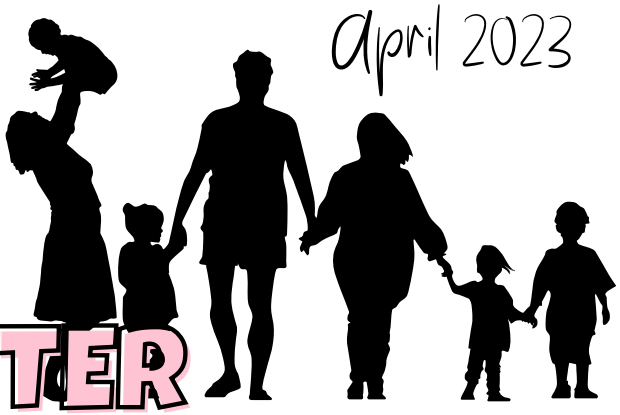
Child Care Connections

April 2023

FAMILY TIME NEWSLETTER



It's all about Family

Here at *Child Care Connections,* we value the Families in our Community and always strive to provide you with the best support services and resources to help you on your parenting journey. This monthly newsletter will include parenting resources and information on important community services, as well as fun at home activities for the whole family!

Have a suggestion or request for an upcoming newsletter?

Contact us at: *amurray@fowinc.org*

Scientific Skills

Resource Adapted from : "Nurturing the Scientist in Your Child"

Children are natural scientists. They are curious, love to explore, and ask a lot of questions. But you don't have to have all the answers! Help your child develop the skills needed to think like a scientist, which will allow him or her to understand increasingly complex science concepts. Read on for some examples of how you can help your child nurture their inner scientist!

NURTURING THE SCIENTIST IN YOUR CHILD

NAEYC, 2023

Supporting Science Learning

Children learn about science every day as they observe and explore. You can support science learning at home through every day simple interactions. Read more about how to expand your child's scientific curiosty, below!

Model Curiosity

Model your own curiosity. Wonder out loud by saying things like, “I wonder what would happen if . . .” or “I am curious about . . . .” Not only will this grab child's interest, but it will also reinforce that even as adults, we don't have all the answers, and that's okay! This will reinforce to children that problem solving is an ongoing skill throughout life.

Encourage Questions

Listen carefully to what your child is saying and encourage your child to explain why he or she thinks a certain way by asking questions such as, “Why do you think the snail is eating that leaf?” “What other animals eat leaves?”

Guided Thinking

Don't immediately correct your child if he or she says something that is scientifically incorrect. For example, if your child says, "Only birds can fly," you can ask, "What does a bird have that helps it fly?" Then ask, "What other animals or things have wings?" Guide your child to name some animals and objects with wings, such as "bees and airplanes." Then ask, "Can they fly?"

Encourage Observation Skills

Encourage your child to make observations and then to record those observations, by writing, drawing a picture, taking a photograph, or making an audio or video recording. They can even act out what they saw happen. Give your child a special notebook for recording these observations, and ask him or her to tell you about them.

