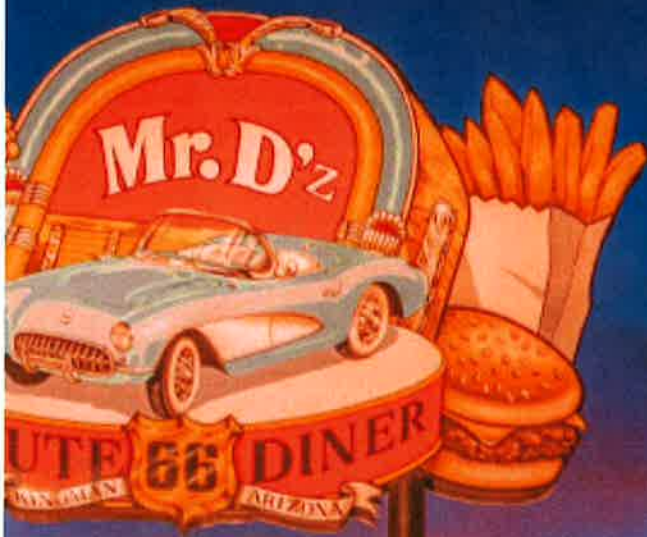


*Fun and
Resources for
08-10-2020*



13 Blueberry Bling

Prep time: 5 minutes

Cooking time: 25 minutes

Makes: 2 cups



Ingredients

- 3 cups frozen or fresh **blueberries**
- 2 teaspoons **margarine** or **butter**, softened
- 1 Tablespoon **all-purpose flour**
- 1 Tablespoon **brown sugar**
- ½ teaspoon **cinnamon**
- ½ cup **old fashioned oats**

Directions

1. Preheat oven to 375 degrees F.
2. If using fresh blueberries, wash and drain them. Put the fresh or frozen blueberries in a 9-inch pie plate or an 8" x 8" baking dish.
3. In a small bowl, use a fork to mix the remaining ingredients.
4. Sprinkle the oat mixture over the blueberries.
5. Bake about 25 minutes. Enjoy while warm!

Variation

- ✪ For a different taste, try replacing the blueberries with blackberries or diced peaches (drained if canned).

[Back to Contents](#)

Banana Oatmeal Cookies

Yogurt Fruit Dip

Blueberry Bling

Nutrition Facts	
7 servings per container	
Serving size 2 cookies (58g)	
Amount per serving	
Calories	120
<small>% Daily Value*</small>	
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 25g	9%
Dietary Fiber 2g	7%
Total Sugars 13g	
Includes 0g Added Sugars	0%
Protein 3g	
Vitamin D 0mcg	0% Calcium 15mg 2%
Iron 1mg	6% Potassium 211mg 4%
Vitamin A 1mcg	0% Vitamin C 3mg 3%

* 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.

Nutrition Facts	
8 servings per container	
Serving size 2 Tbsp (30g)	
Amount per serving	
Calories	20
<small>% Daily Value*</small>	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 20mg	1%
Total Carbohydrate 3g	1%
Dietary Fiber 0g	0%
Total Sugars 3g	
Includes 1g Added Sugars	2%
Protein 1g	
Vitamin D 0mcg	0% Calcium 52mg 4%
Iron 0mg	0% Potassium 2mg 0%
Vitamin A 4mcg	0% 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.

