

Fun and Resources for 07-30-2020



7 Favorite Pancakes

Prep time: 10 minutes

Cooking time: 5 minutes

Makes: 8 pancakes (4-inch)



Ingredients

- 1¼ cups **all-purpose flour**
- 1 Tablespoon **baking powder**
- 1 Tablespoon **sugar**
- ¼ teaspoon **salt**
- ¼ teaspoon **spice** such as cinnamon, nutmeg or allspice, if desired
- 1 **egg**
- 1 cup nonfat or 1% **milk** (add 2 more Tablespoons for thinner pancakes)
- 2 Tablespoons **vegetable oil**
- 1 teaspoon **vanilla**, if desired

Directions

1. Mix together the flour, baking powder, sugar and salt in a medium bowl. Add the spice, if desired.
2. In a separate bowl, beat the egg until well blended. Add the milk and oil. Add the vanilla, if desired.
3. Add the dry ingredients to the liquids and stir just until the lumps disappear.
4. Lightly grease and preheat a large skillet over medium-high heat. The skillet is hot enough when a few drops of water sprinkled on it skitter and bounce around.
5. Pour ¼ cup of batter per pancake onto the hot skillet. Cook until bubbles come to the surface of the pancake and the edges start to look dry. Turn over. Cook until cooked through and the bottom is golden brown.

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Tips for Making Pancakes Ahead of Time

- Cook and refrigerate pancakes. Enjoy them reheated for up to 2 days.
- Combine the wet ingredients ahead of time. Store them refrigerated up to 2 days.
- Mix the dry ingredients ahead of time and store in a sealed container.

Variations

- ✦ This batter also works great in waffle makers!
- ✦ No eggs? Replace them with 2 Tablespoons water.
- ✦ Replace the milk with buttermilk. Also reduce the baking powder to 2 teaspoons and add ½ teaspoon baking soda.
- ✦ Add ½ cup of fruits or vegetables to the liquid ingredients. Try grated or minced fresh apples, berries, mashed bananas, canned pumpkin, grated carrots or zucchini.
- ✦ Replace up to half of the flour with whole-wheat flour.
- ✦ For oatcakes, replace ½ cup of the flour with oats. Soak the oats in the milk for 5 minutes before mixing them into the batter.
- ✦ For corncakes, omit the sugar, replace up to half the flour with cornmeal and add ½ to 1 cup of cooked corn.

Gifts of Kindness



Create-to-Learn
Family Projects™
Animated Videos



Introduction

When children think about what they can do to help others they learn about responsibility and kindness. In this project, children will create kindness gifts for family members, friends, and neighbors, and then wrap them in homemade wrapping paper.

LEARNING OBJECTIVES

Children will:

- list ideas for *Gifts of Kindness* that would help other people they know;
- use words and pictures to create kindness gift certificates or kindness notes to give to people they know;
- design wrapping paper that fits the theme of the kindness gifts and use it to wrap the gifts; and
- discuss how people make decisions to be kind to others.

Vocabulary

kindness	theme	decisions
certificates	giver	responsibility
design	recipient	

Essential Questions

- How are kindness and responsibility connected?
- How do we determine which *Gift of Kindness* to give to people we know?
- How does a theme help us design works of art such as wrapping paper?
- How does thinking about others help us make kind decisions?

Guiding Questions

- What are some examples of how each of us is responsible and kind?
- How might the images you design for your homemade wrapping paper reflect kindness?
- To whom will you give one of your kindness gifts? Why?
- How does it feel to perform acts of kindness for others?

Supplies

- Paper (large sheets of plain or colorful paper)
- Crayola® Crayons or Markers
- Crayola® Blunt Tip Scissors
- Tape

Prepare

Select a workspace for children that provides them with a bit of privacy as they create their kindness gifts—in case they want to surprise you as a gift recipient! Offer assistance if they ask for it.

Applying SEEK to this video and lesson



SEE:

What shapes, lines, and colors do you see?

EVIDENCE:

How does the artwork used in the gift and the wrapping paper reflect the *Gift of Kindness*?

EXPLAIN:

How was the theme of the *Gift of Kindness* expressed in the art?