Compare and Contrast

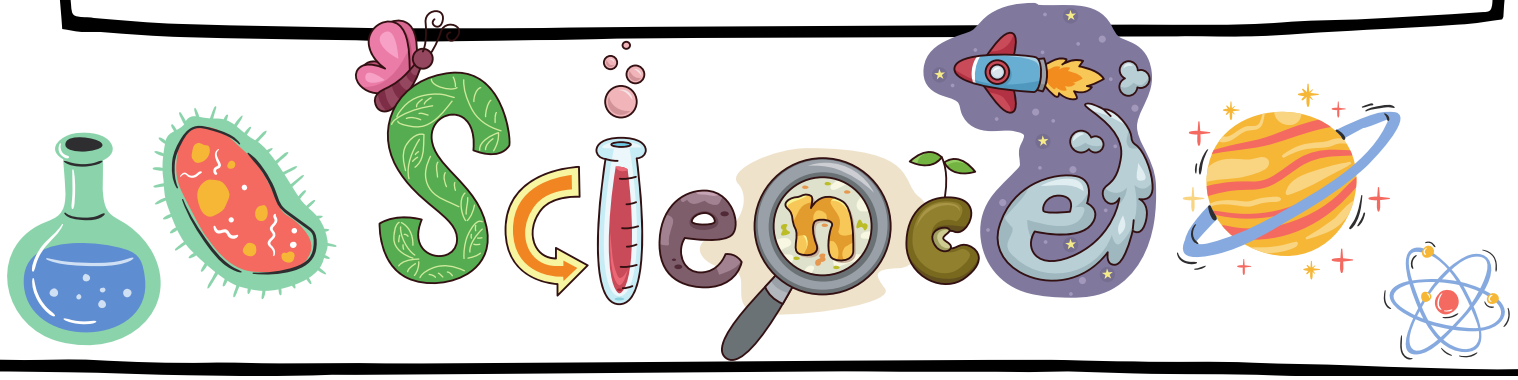
Encourage your child to compare and contrast things they see in the world around them, for example, "How are these two trees the same, and how are they different?"

Investigate

Engage your child in simple investigations, such as rolling different balls down a ramp to see which one goes farthest. Before you begin an investigation, encourage your child to predict what will happen. Afterward, talk about the results.

Experiment

High-quality educational media can be a catalyst for real-world exploration. For example, if you and your child watch a video about how a roller coaster works, say, “Let’s build our own roller coaster!” Then gather simple materials such as paper towel tubes, construction paper, and blocks to build a coaster for a toy car or marble.



at Home

Trusted resources like "The Ruff Ruffman Show", a new PBS KIDS series, help children ages 4 to 8 learn core science concepts enhanced by videos, game-play, and hands-on activities. The character Ruff Ruffman, along with his assistants Blossom and Chet, answers questions from real kids, takes on challenges, and learns the value of perseverance—all while modeling science inquiry skills. Find out more at pbskids.org/ruff

In the Community

Free Printing and film/ photo scanning: Community Day

Every Wednesday

12pm -6pm

CPW (Center for Photography at Woodstock)

474 Broadway

Kingston, NY 12401

Kelder's Farm Tulip Festival

Saturday, April 22nd

10am-6pm

5755 US-209

Kerhonkson, 12446

Exciting News!

The Ulster County Infant & Toddler Play Group is getting ready to start back up in Spring!

If you would like to be added to the email list for updates about the play group please inquire by email at: amurray@fowinc.org

Check out the ALL NEW TINY TIPS Newsletter!

Enjoy monthly tips and tricks about caring for our youngest population.

For more info and to subscribe, Please send an email to: askingmissashley@gmail.com

Chocolate Mug Cake

Kid Description: Grab a grown-up to make a chocolate mug cake in less than five minutes. You'll only need a few ingredients and a microwave — no oven needed! Just don't feed this to Ruff (or any dog... chocolate could make dogs sick).

This recipe makes one serving. If you want more servings, make sure to gather more mugs. You'll need to help kids measure ingredients and operate the microwave.

The Ruff Ruffman Show

PBS KIDS

pbskids.org/ruff

Time:
20 minutes total (but only 3 minutes for baking!)

Explore:
kitchen chemistry, inquiry process (predict, document, test, reflect)

Materials:
- ☐ Microwave
- ☐ Recipe printout
- ☐ Kitchen measuring tools
- ☐ Microwave-safe mug
- ☐ 4 tbsp flour
- ☐ 4 tbsp sugar
- ☐ 4 tbsp cocoa
- ☐ 1 egg
- ☐ 3 tbsp milk
- ☐ 3 tbsp vegetable oil
- ☐ ½ tsp vanilla
- ☐ 1 tbsp chocolate chips

Predict

★ Brainstorm and predict how to make a cake.
- **Ask:** What ingredients do you think you need for a cake? Why?
- **Ask:** What do you need to do to the ingredients? Why?
- **Ask:** How long does a cake usually take to bake in an oven?

