FI #9 Program provides opportunities for families to share their family traditions.

FI #12 Program schedules family social activities on different days of the week and/or different times of the day to accommodate varying family needs. TIME SENSITIVE

FI #13 Families receive monthly information from and about the program through written newsletters or social media. TIME SENSITIVE

FI #14 Program has a family bulletin board used for sharing information. TIME SENSITIVE

Why Is This Important
"Parental involvement in their child's school experience is valuable to parents, staff, and children. Parents become better informed and start to feel ownership of the program. Staff can offer a more varied program if they use the additional help from parents wisely. Children benefit from seeing that the key adults room the separate worlds of home and school are closely connected." (Cryer, D., Harms, T., & Riley, C. (2003). Chapter 38: Provisions for parents, . In All about the ecers- r (p. 401. Lewisville, NC, USA: Kaplan Early Learning Company.)

FI #16 Program offers families opportunities for educational workshops. CENTERS ONLY. For family child care the criterion reads, Families are provided with information on community based trainings and offered resources about children, parenting or other family issues.

Why Is This Important
"It is important to remember that early childhood program staff should not be expected to provide advice outside their professional area of expertise, but rather to provide referrals to qualified agencies or individuals." (Cryer, D., Harms, T., & Riley, C. (2003). Chapter 38: Provisions for parents, . In All about the ecers- r (p. 407. Lewisville, NC, USA: Kaplan Early Learning Company.)

FI #17 Families who do not speak the same language as the caregiver are able to share their language with the child care program.

Why Is This Important
"Inclusion of diversity ... goes beyond having materials showing diversity displayed or accessible for children to pay with. Instead, representing diversity is a regular part of the daily experiences that children have throughout the day, each day. These experiences are the usual rather than the unusual." (Cryer, D., Harms, T., & Riley, C. (2003). Chapter 28: Promoting acceptance of diversity, In All about the ecers- r (p. 294. Lewisville, NC, USA: Kaplan Early Learning Company.)
SNOW CRAFTS  CAC @UVU RESOURCE NIGHT NOVEMBER 2014

FROST PAINT:
Mix equal part of Epsom salts and hot water. Stir to completely dissolve the salts. Brush the Frost Paint onto a dark sheet of cardstock. The child could draw a snowman with the paint or paint the mixture onto a dark colored snowman made from three varied sizes of dark cardstock glued together into the form of a snowman.

CAUTION: Remind the children not to lick the paint.

This activity can be used for all ages. Closely supervise this project, especially with mobile infants and toddlers. When the paper has dried and the crystals appear, talk to the children about the crystals and explain to them that snow is made of crystals. This activity is both creative and cognitive.

ERUPTING SNOWBALLS:
Make baking soda dough by combining 1 cup baking soda, ½ cup cornstarch and ½ cup water. Mix the baking soda and the cornstarch together first in a saucepan and then add the water. Cook on the stove top on medium heat. STIR CONSTANTLY. Keep stirring until the mixture looks like mashed potatoes. Remove the pan from the heat and put onto the counter on a piece of wax or parchment paper. Cool slightly and then form into balls using a cookie scoop. Place the “snowballs” in a plastic container and place a wet paper towel over the top. Place the snowball in a clear plastic cup and let the children squirt vinegar onto the ball and watch it erupt. The snowballs can be colored by adding food coloring to the water.

EXPLANATION: Baking soda is alkaline and vinegar is an acid and when the two substances come into contact they cause a chemical reaction that produces carbon dioxide and a fizz.

This is a cognitive and language activity for all ages. You can explain to the children about what happens when the vinegar and the baking soda come into contact. Let them listen to the noise and smell the vinegar. Teach them new words such as alkaline and acid.

CAUTION: Remind the children that the baking soda “snowballs” are not cookies and they should not eat them.
SNOWMAN MATH

Decorate a clean empty milk carton with foam or color the features with a marker. Use clean milk lids or large buttons, or frozen juice can lids that have smooth edges as counters. Math concepts can be varied depending on the age of the child. This is a cognitive, language and literacy, and physical activity.

- You can use dice to add the numbers and then place that amount of counters into the snowman.
- You can show the children a number written on a card and help them count out that amount of counters and place them into the snowman.
- You can place a specific number of counters by the snowman and have the child count in sequence as the counters are dropped into the snowman.

INFANT AND TODDLER ADAPTATION: Use the snowman as a “feely sensory “ activity. Place a variety of sensory items in the snowman such as fabric swatches, wooden popsicle sticks or large frozen juice lids with smooth edges. Help the child reach into the snowman and pull out the object. Use words to describe the feel of the object. This is a cognitive, physical, and language and literacy activity.

SNOWMAN TUBE SOCK PUPPET

Make a snowman puppet out of a tube sock. Large buttons sewn on with yarn or thread, make great facial features. Felt or foam can be used for the nose. A hat can be made out of felt or fleece by measuring, cutting, and gluing the sides of the fabric, gluing the bottom of the hat onto the sock puppet and then tying the extra length with yarn and cutting to form a snow hat. Use yarn or fleece for a scarf. Remember to securely glue all parts of the snowman’s features onto the sock.

INFANT TODDLER ADAPTATION: To prevent having a choking hazard, the snowman features can be colored on the sock with permanent markers.