KNOW:

What do you know about and what do you want to know about the relationship between the giver and the recipient of the kindness gifts?

SEEK™

SEE

What do you see?

EVIDENCE

Why do you say that?
What is the evidence?

EXPLAIN

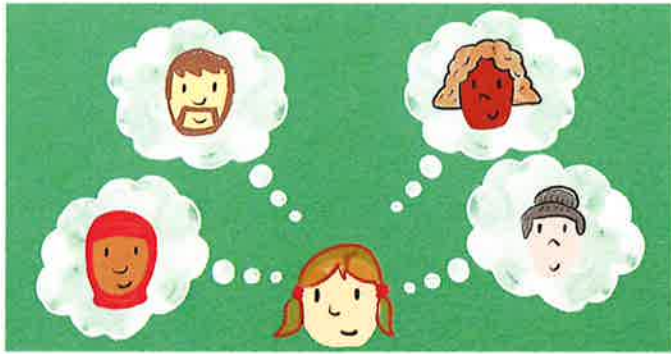
What decisions did the artist make? Why?

KNOW

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

Child Reflections

- How did you make decisions during this project?
- What did you learn about your own emotions when you gave a *Gift of Kindness*?
- What did you learn about others' feelings when they received a *Gift of Kindness*?
- How do you describe the difference between the words *to* and *from*?



Adult Reflections

- What did you learn about the child(ren's) ability to make decisions?
- If you do this activity again, how can you give more autonomy to the child(ren)?
- Why is thinking about others particularly important during times when people cannot gather and others may be feeling isolated?



STANDARDS AND SKILL DEVELOPMENT

Standards help educators and families address areas where students should build knowledge, understanding, and skills. This video and project address the following standards:

LANGUAGE ARTS

- With guidance and support from adults, explore a variety of tools to produce original writing.
- Use frequently occurring prepositions (e.g. to, from, on, etc.)
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

MATHEMATICS

- Make sense of problems and persevere in solving them.
- Use appropriate tools strategically.

VISUAL ARTS

- Generalize and conceptualize artistic ideas and work.
- Use art vocabulary to describe choices while creating art.
- Present and talk about the ideas in artistic work.



- Start by helping children think about and write lists of what they could do to help other people in the neighborhood or in the family.
- Children will be the ones who decide on the people to whom they will give a *Gift of Kindness*. If there are limitations that make some of their decisions impractical or unsafe, provide guidance to help them make other decisions.
- Have children think about how they might create art to represent the theme of each *Gift of Kindness*. For example, the gifts might be homemade, decorated gift certificates that offer help feeding a pet, walking a dog, setting the table, or sorting laundry.
- When the *Gifts of Kindness* are complete, have children design wrapping paper to package the gifts. Encourage children to design wrapping paper that will reflect the theme of the gift. What design

might offer a clue that the gift has something to do with dogs? Laundry? Food?

- Children should decide how to label the gift. Will they make a gift tag or will they write on the wrapping paper itself? Review the words to and from and how to use each appropriately on the gift.



- After the *Gifts of Kindness* are created, the messages are written, and the gifts are wrapped, help children determine how to present their gifts to others. Some factors need to be considered to help plan presentations. For example, determine if the presentations can be in person or if the gifts should be mailed to the recipients.



- Talk about how people responded when they received the homemade *Gifts of Kindness*. How did they express their thoughts and feelings?
- Ask the young artists to describe what inspired the *Gifts of Kindness* and to discuss how thinking about others helped them make kind decisions.
- Discuss the decision-making process that led to the choices they made. For example, discuss how they chose who would receive

the gift, what the person might need, what they could create or offer that person that aligned with the needs, how to create the gift and design the wrapping paper, and how to present the gift. Ask the children how they made those choices, which were most challenging, and which were most rewarding or enjoyable.

- Point out how everyone can make kind, responsible, helpful decisions.



- Help children connect the feelings they experienced in this project with kind behaviors and helping others.

- Discuss how their *Gifts of Kindness* made others feel.
- Talk about how kindness is a gift we can give to others as well as receive from others.