★ Explain what you're going to make, and how you'll make it.
- **Explain:** We're going to make a chocolate cake today, but we'll use a microwave instead of an oven. It takes a lot less time to cook things in a microwave than in an oven.

★ Introduce the ingredients you'll use. Have kids sort them into two piles: liquid ingredients and dry ingredients.
- **Ask:** Which ingredients are dry and which are wet, or liquid?

- **Ask:** What do you think each ingredient does to the cake?
- **Ask:** What do you predict would happen if you forgot an ingredient or put in too much of one ingredient? (Hint: Use sugar as an example)

★ On the printout, write down kids' predictions of when the cake will start to rise in the microwave.
- **Ask:** What happens to a cake when it is baking? (some answers: gets hotter, you can smell it, it rises)
- **Explain:** Some ingredients help the cake rise when it's baking. We're going to bake the cake for three minutes in the microwave.
- **Ask:** Based on our investigating the ingredients, and any baking you've done before, when do you predict the cake will start to rise, or get bigger? I'll document your prediction by writing it on the printout.

Bake

★ Make sure kids wash their hands!

★ Have kids follow along with the recipe on their printout. If there are multiple kids, help them take turns measuring each ingredient.
- **Explain:** This is the recipe. A recipe tells us all of the ingredients we need and the instructions to make something. Follow along and check off each ingredient as we add it to the mug to make sure we don't miss anything!

★ When all ingredients are mixed into the mug, just before putting the mug in the microwave:
- **Ask:** Let's investigate the mix! Can you see each of the ingredients now?
- **Ask:** What happened to the ingredients?
- **Ask:** What does the cake look like now? What do you think it will look like when it comes out of the microwave?

★ Optional: Take a photo of your mug cake before and after you put it in the microwave to compare!

The Recipe

- Mix all the dry ingredients into a mug.
- In a separate bowl, crack the egg and then beat it.
- Add the egg to the dry ingredients in the mug.
- Add the liquid ingredients to the mug. Mix all ingredients in the mug. Make sure there are no lumps!
- Add the chocolate chips and stir.
- Put the mug in the microwave on high for 3 minutes.

Recipe

Chocolate Mug Cake

pbskids.org/ruff

Predict It

Predict how long it will take for the cake to start rising. Then, observe what happens and write down how long it took for the cake to start rising.

Prediction

_____ minutes and _____ seconds

Result

_____ minutes and _____ seconds

Make It

Ingredients

4 tablespoons of flour
4 tablespoons of sugar
4 tablespoons of cocoa
1 egg
3 tablespoons of milk
3 tablespoons of vegetable oil
½ teaspoon of vanilla
1 tablespoon of chocolate chips

Recipe

1. Mix all the dry ingredients into a mug.
2. In a separate bowl, crack the egg and then beat it.
3. Add the egg to the dry ingredients in the mug.
4. Add the liquid ingredients to the mug. Mix all ingredients in the mug. Make sure there are no lumps!
5. Add the chocolate chips and stir.
6. Put the mug in the microwave on high for 3 minutes.

Draw It

Funding for The Ruff Ruffman Show is provided by the Corporation for Public Broadcasting and the Department of Education. The contents of this document were developed under a cooperative agreement #PRU295A150003, from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Bottle Cap Hockey

