



Caring and Sharing

A publication of the Child Care Resource & Referral Agency
East Central University — Ada, Oklahoma

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Center for Early Childhood Professional Development

1-888-446-7608 www.cccpd.org

Warmline — 1-888-574-5437 free telephone consultation on child development, health related issues or challenging behaviors.

Scholars for Excellence —

Gina McPherson 1-866-343-3881
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Let's Move! Child Care Register Today

Last quarter we brought you an article about *Let's Move! Child Care*. Oklahoma is asking you to join family child care and other child care centers who have already committed to *Let's Move! Child Care* by signing up at www.HealthyKidsHealthyFuture.org for updates, webinars and to share your success stories.

NACCRRA, The Centers for Disease Control and the Office of Child Care will be recognizing states with the highest percentage of licensed or legally operating child care programs that sign up as *Let's Move! Child Care* participants and the largest percentage of *Let's Move!* programs that successfully complete the initiative's checklist quiz and action plans.

Let's Move! Child Care is an effort to promote children's health by encouraging and supporting healthier physical activity and nutrition practices for children in child care. With more than 10% of children between 2 and 5 years old overweight or obese, the child care community is an essential ally in the effort to prevent childhood obesity, support children's healthy development, and prevent the occurrence of later chronic disease.

The five goal areas of *Let's Move! Child Care* are:

1. Increasing physical activity — Provide 1-2 hours of physical activity throughout the day, including outside play when possible.
2. Reducing screen time — No screen time for children under 2 years. For children age 2 and older, strive to limit screen time to no more than 30 minutes per week during child care.
3. Improving food choices — Serve fruits and vegetables at every meal, eat meals family-style and don't serve fried foods.
4. Providing healthy beverages — Provide access to water during meals and throughout the day, and don't serve sugar-sweetened drinks. For children age 2 and older, serve low-fat (1%) or non-fat milk, and no more than one 4-5 ounce serving of 100% juice per day.
5. Supporting infant breastfeeding — For mothers who want to continue breastfeeding, provide their milk to infants and welcome them to breastfeed during the child care day. Support all new parents' decisions about infant feeding.

For more information and to register for *Let's Move! Child Care*, visit the website www.HealthyKidsHealthyFuture.org

The Patterns of Music

Young Children Learning Mathematics through Beat, Rhythm, and Melody

Research on music and music therapy suggests that math and music are related in the brain from very early in life (Burack 2005). Musical elements such as steady beat, rhythm, melody, and tempo possess inherent mathematical principles such as spatial properties, sequencing, counting, patterning, and one-to-one correspondence. Music also seems to be related to very primal parts of the brain (Hudson 2011). Our bodies cannot help but react physiologically to musical input (Thaut & Kenyon 2003; Hasan & Thaut 2004). This implies that even the youngest children have the potential to inherently respond to music and the mathematical constructs it contains.

Teaching patterns to very young children is also a key to the concept of emergent mathematics, which parallels the idea of emergent literacy. As with literacy, emergent mathematics suggests the following:

- ◆ Mathematical learning begins very early in life.
- ◆ Mathematics is related to many other developmental milestones.
- ◆ Mathematics develops from real-life situations in which the child is an active participant.
- ◆ Children learn mathematics through actively engaging their minds in as many different ways as possible.
- ◆ Thinking about relationships, such as bigger, smaller and faster, slower, and especially about pattern relationships, plays a special role in young children's mathematical development.
- ◆ Learning mathematics is a developmental process influenced by the child's physical, social-emotional, and cognitive learning and development, and nurtured by a stimulating mathematical environment (Geist 2009).

Everyday patterns for infants

Steady beats and rhythms that parents or caregivers use to soothe their infants or rock them to sleep and the songs they sing to their children contain many complex patterns. For example, when an infant is distressed, a caregiver instinctively rocks or pats the baby in a rhythmic way, using a musical pattern. The caregiver may even sing an improvised lullaby that has a repeated musical pattern in the lyrics:

Verse 1: *Little baby, don't you cry, little baby, don't you cry,*

Pattern: a b a b

Verse 2: *Mama loves you, don't you cry, mama loves you, don't you cry.*

Pattern: c b c b

In this song, the words themselves present a pattern. While rocking and singing this lullaby, the caregiver can gently pat a repeated steady beat, or even a 1, 2, 3, rest pattern, on the child's back. Patterns inherent in the music are heard and felt simultaneously. The child may then stop crying and begin a steady pattern of breathing, possibly sucking a finger, thumb, or pacifier (Standley 2003).

