**



Apple slices, peanut butter celery, 2 pretzel pieces.



Banana, waffle, kiwi, strawberry, raspberry.



Banana, apple, raisin & pretzel.



Grapes, blueberries, & assemble the sandwich!



## *Singing & Moving in the Time of COVID-19*

What's in a song? A lot when it comes to the early childhood classroom. Whether used to build community during circle time, to introduce or reinforce a concept, to transition children from one activity to another, or to offer opportunities for creativity, self-expression, and enjoyment, music and movement are critical components of excellent early childhood teaching.

However, music and movement are among the activities that COVID-19 has made challenging. The Centers for Disease Control and Prevention (CDC) suggests that the virus can travel in the microscopic droplets expelled from the respiratory system when someone sings or moves. As a result, educators and families have raised doubts about the safety of singing and moving in early childhood education settings. Even for programs that have moved to all-virtual teaching, music and movement may be an afterthought.

That's unfortunate. Music and movement are important in children's lives. When children sing and move, they develop tools for self-regulation and emotional connection. Their enjoyment helps them cope with daily life events. Music and movement also help children learn and grow across other developmental domains. Joyful and engaging music and movement activities are essential to a comprehensive early learning program.

Recognizing the importance of music and movement in early childhood, the **National Association for Music Education (NAfME)** has collaborated with the **Early Childhood Music and Movement Association (ECMMA)** to provide guidance for educators. Based on CDC recommendations and the most recent research, they offer strategies for safer music and movement activities in person and virtually. Teachers can share these strategies with families to help relieve their fears about the health and safety of music and movement during significant health crises like the COVID-19 pandemic.





## Singing More Safely in the Classroom

To minimize risk, NAFME and ECMMA recommend that children singing in a group wear a face mask, stay 6 feet apart, and face the same direction. Singing should be limited to a maximum of 30 minutes, and good ventilation is required. Additionally, early childhood educators should consider these approaches for singing safely in an early childhood setting:

- Record yourself singing or use recordings of others singing as a way to limit your contribution of air particles. If you select and play videos of children singing, be sure those videos represent a variety of gender expressions, races, and ethnicities.
- Consider not having all children sing at once. Designate a “singing spot,” where assigned “singers of the day” go and sing for the class (keeping masks on and with appropriate spacing).
- Children who aren’t “singers of the day” can sing in their heads or keep the beat of the song by using a variety of body percussion options. These include stomps, claps, or patting their knees.
- Use books that are also songs to maintain interest among those not singing. Select songs and books that represent music and people relevant to your students.

## Moving More Safely in the Classroom

Similar to singing activities, NAFME/ECMMA guidance suggests children stay 6 feet apart and wear a mask during movement activities to lower the risk of infection. Teachers can help children maintain that “self-space” by using something to mark the floor, such as spot dots or Hula Hoops. Outdoors, teachers can define space with chalk or tape. Once students are aware of and maintain their distancing, they should be allowed to move freely.

**To encourage movement, teachers can try these activities:**

- Give children concrete ways to visualize and maintain 6 feet of spacing even as they move through the room. Try placing spot dots every 6 feet throughout the classroom. Explain that one dot is for one person only. Ask children to make sure that they head toward a new spot dot when moving. If children are still developing an understanding of spacing, use adult support to help maintain distance or plan moving-in-place activities. These could include beat-keeping activities, moving specific body parts like the head, arms, shoulders, and feet, and moving side-to-side swaying forward and rocking back. Define individual movement spaces with spot dots or Hula Hoops.
- Engage in hand-clap games with a chair or other object as the child’s partner.
- Try walking, marching, and skipping in a small personal circle.
- Consider going outside for socially distanced movement if weather permits.





## Music and Movement Resources for Teachers, Providers & Parents!

The National Association for Music Education is a professional organization for music educators that envisions the making of music by all. The Early Childhood Music and Movement Association is a group of early childhood educators, early childhood music specialists, and researchers that seeks to be a catalyst for meaningful early childhood music and movement practices. When it became clear that teachers needed guidance on how to continue making music with young children during COVID-19, we worked together to create the following resources:

- **Addendum to the Early Childhood Music Position Statement.** Offers educators concrete support in their advocacy efforts to maintain music education across home, care, and learning settings.
- **Context- and Activity-Specific Suggestions.** Offers activity-specific suggestions for music that considers the context (such as caregiver/child music classes, music education offered in centers or schools, and online synchronous and asynchronous instruction). Includes safety guidelines and suggested activities.
- **Guidance for Implementing the Suggestions.** Describes how to navigate the context-specific guidance document and also contains technology tips and ideas about how to set families up for success.