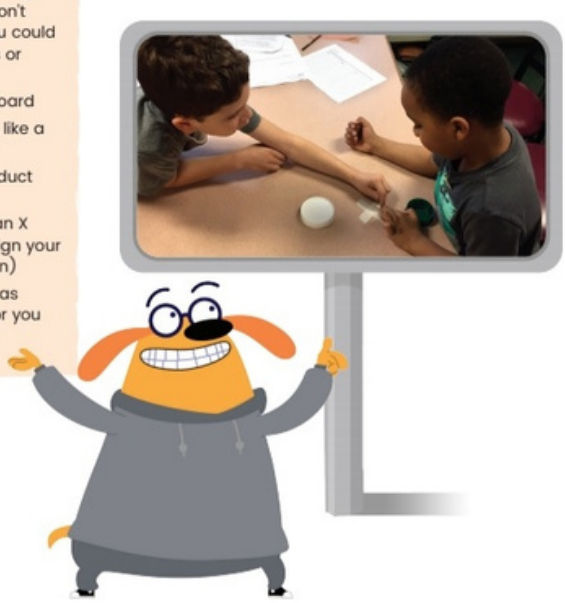
Time:
45-60 minutes

Explore:
forces and motion, friction, inquiry process (predict, investigate, reflect)

Materials:
- ☐ Gather up as many **bottle caps** as you can around the house (metal caps, plastic caps, jar lids). Try to find bottle caps that are about the same weight and size. If you don't have enough, you could try using pennies or other coins.
- ☐ A piece of cardboard
- ☐ A piece of fabric, like a sheet or blanket
- ☐ Strong tape, like duct tape
- ☐ A target (make an X with tape, or design your own to tape down)
- ☐ Use a long table as the play space, or you can use the floor

Kid Description: Grab a grown-up and some friends for Ruff's take on table hockey! How many points can you score?

This game is for two to six players, and should be played at a wide table or on the floor. You should have one grown-up for every two to three children who are participating. If you have kids with motor issues or who otherwise cannot participate, ask them to be a coach or score keeper.



Ask

★ Sit in a circle and pass around one of the bottle caps. Ask kids to use their senses to investigate it.
- **Ask:** How does the bottle cap feel? Is it smooth or rough?
- **Ask:** How much does the bottle cap weigh? Is it light or heavy?

★ Then, pass around the fabric and cardboard, or ask the kids to walk to the different surfaces.
- **Ask:** How do each of these feel? Are they smooth or rough?
- **Ask:** Do you think it would be easy or hard to slide a bottle cap across these?

★ Explain the rules of the game:
- **Explain:** All players stand at one end of a table, and a target is at the other end. The players take turns sliding their bottle caps toward the target. Everyone will try once, and then get a second try. Players can strategically knock an opponent's cap farther away from the target. The player whose bottle cap is closest to the target gets one point. Play twice at each surface for round one.
- For round two, the table will be covered with fabric.
- For round three, the table will be covered with cardboard.
- At the end of three rounds, the player with the most points wins.

Predict

★ Ask the kids which materials will allow the caps to move most easily: the tabletop or floor, the fabric, or the cardboard?
- **Ask:** Do you think it will be easiest to slide a bottle cap across the table, the fabric, or the cardboard?

★ On the printout, have the kids draw their predictions.
- **Ask:** Based on your investigation of the materials, do you predict it will be easy or hard for the bottle caps to slide on the three different surfaces? Draw your predictions on the chart.

Investigate

★ Line the players up at one end of a table, and place the target at the other end. With many players it might be easier to have them sit nearby, and only come to the end of the table when it's their turn.

★ Put all the caps in a bag or hat and ask the players to take turns reaching into the bag to pick out their caps for the round.

★ Play the first round on an uncovered table. Each player goes twice.

★ After round one, cover the table with fabric (using some tape), and play again. Each player goes twice.

★ After round two, cover the table with cardboard (using some tape), and play again. Each player goes twice.

★ At the end of the three rounds, the player who has the most points wins!

Reflect

★ After the game is over, clean off the table and sit together.

★ Ask kids to look at their predictions on the printout.
- **Ask:** Let's reflect on the game we just played. Which surface was easiest or hardest to slide on? Table, cloth, or cardboard? Why do you think so?
- **Ask:** What other materials could you use in this game?

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Chart

Bottle Cap Hockey

Draw how far you predict your bottle cap will go on each surface.

The Ruff Ruffman Show

PBS KIDS

pbskids.org/ruff

Table (or floor)	Cardboard	Fabric
Target	Target	Target
You	You	You

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