

*Fun and Resources
for 07-31-2020*

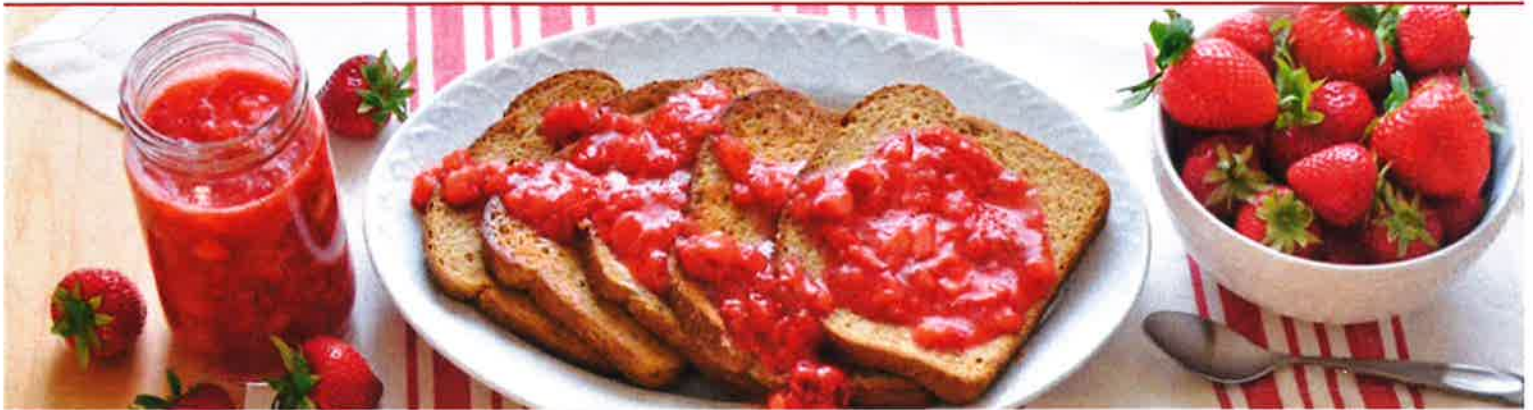


6 Any Berry Sauce

Prep time: 5 minutes

Cooking time: 15 minutes

Makes: 2¼ cups



Ingredients

- ¼ cup cold **water**
- 1 Tablespoon **cornstarch**
- ½ cup **sugar**
- 4 cups **berries**, fresh or frozen (blackberries, raspberries, blueberries, sliced strawberries or a mixture)

Directions

1. In a medium saucepan, mix together the water, cornstarch, sugar and 2 cups of the berries. Mash the berries, if desired.
2. Heat over medium heat, stirring frequently, until the sauce starts to thicken.
3. Remove from heat and stir in the remaining berries.
4. Serve over pancakes, waffles or plain yogurt—any time you want a little sweetness.

Note

- ★ Store sauce in the refrigerator for up to a week.
- ★ To freeze the sauce, replace the cornstarch in the recipe with Clearjel or Clear Jel, a special type of cornstarch.

Tastes great on these Food Hero recipes:

- ★ Apple Spiced Baked Oatmeal
- ★ Applesauce French Toast
- ★ Favorite Pancakes
- ★ Gingerbread Pancakes
- ★ Oven French Toast (pictured)

Any Berry Sauce

Nutrition Facts	
9 servings per container	
Serving size 1/4 cup (77g)	
Amount per serving	
Calories	60
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 16g	6%
Dietary Fiber 2g	7%
Total Sugars 12g	
Includes 7g Added Sugars	14%
Protein 0g	
Vitamin D 0mcg	0%
Calcium 9mg	0%
Iron 0mg	0%
Potassium 42mg	0%
Vitamin A 0mcg	0%
Vitamin C 8mg	9%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Favorite Pancakes

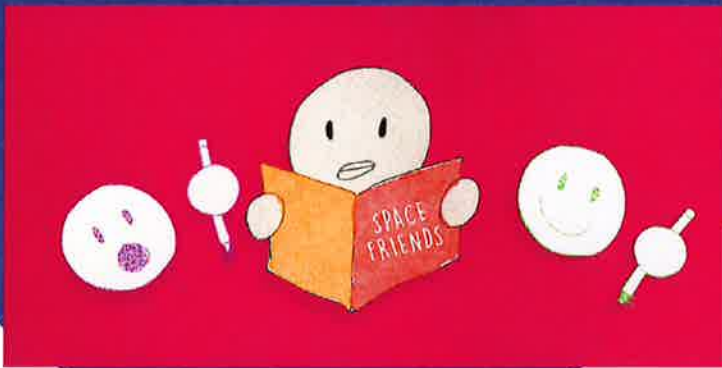
Nutrition Facts	
4 servings per container	
Serving size 2 (4-in) pancakes (134g)	
Amount per serving	
Calories	270
% Daily Value*	
Total Fat 9g	12%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 50mg	17%
Sodium 560mg	24%
Total Carbohydrate 37g	13%
Dietary Fiber 1g	4%
Total Sugars 7g	
Includes 3g Added Sugars	6%
Protein 8g	
Vitamin D 1mcg	6%
Calcium 301mg	25%
Iron 2mg	10%
Potassium 162mg	4%
Vitamin A 60mcg	7%
Vitamin C 0mg	0%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Do You See What I Hear?