In addition, educators and parents can encourage music and movement activities using the following books and recordings:



### Books with Rhythmic Text

- *Barnyard Dance*, by Sandra Boynton (1993)
- *Llama Llama Mad at Mama*, by Anna Dewdney (2007)
- *Brown Bear, Brown Bear*, by Bill Martin (1996)
- *Edward's Rhythm Sticks*, by Franklin Willis (2020)
- *I Got the Rhythm*, by Connie Schofield-Morrison (2014)



## Books that Are Songs

- *There Was an Old Lady Who Swallowed a Fly*, by Pam Adams (2000)
- *We Are the Dinosaurs*, by Laurie Berkner and Ben Clanton (2017)
- *The Ants Go Marching*, by Dan Crisp (2007)
- *Over in the Meadow*, by Jill MacDonald (2012)
- *Down by the Bay*, by Raffi Songs to Read (1999)
- *Five Little Ducks*, by Raffi songs to Read (1999)
- *Abiyoyo*, by Pete Seeger (1994)
- *De Colores and other Latin American Folk Songs*, by Jose-Luis Orozco (1999)
- *Every Little Thing*, by Cedella Marley (2015)



## Recordings for Steady Beat & Expressive Movement

- "Iko Iko," by Buckwheat Zydeco
- "Linus and Lucy," by Vince Guaraldi Trio
- "Hanuka," by Judy Frankel
- "Loch Laven Castle," by Celtic Music Voyages
- "Rodeo," by Aaron Copeland
- "Peixinhos do mar," by Daniele Sepe
- "Uskudar'a a Gider Iken," by Pink Martini
- "Carmen Overture," by Georges Bizet
- "Hamisha Asar," by Flory Jagoda



## Recordings to Sing Along With

- *Songs of Our World*, by Raffi
- *Children's Songs—A Collection of Childhood Favorites*, by Susie Tallman and Friends
- *Putumayo Kids Presents World Sing Along*
- *Best of the Laurie Berkner Band*
- *Dr. Jean and Friends*

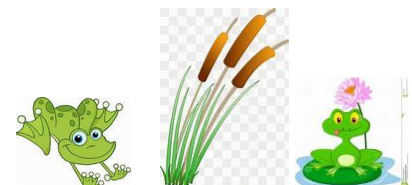
### Five Little Speckled Frogs

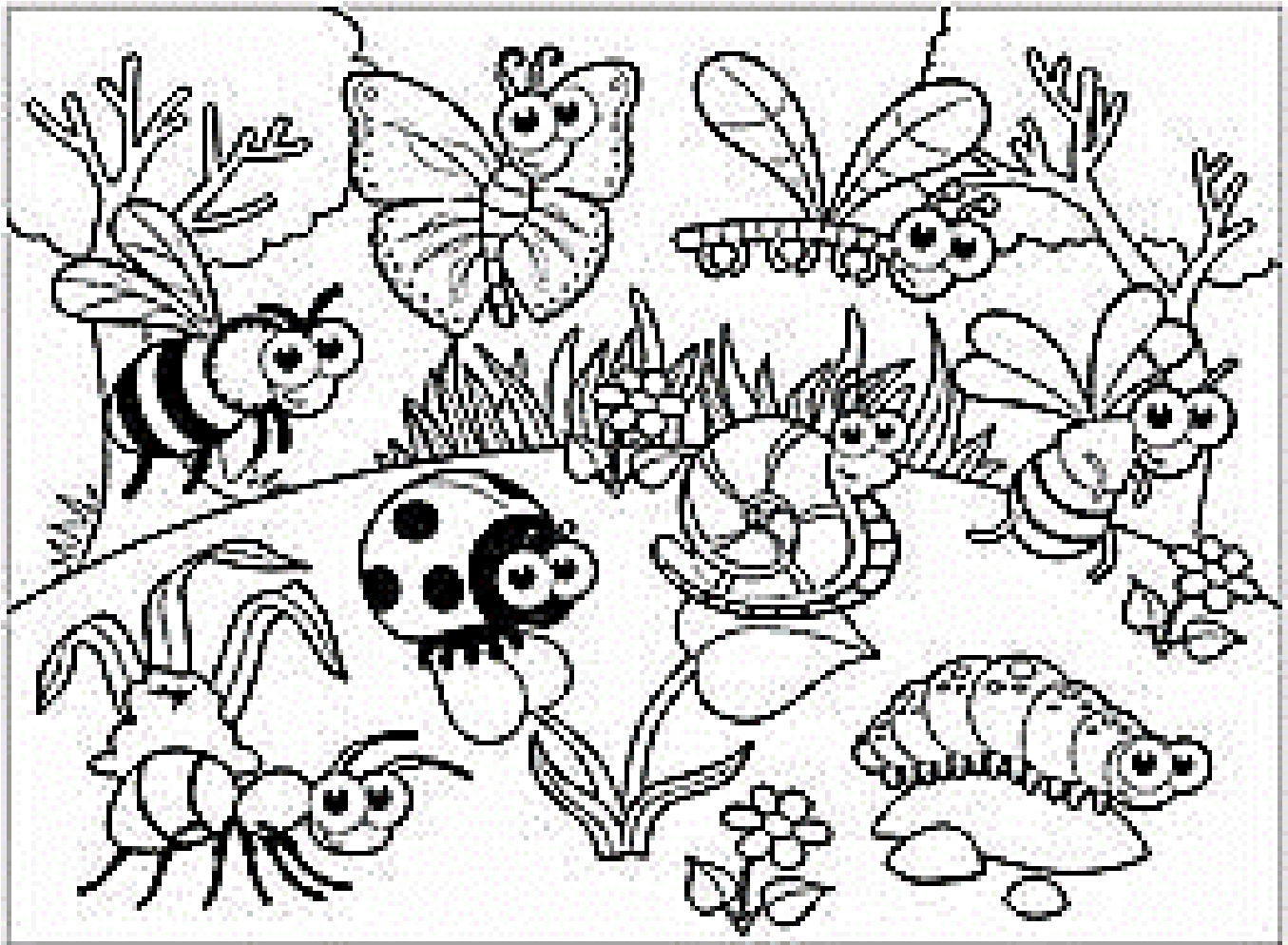


Five little speckled frogs,  
 Sat on a speckled log,  
 Eating some most delicious bugs, Yum, Yum.  
 One jumped in to the pool,  
 Where it was nice and cool,  
 Now there are four green speckled frogs.  
 Glub, glub.