For Younger Children

- Young children might need an adult to help write messages on the *Gifts of Kindness* and gift tags or wrapping paper.
- Photos of children working on the creative processes can be used in their presentations, especially if the gifts are shared using email, FaceTime, or other digital platforms.

For Older Children

- Discuss the concept of “paying it forward” and how one act of kindness can spur the recipient of the *Gift of Kindness* to become a kindness giver.
- Have children design a “Secret Kindness” project. For example, they might randomly draw a name and then give a *Gift of Kindness* secretly so the recipient does not know the identity of the giver. Discuss the power of doing kind acts without the expectation of expressed gratitude.



Your Age-by-Age Guide to Talking About Race

Find out what children understand about racial differences and how to talk to them about it in our age-by-age guide.

From: www.parents.com

One day you're standing in an elevator and your 3-year-old points to a person of a different race, blurting out, "Mommy, that man has a funny color skin." What do you say? We've highlighted what children understand about race and how to talk to them about it.

Ages 6 months to 1 year

Studies show that babies recognize differences in skin color and hair textures, says Rebecca Bigler, Ph. D., an associate professor of psychology at the University of Texas at Austin, who has studied children's racial attitudes. Even before they can talk to their children, parents can teach through their actions. In addition, do your best to expose your child to a diverse environment. It's important for kids to see their parents interact socially with people of other racial and ethnic groups.

While it's important to talk about physical differences (hair type, skin and eye color, and even height), you should also call attention to the special talents inherent in diversity. Try, "Everybody is special, and so-and-so is special because his

family can speak another language,” says Harriett Romo, Ph.D., director of the Child and Adolescent Policy Research Institute at the University of Texas at San Antonio. By doing this, you’ll teach them to focus less on how someone looks and more on what they offer.”

Ages 2 to 3

When children become more vocal, it's normal for them to spontaneously start talking about skin color. So help your child by replying in a calm, positive tone, "Yes, he does have brown skin. It's not the same as yours, but it's a really nice color too." It's also fine to bring up people's physical differences before your child does. A smart time to do this is when you're playing with toys and already pointing out various physical attributes: "This doll has a hat on, that one doesn't; this one has dark skin, that one doesn't."

Ages 4 to 6

It's common for children this age to assign positive traits to people of their own ethnic group and negative traits to people who look different, says Dr. Bigler. As a result, you may hear troubling comments like "That boy has funny-looking eyes" or "Her skin is dirty." The best way to respond is to rebut these statements in a calm, straightforward manner ("Her skin isn't dirty, it's just not like yours. People are all different skin colors").

Talk to them about smashing stereotypes by learning about the important contributions made by people of color. Chapter-book series such as *Who Was?* illustrate the accomplishments of men and women like Jackie Robinson, Malala Yousafzai, and Frida

Kahlo. Celebrate your child's own cultural strengths, and encourage them to step it up. "For example, if you see someone struggling with a language barrier, help them out and tell your child, 'See how important it is that we speak two languages and can help [translate],'" Dr. Romo says.

Ages 7 to 8

Racial attitudes tend to improve around this age. Children become receptive to the idea that we're different and alike at the same time, so stress this concept whenever possible, says Dr. Bigler. For example, if your child points out that a friend at school has hair texture that's different from his, say, "That's true, his hair isn't like yours, is it? But you both love playing baseball." The key is to find a way to point out similarities so your child doesn't get the idea that children of another race are so very different from him.

Older kids are also more likely to be exposed to news about racial injustices and stereotypes, whether in the classroom or at home during evening broadcasts, so it's critical to dispel cultural myths. "To get them to understand that you shouldn't make generalizations about people before getting to know them, say, 'Some kids like vanilla ice cream, but not all kids like vanilla ice cream, so you can't make a statement that applies to everyone in a group.'" This will help them focus on the individual instead of the group.