Create-to-Learn
Family Projects™
Animated Videos



Introduction

Visualization means making mental pictures of stories or information. When children make mental pictures of what they hear it helps them build reading comprehension and memory skills and focus on the main ideas and detailed descriptions. In this project, children will visualize what they hear or read and use those mental images to help them create story illustrations.

LEARNING OBJECTIVES

Children will:

- use visualization to create mental images based on a story they have heard or read;
- create illustrations that align with what they visualized;
- use SEEK to “read” art; and
- compare and contrast their artistic interpretations with others’.

Vocabulary

visualization	setting	interpretation
illustration	plot	compare
story elements	conflict/problem	contrast
character	resolution	

Essential Questions

- How does forming a mental picture help you focus on the story’s main ideas and descriptive details?
- How does drawing illustrations help you record the visualizations you imagined as you hear or read stories?
- Why might different readers or listeners interpret stories differently?
- Why is it helpful to see the different ways others interpret and illustrate a story?

Guiding Questions

- What pictures appeared in your head when you listened to this story? Describe one of the scenes that was memorable and recount details of how you pictured it.
- What are the key elements in a story? What specific words did you hear or read that helped you visualize the elements of this story?
- How can SEEK help people observe and understand each other’s artwork?



Supplies

- Paper (plain or colored)
- Crayola® Markers
- Crayola® Crayons

Prepare

Arrange a space where children can listen and draw at the same time. Select a story with strong sensory images and details that describe what the setting looks like. How might the scene sound, smell, and feel? Add commentary to the story if the text does not provide many details. This discussion can help children visualize what they think is happening so they get the main ideas and descriptive details in a scene.

SEEK™

SEE

What do you see?

EVIDENCE

Why do you say that?

What is the evidence?

EXPLAIN

What decisions did the artist make? Why?

KNOW

What do you know?
What else do you want to know?

Applying SEEK to this video and lesson



SEE:

What characters and settings do you see?

EVIDENCE:

What are the most important details? How do you know?
What descriptive details are provided?

EXPLAIN:

How did the artist show action and emotion?

KNOW:

How did the author’s words help you visualize the scene? What do you know from the written or spoken words? What else do you want to know?



- Start by reading a story aloud with children. Older children may want to read a novel that has descriptive text without illustrations.
- As you read the story, have children listen for the main ideas and details. Ask them to visualize the story elements. (Explain that to visualize means to make a mental picture of the characters, setting, plot, conflicts, and resolution.)
- Encourage children to listen for words that describe colors, sizes, shapes, amounts, emotions, movements, and the characters and objects that are in the scenes.
- Have children quickly sketch what they visualize while listening to the story unfold. They should be able to create several sketches of their mental images if you pause the story periodically to provide some time for drawing.



- Have the children present their illustrations to you and/or other listeners.
- Have the young artists explain how their art shows details from the story.
- Ask about the decisions they made as they created their artwork.



- Use SEEK™ to respond to the illustrations.
- Compare and contrast the sketches made by different people who heard or read the same story. (If only one child is present, compare and contrast the sketches made by that young artist.)
- Remind the children that responding to art does not mean judging it. SEEK asks questions about what is observed and inferred without talking about what is better or prettier.

- Ask children to identify what they see that is similar and different as they compare the images. For example, when the story says, “home,” one artist might draw a short, red brick house with one big window. Another artist might draw a tall apartment building with many rows of windows.
- Explain that this is an example of *interpretation*, which means the way someone sees or understands something based on that person’s life experiences. One interpretation of “home” is a red house; another interpretation of “home” is an apartment building.



- Help children make connections between story sketching and visualizing other experiences based on what people hear or see. Ask them how people might interpret words like “store” or “game” in art. What would they visualize and draw?

- Have children think about times when people heard the same information but came up with different examples or ideas. How did those differences affect decisions?