Four little...

© 2007 by www.dynamilis.com





### Fluttering By Riddle

I am a type of insect  
You might see flutter by  
I have wings so colorful  
I am a \_\_\_\_\_?

### Caterpillar Metamorphosis Riddle

It starts off as a caterpillar  
And then it becomes a chrysalis  
Then later it has colorful wings  
Once it's gone through metamorphosis  
What is it?

Read more: <https://www.riddlesandanswers.com/tag/butterfly-riddles/#ixzz6pHNRDhdK>

**eDid You KNOW?**  
#204

**Butterflies  
taste with  
their feet.**

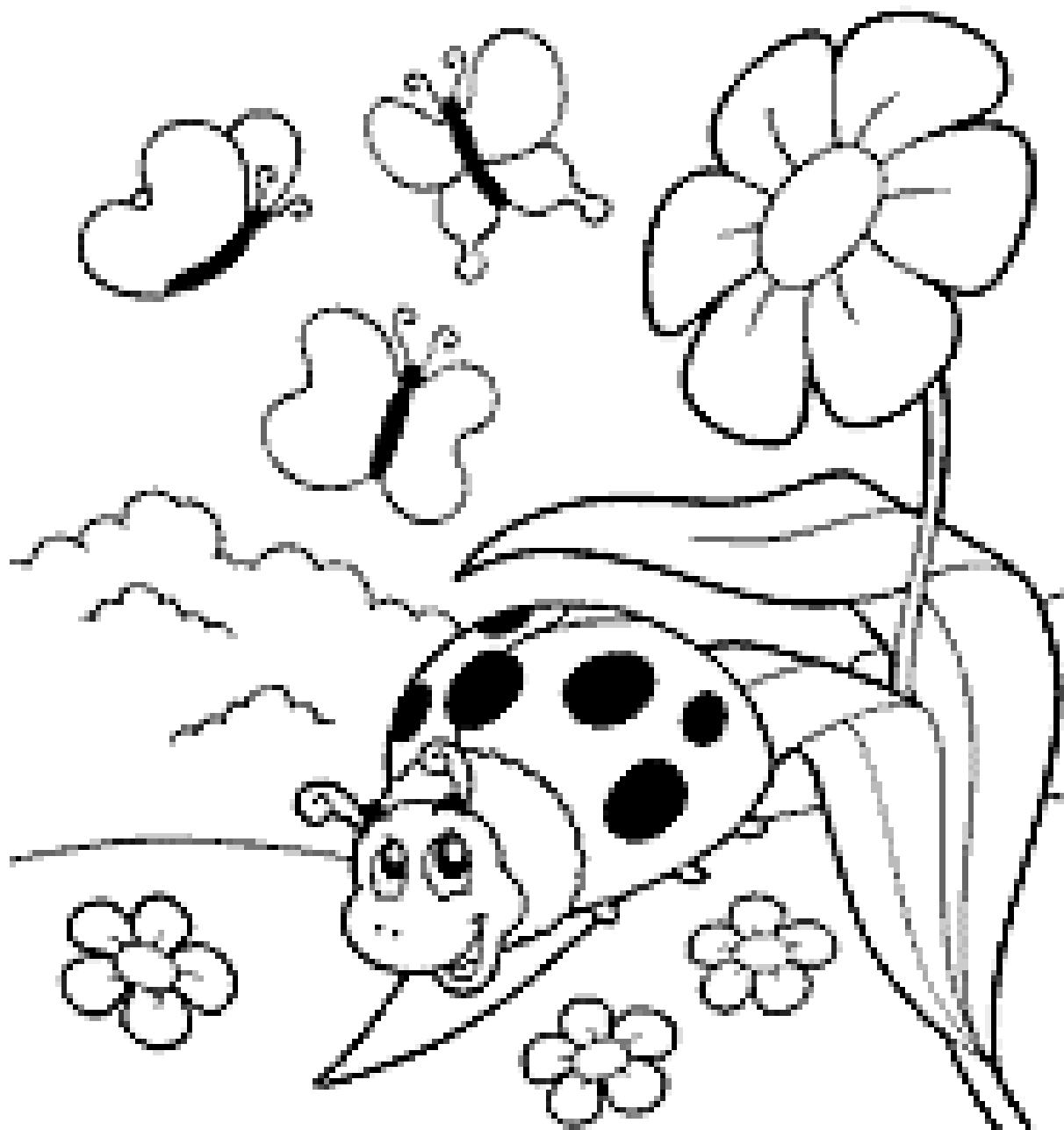


eDidYouKnow.com

**Why did the boy throw a  
stick of butter out the  
window?**

Because he wanted to see a butterfly!