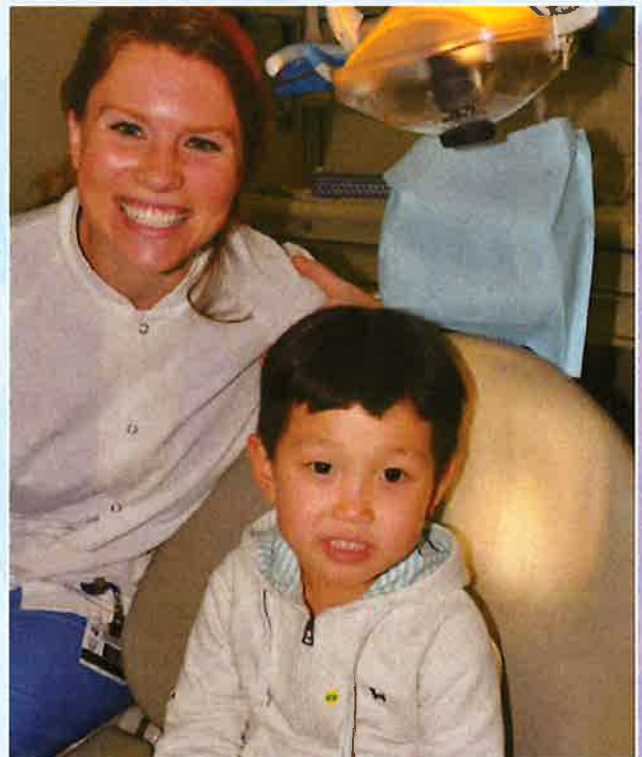
• **By Kara Corridan and Wanda Medina**

Healthy Habits for Happy Smiles



Visiting the Dental Clinic with Your Child

Children need to visit the dental clinic to keep their teeth and mouth healthy. If children have regular dental visits, the dentist and dental hygienist can take care of their teeth and find oral health problems early. Having regular dental visits also teaches children to value good oral health.



School readiness begins with health!

At the Dental Clinic, the Dental Team Will:

- Check your child's teeth and mouth.
- Talk to you about the best way to take care of your child's teeth. For example, brushing your child's teeth with fluoride toothpaste after breakfast and before bed.
- Share other ways to help prevent tooth decay (cavities). For example, putting fluoride varnish on children's teeth.

Tips for Visiting the Dental Clinic

- If your child asks what will happen at the dental clinic, give a simple answer. For example, say:
 - "They may count how many teeth you have."
 - "They may clean your teeth to make them shiny and bright!"
- If you don't like going to the dental clinic, don't tell your child. That might make your child worry about going, too.
- Set up a pretend dental chair. Pretend to be the dentist or dental hygienist. Look in your child's mouth and count her teeth; then talk to her about brushing her teeth.
- Read books or watch videos with your child about visiting the dental clinic. Don't use books or videos that have words like hurt, pain, shot, drill, afraid, or any other words that might scare your child.
- Let your child bring his favorite toy or blanket to the clinic.
- If you find out that your child will receive a small toy or new toothbrush at the end of the visit, remind your child of this reward.
- Plan a fun activity for after the clinic visit.



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ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Early Childhood Health and Wellness

3 Fruit: Store Well, Waste Less



Apples: Store up to 6 weeks in the refrigerator in a crisper drawer or open plastic bag.



Bananas: Store at room temperature. Once ripe, bananas can be refrigerated for up to 2 weeks; the skin may turn black but the fruit inside will be fine.



Berries: Refrigerate in a covered shallow container with holes for air movement. Use strawberries and raspberries within 3 days, blackberries within 5 days, and blueberries within 10 days.



Kiwi: Store unripe kiwi in a plastic bag in the refrigerator for up to 6 weeks. To ripen, put firm kiwi in a paper bag on the counter away from heat and light. Ripe kiwi will keep for several days at room temperature and up to 4 weeks in the refrigerator.



Peaches: Store at room temperature until ripe. Check daily until soft, then eat or refrigerate in a plastic bag with holes and use within a few days.



Pears: Store at room temperature until ripe. Press gently near the stem. If the neck feels soft, the pear is ready to eat. Once ripe, use within 5 days or refrigerate for longer storage.

Freezing Tips: For longer storage, freeze washed, whole or cut fruit on a baking sheet. When firm, transfer to a freezer container. Label and date. Use within 1 year for best quality.