For Younger Children

- Select stories with sensory images that appeal to sight, smell, taste, hearing, and touch.
- Break the story into short sections and pause so children can have time to draw that section before moving to the next.
- Describe your own visualization and use words to describe what you imagine. For example, you might say, “I am visualizing a tiny, frustrated mouse sweating as she tries to lift an enormous red strawberry.”

For Older Children

- Ask older children to help select stories and read them aloud to younger children.
- Urge older children to select stories for their own projects that include community descriptions or building designs so that their drawing can contain as much detail as possible.
- Suggest they find scripts and read stage directions from a play aloud so they can visualize and draw the settings and actions that are described.
- Ask them to visualize and draw ambiguous descriptive words such as “frightening” or “challenging.” Then have them compare and contrast their work to dive deeply into the idea of interpretation.



Child Reflections

- What words or descriptions helped you visualize the story?
- How did you decide which parts of the story to illustrate?
- Which of the other interpretations of the story surprised you?
- How can visualization help you understand math information or data?



Adult Reflections

- What helped the children visualize the stories? Were some written passages more descriptive than others?
- How else might children use visualization and illustration in everyday experiences?
- What were the challenges children had when comparing and contrasting artwork and discussing interpretation?



STANDARDS AND SKILL DEVELOPMENT

Standards help teachers and families outline learning objectives that focus on big ideas in each subject area. This video and project address the following standards:

LANGUAGE ARTS

- Ask and answer questions about key ideas or details from a text read aloud.
- Create drawings or other visual displays to clarify ideas, thoughts, and feelings.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details.
- Identify real-life connections between words and their use.

MATHEMATICS

- Reason abstractly and quantitatively.
- Describe and compare attributes to interpret information.

SCIENCE

- Develop a simple sketch, drawing, or physical model to illustrate how to solve a problem.

VISUAL ARTS

- Organize and develop artistic ideas and work.
- Discuss and reflect on choices made in creating artwork.
- Interpret art by identifying subject matter and describing relevant details.

Angry Kids

By Jim Fay

Tips for Dealing With an Angry Child

"Why does my child always have an attitude? She's often disruptive, disrespectful or picking on other children. She's always the one with a chip on her shoulder." This frustrated parent expresses the feelings of many—Why is my child angry and how do I deal with it?

A child who acts out may be expressing other emotions through anger. A youngster may be experiencing a loss, a divorce or a move. A child may be trying to let the world know that his/her life is not what it ought to be. Regardless of the reason, it looks the same. But how can we deal with this angry attitude without being a psychologist?

A Parent's Job is to Understand, Not to Fix Things

Listening for understanding is impossible when a child is "drunk" on anger. Never reason with an angry child. Instead say, "It sounds like you're really mad. I want to listen and understand. I will listen when your voice is as calm as mine. Come back then." If you can't make the child leave, you leave. Be prepared to repeat your calm statement if the child is determined to yell out the anger without leaving. "Don't worry about it now. We'll talk when you're calm." You may need to say this several times. Be prepared to play "broken record" with, what did I say? Use these phrases instead of reasoning. Reasoning will only fuel the anger.

"Thanks for Sharing That"

Once the child is able to discuss the anger, listen without reasoning. Try to avoid telling the child why he/she should not be angry. Avoid telling them that things will be okay and how to make it better. Your job is to prove that you understand – "It sounds like you get mad when I tell you it's time to do your chores. Thanks for sharing that with me. I'll give it some thought. If you think of a better way for me to remind you, let me know."

Parents Can Make It Worse

Parents who do not treat their children with respect send a message that says, "You're not worthy." These parents often communicate with a lot of yelling. This encourages the child to yell and scream back while the parents retaliate by getting madder. It's a vicious cycle that breeds chronic anger in the child.

In place of anger, parents should work on listening to their children in a non-threatening, honest and open manner. Most children will talk openly only after they truly believe their parents are interested in what they have to say and recognize their feelings.

When Anger Continues

If, despite your best attempts to understand your child's anger, there is no change in behavior after three months, parents should seek professional counseling for their child. In some instances, chronic anger is best helped by a professional.

Never reason with an angry child. Use empathy and understanding instead. "It sounds like you're really mad. I want to listen and understand. And I will listen when your voice is as calm as mine. Come back then."

People who are really successful implementing this skill purchased [Love and Logic in Tough Situations](#).