# Ladybug HUGS & Butterfly KISSES



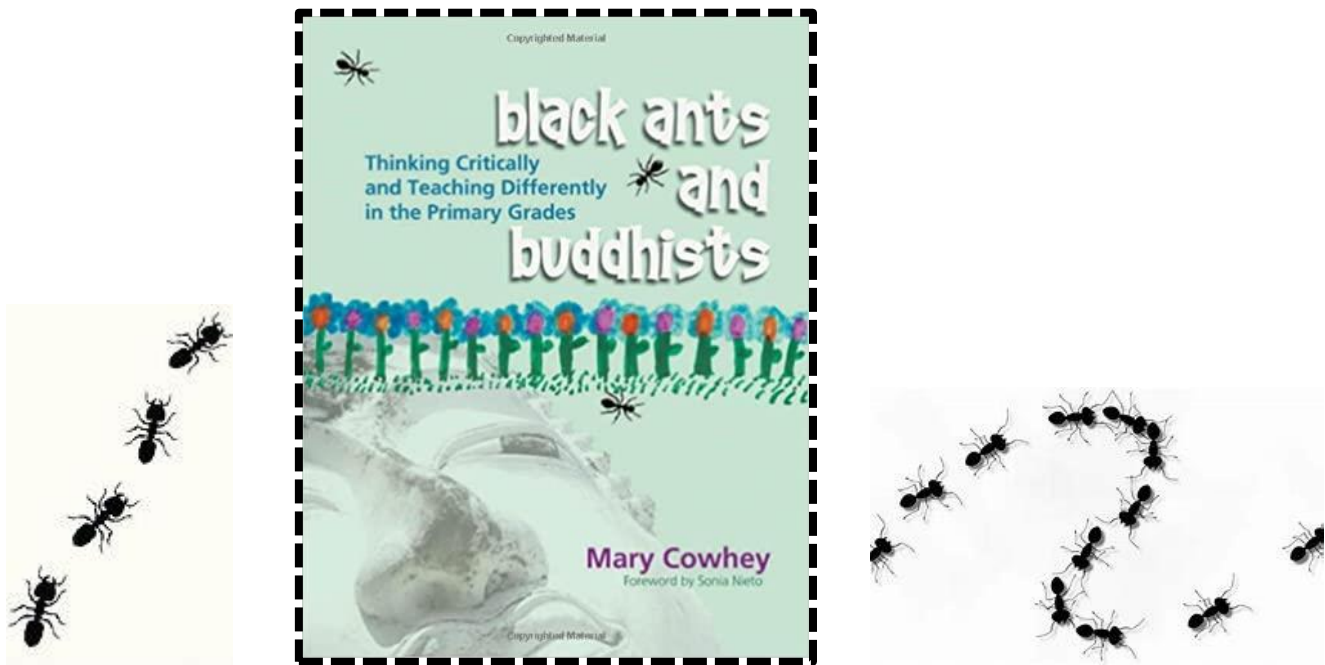
**Spread your wings and fly!**



## Passing along information:

The Early Care & Learning Council offers a monthly “Learning Café”. For April 2021, it was about understanding impacts of systemic racism on the Asians and Pacific Islander communities. The panel recommended the book “Black Ants and Buddhists”.

NOTE: I have not read this book but trusting the recommendation of the panel participants.

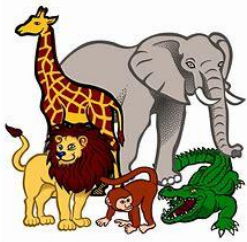


What would a classroom look like if understanding and respecting differences in race, culture, beliefs, and opinions were at its heart? Welcome to Mary Cowhey's Peace Class in Northampton, MA, where first and second graders view the entire curriculum through the framework of understanding the world, and trying to do their part to make it a better place.

Woven through the book is Mary's unflinching and humorous account of her own roots in a struggling large Irish Catholic family and her early career as a community activist. Mary's teaching is infused with lessons of her heroes: Gandhi, Eleanor Roosevelt, Helen Keller, Martin Luther King, and others. Her students learn to make connections between their lives, the books they read, the community leaders they meet, and the larger world.

If you were inspired to become a teacher because you wanted to change the world, and instead find yourself limited by teach-to-the-test pressures, this is the book that will make you think hard about how you spend your time with students. It offers no easy answers, just a wealth of insight into the challenges of helping students think critically about the world, and starting points for conversations about diversity and controversy in your classroom as well as in the larger community.





## Animal Facts:

Kids are curious creatures who delight in asking oddball questions and learning funny, weird, or gross facts about the world around them. And for that reason, it's always good to arm yourself with a few lesser-known bizarre science facts.

1. A sneeze can travel up to 100 mph. That beats a cheetah which can only run approximately 50-80 mph.
2. Scientists believe it rains diamonds on Saturn and Jupiter.
3. A polar bear's skin is black and its fur is hollow and transparent.
4. A cloud can weigh over a million pounds.
5. If you tickle a rat, it lets out tiny giggles which are too high-pitched for humans to hear. They also jump for joy, which is cute, for a rat.
6. Snails have *thousands* of teeth.
7. Three percent of the ice in Antarctica is made of penguin pee.
8. Cats can't taste anything sweet.
9. Hibernating turtles breathe through their butts.
10. The sun is more than 100 times wider than the Earth.
11. A shrimp's heart is in its head.
12. Human teeth aren't as sharp as shark teeth, but they *are* as strong.
13. Humans don't just have unique fingerprints; we each have a unique tongue print, too.
14. Wombats produce cube-shaped droppings that resemble a freshly baked loaf of bread.
15. Octopuses have blue blood.
16. There is no wind on the moon.
17. An African elephant can produce enough poop in seven hours to outweigh a full-grown human.
18. Anatidaephobia is "the fear that somewhere, somehow, a duck is watching you."
19. A bolt of lightning can be five times hotter than the surface of the sun.
20. The average moderately active person will take enough steps in their lifetime to walk around the entire Earth five times.
21. There are more than one million ants for every human on Earth.
22. Fish can cough but not sneeze or cry.
23. You can't burp in space. There's no gravity to separate the liquids and solids from the gases in our digestive system. If you burp in space, you just throw up in your mouth.
24. Frogs can't vomit. It may, instead, throw up its entire stomach.