The pattern is processed in various parts of the brain as the child listens to, feels, watches, and then finally internalizes the pattern. The child moves from relying on the caregiver to provide the musical structure to calm her, to internalizing the pattern and calming herself by sucking to the rhythm and closing her eyes. This early exposure to patterns is not intended to teach mathematics, although the caregiver is introducing the building blocks of mathematical understanding (Clements et al. 2011; VanDerHeyden et al. 2011).

Music brings order to disorder. Teachers can demonstrate patterns without using any materials. All that is necessary is the presence of the caregiver offering an instinctive gift of rhythm and music to comfort the child.

These and other patterning and mathematical experiences that are easily and naturally part of an infant's everyday routine can support the future learning of mathematics and literacy, and of other more formal learning.

Children's reactions to music and mathematics

Music plays an important role in patterning experiences at home and at school. Music activities and materials are excellent for promoting patterning and emergent mathematics. Music keeps children engaged in a mathematical activity for long periods of time. Such experiences promote positive attitudes toward mathematics and support the construction of mathematical concepts in a developmentally appropriate way for infants and toddlers. Music enriches the mathematical learning environment for children because such activities are infused with a degree of pleasurable intensity, promote the fun of learning, and allow the child to be an active participant.

Excerpt from *Young Children*, January 2012

Upcoming Training Opportunities

Story Stretching

Fall in love with a good book and learn exciting new ways to incorporate the story into all aspects of your classroom.

Wednesday, February 8, 2012

6:30-8:30 p.m. COST: FREE 2 hours Tier I Training

Instructor: Laura Spivey

Kids Rock CDC & Preschool, Newcastle, OK

Understanding Temperaments

This training provides an introduction to the concept of temperament and to five key temperament traits. Participants become aware of their own temperaments, their reactions to others' temperaments, and how the child care environment can interact to support a child's healthy development.

Thursday, March 15, 2012

6:00-8:00 p.m. COST: FREE 2 hours Tier I Training

Instructor: Laura Spivey

Hickory Creek Child Care Center, Ardmore, OK

Understanding Temperaments

Tuesday, April 10, 2012

6:30-8:30 p.m. COST: FREE 2 hours Tier I Training

Instructor: Laura Spivey

Shawnee Public Library, Shawnee, OK

Story Stretching

Tuesday, April 24, 2012

6:30-8:30 p.m. COST: FREE 2 hours Tier I Training

Instructor: Laura Spivey

Shawnee, OK Location TBD

Ada Area Early Childhood Conference

Featuring Keynote Speaker: Jane Kitson, AKA Mother Goose

Breakout sessions on the following topics:

The NEW CECPD Registry; Activities for the 1-2 year old classroom; Teambuilding; Understanding Temperaments; School-Age Programs; Activities for the 3-4 year old classroom; Food Program Changes; Multicultural Activities; New Directors Training; Story Stretching; Making Family Child Care Work for You; Music in the Classroom; and Fingerplays and Rhymes

DHS Voucher Approved Conference. Cost: \$35.00 or \$10 with DHS Voucher

Saturday, March 3 8:00-3:45 6 hours Tier I Training

East Central University Ballroom, Ada, OK

New Online Training Being Offered

The National Association of Child Care Resource & Referral Agencies (NACCRRRA), Oklahoma Child Care Resource & Referral (OCCRRRA) and Smart Horizons have partnered to bring new online classes to the state. These courses have been approved through CECPD. Check out the course offerings on our website www.ecok.edu/ccrra and then click on the ONLINE TRAINING button. If you have any questions, please give us a call.

For Other Courses Available from the Center for Early Childhood Professional Development, go to www.cecpd.org