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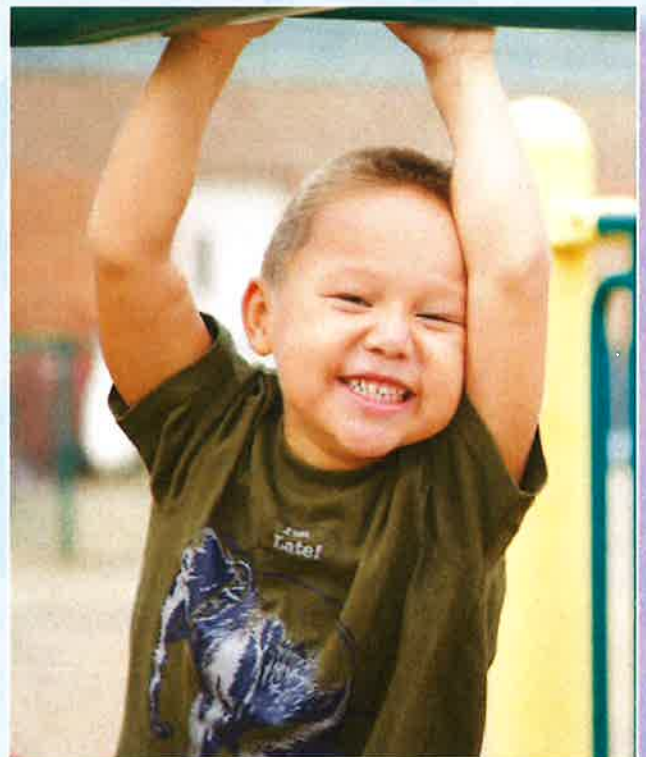


Healthy Habits for Happy Smiles



Understanding Why Baby Teeth Are Important

Baby (primary) teeth are a child's first set of teeth. A baby's teeth start to come in at 6 to 10 months. By the time a child is 2½ to 3 years old, all 20 baby teeth will have come into the mouth. Taking care of a child's baby teeth is important for the child's overall health and development.



School readiness begins with health!

Baby teeth are important for children to:

- **Chew and eat foods.** Children need to eat healthy foods every day to grow and be strong. Children with tooth decay are less likely to eat crunchy foods, such as fresh fruits and vegetables. Being able to eat these foods promotes good nutrition and a healthy weight.
- **Speak clearly.** Children who lose baby teeth too early may have trouble making certain sounds. This can make it hard to understand the child. A child may need speech therapy to improve speech problems that may develop because of missing teeth.
- **Keep space for adult teeth.** Baby teeth hold space for adult teeth growing in the jaw. If a baby tooth is lost too early, other teeth that

are already in the mouth will move into the space. It can block out the adult tooth trying to come in and cause crowding. The upper and lower jaws may not meet properly because of the crooked teeth.

- **Stay healthy.** Tooth decay in baby teeth can lead to infections that can cause fever and pain. If not treated, the infection from tooth decay can spread to other parts of the head and neck and lead to severe swelling.
- **Have self-confidence.** Children with decayed front teeth tend to not smile or may cover their mouth when talking. Sometimes they stop playing with other children. A healthy smile helps give children the self-confidence needed to have good social experiences.



This handout was prepared by the National Center on Early Childhood Health and Wellness under cooperative agreement #90HC0013 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start and Office of Child Care.

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ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Early Childhood Health and Wellness

15 Keeping Protein Foods Fresh



Beans and Lentils (legumes): Store dry legumes in an airtight container in a cool, dark, dry place. Use within 1 year for best flavor and less cooking time. Canned beans keep for 2 or more years. Refrigerate cooked beans and lentils within 2 hours and use them within 5 days. For longer storage, freeze for up to 3 months.



Chicken: Refrigerate raw chicken as soon as you get it home and cook within 2 days for best quality, or freeze for up to 1 year. Refrigerate cooked chicken within 2 hours and use within 4 days, or freeze for up to 2 months.



Eggs: Refrigerate eggs in their original carton as soon as you get them home. Place them on the refrigerator shelf, not on the door. Use within 5 weeks. Egg whites and blended whole eggs can be frozen for up to 1 year. Thaw in the refrigerator. Yolks alone do not freeze well.



Fish: Refrigerate raw fish as soon as you get it home and cook or freeze within 1 day. Frozen fish is best used within 6 months. Refrigerate leftover cooked fish in an airtight container within 2 hours. Use within 3 days, or freeze.



Ground Beef: Refrigerate raw ground beef as soon as you get it home and use within 2 days, or freeze for longer storage and use within 4 months. Refrigerate cooked ground beef for up to 4 days, or freeze for longer storage and use within 3 months.

Freezing Tips: Divide food into recipe-sized portions for quick use. Package in freezer-quality bags or containers and remove as much air as possible. Label the container with the date, using a marker and tape.

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