Go forth and share this knowledge with a favorite child in your life or your mom, partner, or a friend.



Website: [How to Do the Elephant Toothpaste Experiment With Your Kids \(lifehacker.com\)](https://www.lifehacker.com/how-to-do-the-elephant-toothpaste-experiment-with-your-kids/)



## Why Does My Toddler Make Me So Mad? Here's What a Child Psychologist Has to Say

My face is red, my heart is racing, and my ears are practically blowing steam. "Take a deep breath, it's going to be OK," I tell myself. "He's just 3 years old." I give myself a version of this pep talk daily because sometimes my kids make me so freaking mad. Is that OK to admit?

Why is it that the tiniest humans, just 3 and almost 2, know how to push my buttons and ruffle my feathers in a way that makes me so completely and totally rage-filled? Surely, they don't fully grasp how angry they can make their mom; but, sometimes it seems like they are doing it on purpose. Especially when they color on the walls or throw their food on the ground or push their siblings. I know you did not just get out of your bed again. I know you aren't smiling in timeout. I know you did not just say you don't like TV when I threatened to turn it off if you didn't pick up your toys.

But, since yelling at kids has been proven to increase their aggression, and it doesn't make me feel very good either, I try my best to stay calm. POPSUGAR talked to a child psychologist to learn more about this annoying phenomenon and tips on keeping your cool.

### Is It Normal For Toddlers to Make Their Parents So Mad?

After talking to my mom, aunt, best friend, and parents on social media, I know that it's common to experience these occasional angry feelings toward toddlers. Sometimes, it helps to vent to other adults about the annoying things your kid does and you may just end up laughing about it!

Janine Domingues, PhD, a clinical psychologist at the Child Mind Institute, told me that the challenges I face with my toddler and the feelings of frustration are something that many parents face. "You are not alone," she said. "Developmentally, a toddler's brain is developing and changing at rapid speed. That comes with exhibiting intense emotions, acquiring language, and yet not having the full capability of expressing what they want or need. Toddlers are starting to exhibit the desire for autonomy and yet don't have the capability to problem solve or prioritize. Toddlers can be easily overwhelmed, not have the ability to regulate emotions, and have difficulty waiting. All to say, it makes sense why this time period in child development can be a challenging one for parents."

Furthermore, stress, anxiety, and depression are all rising right now due to the COVID-19 pandemic. Toddlers are not exempt from the craziness going on in the world! "Stressors related to the pandemic, including working from home, daycare inconsistency, difficulty with routine and predictability, lack of socialization and support, can all exacerbate an already challenging time," Dr. Domingues added.



# 5 Dangerous Baby Carrier Mistakes Parents Need to Avoid

A baby carrier is supposed to bring moms and dads closer to their child, but, as with most pieces of parenting gear, there are real dangers associated with them that parents need to be aware of. For instance, in 2018, Australian doctors issued an alert to parents after three South African babies died due to ill-fitting carriers. The danger, of course, is not limited to abroad. The U.S. Consumer Product Safety Commission found 159 incidents with improperly fitting slings, which included 17 deaths over a 14-year period. Of course, accidentally, death is not the only issue. An improperly positioned baby carrier or sling can also lead to issues with a baby's arms or hips, too.



© Provided by Fatherly

“It’s always best that you use your family doctor as a reliable source whenever you’re discussing anything regarding baby carriage,” says Dr. Robert Raspa, a pediatrician in Jacksonville, Fla., and member of the American Academy of Family Physicians. With more than 37 years in the field, Dr. Raspa has seen his share of ill-fitting carriers. If a parent keeps in mind a few points, he says, the risk is dramatically reduced.

First and foremost, Raspa says, when in a carrier, a baby’s face should never be pressed up against chest or back. They should be allowed to look up, down, and forward. The hips and knees should be bent, and the arms able to move around. For infants still developing neck muscles, a head support is recommended.

When it comes to slings, a properly fitting unit, per Raspa, allows room for a child to move their head. Arms should be in a flexed position, with the shoulders down and elbows up. The knees should also be up, allowing for some movement side to side. Every limb, he says, should be able to move a bit.

### **Baby Carrier Danger #1: Putting a Baby in a “C-Shape”**

The first consideration for proper fit, per Raspa, is to ensure the child isn’t forced chin-to-chest, which doesn’t allow them to straighten out. In such a position, there’s a risk of cutting off the airway. “Anything that would keep the baby from breathing,” he says, should be avoided. When carrying, notice any squirming while visually assessing for your child changing colors. Both, he says, are clear warning signs. You want your child to have room to lengthen.