Let each child create a puppet and then place the puppet on his hand as together you sing snowman songs and fingerplays.

This activity is a creative, physical, and language and literacy activity for all ages.
INDOOR SNOWMAN DECORATING PLAY SET

The body of the snowman is made from a coffee creamer container covered in white gauze that is wrapped around the container. The loose end of the gauze is glued in place. Create clothes out of felt and/or fleece. Place the snowman in a four compartment plastic tray, with the snowman in the center and the snowman’s clothes in the four surrounding compartments. This activity is best for 3 years of age and older because of small pieces. Older children can be helped to cut out and make clothes for the snowman. This is a creative, cognitive, and physical activity.

CRAFT STICK SNOWMAN ORNAMENTS

INFANT AND TODDLER ADAPTATION: Instead of buttons, color the eyes and buttons on the tongue depressor/craft stick with markers. For the hat use foam and glue on with a glue gun. Also securely glue with a glue gun the back of the snowman’s scarf. Allow the infants and toddlers to hold their snowman as you sing snowman songs and/or finger plays. For infants and toddlers this teaches them creative and cognitive skills as the older toddlers feel the texture of the foam hat and the hardness of the wooden tongue depressor/craft stick; physical skills as they sing, move their bodies and hands in rhythm; and literacy and language skills as they sing.
<table>
<thead>
<tr>
<th>I Love Snow</th>
<th>Dance Like Snowflakes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Tune: Three Blind Mice)</em></td>
<td><em>(Tune: Frere Jacques)</em></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I love snow.</td>
<td>Dance like snowflakes,</td>
</tr>
<tr>
<td>I love snow.</td>
<td>Dance like snowflakes,</td>
</tr>
<tr>
<td>Soft, white snow;</td>
<td>In the air, In the air.</td>
</tr>
<tr>
<td>Soft, white snow.</td>
<td>Whirling, twirling snowflakes,</td>
</tr>
<tr>
<td>It falls on the ground</td>
<td>Whirling twirling snowflakes,</td>
</tr>
<tr>
<td>So soft and white.</td>
<td>Here and there. Here and there.</td>
</tr>
<tr>
<td>Sometimes it falls all through the night. Did you ever see such a beautiful sight</td>
<td></td>
</tr>
<tr>
<td>As soft white snow</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I’m a Snow Person</th>
<th>Snow</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Tune: I’m a little teapot)</em></td>
<td><em>(Tune: This Old Man)</em></td>
</tr>
<tr>
<td>I’m a snow person,</td>
<td>Snow is falling on the ground</td>
</tr>
<tr>
<td>Short and fat,</td>
<td>We can make things all around</td>
</tr>
<tr>
<td>Here are my buttons,</td>
<td>Snowmen, snowballs, snow forts, too.</td>
</tr>
<tr>
<td>Here is my hat.</td>
<td>There are lots of things to do.</td>
</tr>
<tr>
<td>When the sun comes out,</td>
<td>Snow is falling, come and see. You can have some fun with me. Sliding, skating, skiing, too. There are lots of things to do.</td>
</tr>
<tr>
<td>I cannot stay.</td>
<td></td>
</tr>
<tr>
<td>Slowly I just melt away.</td>
<td></td>
</tr>
</tbody>
</table>
**Frost** (Tune: Farmer In the Dell)

The frost is on the roof, *(Point hands over head)*
The frost is on the ground, *(Point to the floor)*
The frost is on the window, *(Make a window with your hands)*
The frost is all around! *(Make large circles with your hands)*

**Snowflakes Falling Down**
(Tune: Row, Row, Row Your Boat)

Snowflakes falling down,
Falling to the ground.
Big, white fluffy flakes
That do not make a sound.

**Walking in the Snow**

Let’s go walking in the snow.  
Walking ,walking on tiptoe.  
Lift your right foot way up high,  
Then your left foot keep it dry! All  
around the yard we skip,  
Watch your step, or you might slip.

**Snowflakes, Snowflakes**
Tune (Twinkle, Twinkle)

Snowflakes falling one by one,  
Time to play and have some fun.  
Build a snowman, snowballs too,  
Come and see what you can do.  
Snowflakes falling one by one.  
Time to play and have some fun.
HATS MITTENS SHOES AND SOCKS
(Head, Shoulders, Knees, and Toes)

Hats Mittens, Shoes and Socks
Shoes and socks
Shoes and Socks
Hats, Mittens, Shoes and Socks
Go together wet or dry

WINTER IS HERE
(The Muffin Man)

Can you feel the wind blow cold?
The wind blow cold?
Can you feel the wind blow cold?
Winter is here.

Can you see the darker skies?
The darker skies?
The darker skies?
Can you see the darker skies?
Winter is here.

THIS IS THE WAY WE DRESS FOR WINTER
(The Mulberry Bush)

This is the way we dress for winter
Dress for winter, dress for winter.
This is the way we dress for winter.
Because it’s cold outside.

We will wear our boots today,
Boots today, Boots today.
We will wear our boots today
Because it’s cold outside.

We will wear hats and mittens today.
Hats and mittens, hats and mittens
We will wear hats and mittens today
Because it’s cold outside.

WINTER IS HERE Continued

Can you see the trees all bare?
The trees all bare?
The trees all bare?
Can you see the trees all bare?
Winter is here.