### **Baby Carrier Danger #2: Strapping a Baby in Too Tightly**

While your child can be forced into a position where they can’t breathe, being held too tightly to you can also pose risks. Once you’ve ensured that your child isn’t forced into a C-shape, check to see that the child isn’t being forced into your chest or back, which can also pose a risk for suffocation. The same warning signs from the previous point apply.

### Baby Carrier Danger #3: Not Accounting For Temperature

When the summer sun is out, provided you've got a well-fitting sling, your baby should be fine: "Babies can raise their core body temperatures quite a bit. A degree or two is not an issue," Dr. Raspa says. Of course, freedom of movement and a clear airway are key. However, if a baby is sweating excessively or turning red, it's time to remove your child and get them into the shade to cool down.

### Baby Carrier Danger #4: Letting a Baby's Legs Hang Straight

"We want the baby's hips to stay in a position up close to their bellies in a 'W' kind of situation," Dr. Raspa says referencing the natural outspread open from the groin when a child's knees are drawn up. While it may seem counterintuitive, you actually want the child's butt pulled toward the belly, with the legs bent and naturally falling open. If their legs hang straight down, your child is at risk for hip dysplasia, which is a deforming of the socket joint, to which those less than six months are especially prone. Find a carrier with a wide base or ensure your wrap sits wide over the bottom and extends to the backs of the knees.

### Baby Carrier Danger #5: Ignoring Straight Arms

A baby's arms, Dr. Raspa says, shouldn't be stuck out to the side. If they are, your child is at risk for shoulder dislocation. Do a quick visual check: Do their arms have a gentle bend to them? You're all set. It's only when a limb is forced straight that the risk is present.



**Instead of asking a child  
"Why did you do that?" ask  
"What happened?"**

It takes time for a child's brain to fully develop. Truth is they're not capable of considering the consequences of what they perceive is an absolutely brilliant idea! The consequences or failure wasn't even on their radar screen. They may be just as surprised as you at the results!

[www.Childmind.org](http://www.Childmind.org)

[www.Preventexpulsion.org](http://www.Preventexpulsion.org)





## How to Stay Safe in a Severe Thunderstorm



Gather family and pets.  
Move to a secure area.



Avoid storage facility and sheds.



Avoid large open rooms.



**DO NOT** take shelter under a tree!!!



Follow emergency plans.



Seek shelter immediately.



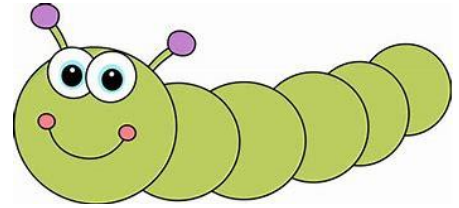
Find a sturdy shelter and go inside.



## Butterfly Games!

### Caterpillar Tag

Let the birthday child be the caterpillar and chase all the other kids, who must "fly" from them as though they are butterflies. When they tag a child, that child must hold their hand and run along with them, trying to tag someone else. The next child they tag must also join hands, creating a longer and longer "caterpillar" with each child tagged.



### Pin the Body on the Butterfly

Create a large butterfly out of paper except leave out the body and hang it on a wall low enough for the little ones to reach. Create a butterfly body, with a piece of two-sided tape on the back, for each guest. Also, write the name of a guest along the body so you can tell whose is whose. Blindfold each child, spin her around and challenge her to place the butterfly body in the correct spot.

### Butterfly Hunt

Cut out small butterflies from paper or purchase plastic ones and hide them around the yard. Send the kids out with butterfly nets and ask them to find all of the butterflies. Whoever finds the most is the winner. Another game to play with the butterfly nets is to blow up small balloons and toss them in the air. Challenge the little ones to try to catch the balloons in their nets.





## Musical Butterflies

You can also try a variation on musical chairs. Create large leaves or flowers and place them on the ground. As you play music, the children can "fly" like butterflies around the room. Once the music stops, though, the children must hurry to find a flower or leaf to sit on. You can have one less flower than children each time, gradually eliminating children until you have a winner. Alternatively, you don't have to eliminate anyone, but instead, let the child who is "out" control the music for the next round.

## Word Games

Older children may prefer to play quiet games that allow them to think. Print out a butterfly word scramble and have the kids compete to see who can unscramble the words first. You could also play a seek-and-find game or see who can come up with the most words from the letters in the words "butterfly party."



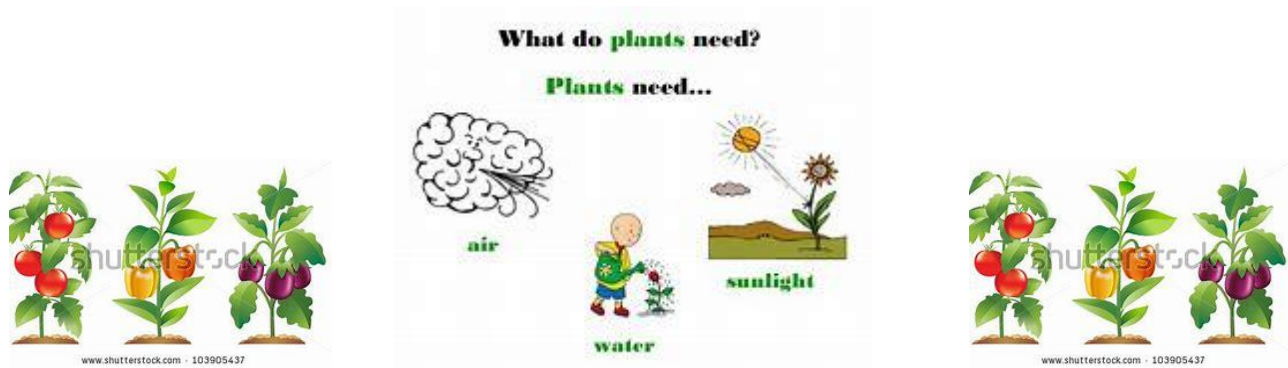
CRAFTYMORNINGS.COM



This isn't just a butterfly  
as you can plainly see.  
I made it with my feet,  
which is apart of me.  
It comes with lots of love,  
especially to say  
I hope you have a very  
Happy Mother's Day!

An art project!





# Things that Grow!!



As children grow, so does their wonder about the world around them. Cultivate a child’s curiosity by exploring plants, trees, and flowers in your own neighborhood. As the weather gets warmer, take advantage of the fresh air with a walk to search for signs of plant life in nature. Observe how the trees in your neighborhood have changed from winter to spring. See if you can spot buds on tree branches or plants pushing up through the ground. Ask open-ended questions about what your child observes and encourage them to ask their own questions, too. When you get home, talk more about questions that might have popped up, create an indoor garden project together, or go green on your screens with a nature-inspired app.

## Questions to Ask Your Child

1. “April showers bring May flowers” is a common phrase, why do you think that is? If April showers means rain, what does that tell us about what living things like plants and flowers need to grow?
2. How do plants “drink” water? What part of plants, like trees and flowers, helps them get the water and nutrients that they need? What else do plants need to survive and grow?
3. What are different ways that plants are helpful to animals?
4. Why do you think many plants wait until springtime to start growing?
5. Why do plants need the sun?
6. How can we tell that a tree is growing new leaves?

## Play and Learn Together With Children 2 to 5

Young children love to explore living things like plants. Talk with your child about different plant parts that they know and what they are called, like tree trunks and flower petals. Ask them how they would describe characteristics of familiar plants, like color, size and shape. Are all plants the same? As you and your child explore the plant life around your home and in the community, you can also talk about what plants need to grow. Support this understanding by exploring seeds and plant growth while building observation skills with this hands-on garden activity and then track plant growth with the Nature Cat plant journal.

**WEBSITE:** [Things That Grow: Plants and Trees | PBS KIDS for Parents](https://www.pbs.org/parents/things-that-grow-plants-and-trees/)





**PROVIDER TRAININGS:**

For more information, check your May–August 2021 Training Calendar

**JUST A REMINDER:**

- All child care providers are required to take 30 hours of training every 2 years.
- A minimum of 5 hours of Office Approved training must be obtained EACH YEAR.

**NOTE:**

The May–August 2021 training calendar has been published and distributed to child care providers in Niagara County. Training classes will be conducted using social distancing safety protocols along with using face coverings to comply with the current public mandate. Class registration is limited to a maximum of 8 participants and 1 trainer. The Community Child Care Clearinghouse of Niagara is taking every precaution to maintain safe social distancing and sanitation procedures to ensure all child care programs have the opportunity to maintain regulatory compliance and to offer on-site trainings as an alternative to virtual classes. Virtual training classes will also be offered in the near future.

DATE	TIME	TITLE
06/03/2021	6:00 PM – 9:00 PM	Cavity Free Kids
06/05/2021	8:30 AM – 12:30 PM	First Aid/CPR/AED Training
06/14/2021	6:00 PM – 9:00 PM	Adverse Childhood Experiences-ACE Institute Level 101
06/19/2021	8:30 AM – 4:30 PM	Medication Administration Training (MAT)
06/22/2021	6:30 PM – 8:30 PM	Safety, Supervision and Security
06/28/2021	6:00 PM – 9:00 PM	Adverse Childhood Experiences-ACE Institute Level 101
06/30/2021	6:30 PM – 8:30 PM	Behavior Management Strategies – Part II
07/06/2021	6:30 PM – 8:30 PM	Behavior Management Strategies – Part I
07/10/2021	8:30 AM – 12:30 PM	First Aid/CPR/AED Training
07/12/2021	6:00 PM – 9:00 PM	Adverse Childhood Experiences-ACE Institute Level 101
07/19/2021	6:00 PM – 9:00 PM	Adverse Childhood Experiences-ACE Institute Level 101
07/22/2021	6:00 PM – 9:00 PM	Cavity Free Kids
07/24/2021	8:30 AM – 4:30 PM	Medication Administration Training (MAT)
07/27/2021	6:30 PM – 8:30 PM	Safety, Supervision and Security
08/02/2021	6:00 PM – 9:00 PM	Adverse Childhood Experiences-ACE Institute Level 101
08/07/2021	8:30 AM – 12:30 PM	First Aid/CPR/AED Training
08/10/2021	6:00 PM – 9:00 PM	Adverse Childhood Experiences-ACE Institute Level 101
08/18/2021	6:00 PM – 9:00 PM	Cavity Free Kids
08/21/2021	8:30 AM – 4:30 PM	Medication Administration Training (MAT)
08/26/2021	6:30 PM – 8:30 PM	Behavior Management Strategies – Part II
08/30/2021	6:00 PM – 9:00 PM	Adverse Childhood Experiences-ACE Institute Level 101
08/31/2021	6:30 PM – 8:30 PM	Safety, Supervision and Security

## FREE ON-LINE TRAINING CLASSES – PROFESSIONAL DEVELOPMENT PROGRAM

<http://www.ecetp.pdp.albany.edu/elearncatalog.shtm>

Supporting Language Development: Birth to 5 **\*\*NEW\*\***

OCFS Training Topics 1, 3 & 4 (2.5 training hours)

Media Use and Safety with Children **\*\*NEW\*\***

OCFS Training Topics 1, 3, & 4 (1.5 training hours)

Prevention and Identification of Brain Injuries, including Abusive Head Trauma (AHT) **\*\*NEW\*\***

OCFS Training Topics 7, 4, 1, 6, 8, & 9 (2.0 training hours)

Foundations in Health & Safety

OCFS Training Topics 2, 3, 4, 7, 8 & 9 (5 training hours)

Expulsion & Suspension Prevention Strategies

OCFS Training Topics 1, 3, & 4 (1.5 training hours)

Infant Brain Development

OCFS Training Topics 1 & 3 (1 training Hour)

School Age Child Care

OCFS Training Topics 1, 3 & 4 (1.5 training hours)

Supervision of Children

OCFS Training Topic 4 (1.5 training hours)

Obesity Prevention

OCFS Training Topic 2 (2.0 training hours)

Emergency Preparedness

OCFS Training Topics 4 & 7 (1.5 training hours)

Family Engagement

OCFS Training Topics 3 & 4 (1.0 training hours)

Early Intervention

OCFS Training Topics 1 & 4 (1.5 training hours)

Transportation

OCFS Training Topics 3, 4 & 7 (2.0 training hours)

Managing Challenging Behavior: Birth to 18 Months

OCFS Training Topic 1 (1.5 training hours)

Managing Challenging Behavior: 18 Months to 36 Months

OCFS Training Topic 1 (1.5 Training hours)

Keeping Children Safe: Prevention of Lead Poisoning and Other Dangers to Children

OCFS Training Topics 1, 3, 4 & 7 (1.5 training hours)

Preventing Sudden Infant Death Syndrome and Promoting Safe Sleeping

OCFS Training Topics 1, 3, 4 & 7 (1.0 training hours)

Mandated Reporter On-Line Training

OCFS Training Topics 5, 6, & 8 (2.0 training hours)

Implicit Bias in Early Childhood

OCFS Training Topics 1 & 3 (1.5 training hours)

## Niagara Community Action

### Board of Directors:

Tim Beach	Thomas Beachy
Andrea Haseley	Andrew Kirsch
John Lombardi III	Kimberlyann Meal
Robert Pecoraro	Ann Printup
James Pyra	Joyce Scott
Danny Sklarski	Dennis Stachera
Owen Steed	Pamela Stevenson
Charles Walker	

### CCR&R Staff:

Supervisor:	Angela Burns
Registrar Unit:	Kimmarie Brown Elizabeth Nowakowski Patrick Carr
Technical Assistant Specialist:	Beverly McArthur
Infant/Toddler Technical Specialist:	Kelly Janese
Legally Exempt:	Debbie Perricelli Donna Striffler
CC Referrals:	Carolyn Jacobs
CACFP:	Linda Newman Betty McCarthy

### Mission Statement:

Niagara Community Action Program, Inc. is a countywide agency dedicated to reducing poverty in a collaborative effort by initiating and conducting programs of self-sufficiency. Our ultimate goal is to empower individuals and families to reach their fullest potential.

### Office Closings:

- Monday, July 5

### Contact Information:

Community Child Care  
Clearinghouse of Niagara  
1521 Main Street  
Niagara Falls, NY 14305

Phone: 716-285-8572  
Toll Free: 1-800-701-4KID (4543)  
Fax: 716-285-9693  
E-mail: [crrniagara@niagaracap.org](mailto:crrniagara@niagaracap.org)  
Web: [www.childcareofniagara.com](http://www.childcareofniagara.com)

Facebook:  
<https://www.facebook.com/CCRandR/>



## Child & Adult Care Food Program (CACFP)

CACFP is a nutrition education and meal reimbursement program to help providers serve nutritious and safely prepared meals and snacks to children in day care settings. The income from this program is tax free.

For more information call: Angela Burns  
716-285-8572 ext. 105

*This institution is an Equal Opportunity Provider (EOE).*



Do you have a screaming child, a disgruntled parent, or a curriculum which isn't working for you?

This is just a sample of the problems you may face as a child care provider. If you would like help with these issues in your day care, contact either Beverly McArthur (children aged 3-12 years) or Kelly Janese (children aged 6 weeks up to 3 years).

This may include: Observations Assessments Trainings  
Quality Improvement Plan Technical support

To make an appointment with:  
Beverly 716-285-8572 ext. 115  
Kelly 716-285-8572 ext. 104



If you haven't returned your provider update form, please send it as soon as possible. In the changeover to our new database some information did not carry over. This way your record may be updated and checked. Shortly providers will be able to update their record online. If another update form is needed, let me (Carolyn) know.

I may be reached by:

Phone: 716-285-8572 ext. 109 (a voice message is sufficient)  
E-mail: [crrniagara@niagaracap.org](mailto:crrniagara@niagaracap.org)