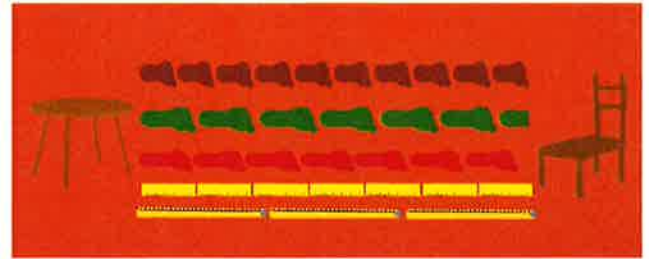
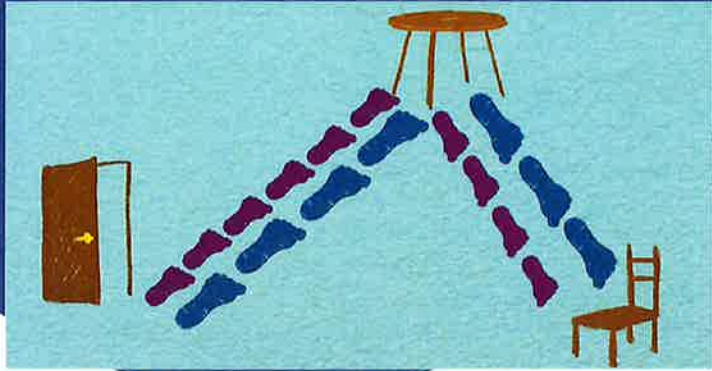
Nutrition Facts	
4 servings per container	
Serving size 1/2 cup (131g)	
Amount per serving	
Calories	150
<small>% Daily Value*</small>	
Total Fat 3g	4%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 25mg	1%
Total Carbohydrate 30g	11%
Dietary Fiber 4g	14%
Total Sugars 15g	
Includes 3g Added Sugars	6%
Protein 3g	
Vitamin D 0mcg	0% Calcium 17mg 2%
Iron 1mg	6% Potassium 133mg 2%
Vitamin A 3mcg	0% Vitamin C 11mg 12%

* 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.

Foot Traffic



Create-to-Learn
Family Projects™
Animated Videos



Introduction

What is a measurement? Why should children experiment with non-standard measurements? When children use non-standard measuring objects instead of standard tools such as rulers and measuring tape they learn why standardized measurements are important. In this project, children will trace their feet on paper and cut out the tracings to be used as non-standard measuring devices for the distance between objects in their living space. They will use those measurements to create a pictograph that explains their findings.

LEARNING OBJECTIVES

Children will explore the math concepts of measurement and visualizing data by:

- tracing and cutting out paper outlines of feet to be used as non-standard measuring tools for collecting data;
- creating pictographs to represent the data they collect and comparing the data from both sets of measurements;
- constructing arguments that support the use of standardized measurement tools; and
- using SEEK™ to read artwork and respond to each other.

Vocabulary

measure	pictograph	more
distance	visualize	less
data	record	same
non-standard measurement		

Essential Questions

- What does measurement mean and why do people need to measure things?
- What is the difference between standard and non-standard measurement tools?
- What is a pictograph? How can information be presented in hand-drawn pictographs?
- How does a pictograph make thinking visible and convey meaning?
- How does using non-standard measurements help build an argument for standardized measurement tools?

Guiding Questions

- What comparisons can be made between a cut-out outline of a child's foot versus an adult's foot?
- What differences do you see in the distance data collected between the child's foot outline and the adult's? Which showed a greater number of feet used to describe the distance? Why?
- Why does it take a larger number of small versus large feet to indicate the distance between two places?

Supplies

- Paper
- Crayola® Colored Pencils
- Crayola® Markers
- Crayola® Crayons
- Crayola® Blunt Tip Scissors
- Ruler, Yardstick, or Tape Measure

Prepare

This project involves children measuring distances between several different objects or locations around their living space. Before the project begins have a conversation about what areas of the home and what objects are okay to use. If children need to move any furniture or household objects, be sure that it can be done safely before they begin the project.

Applying SEEK to this video and lesson



Use SEEK to "read" the information that is shown visually as you explore pictographs together or after the children have created their own pictographs.

SEE:

What shapes, symbols, and numerical indicators do you see? How is the pictograph designed to convey information visually?

EVIDENCE:

What evidence can you cite by reading the pictograph? Are you able to tell what was measured?

EXPLAIN:

Why did the pictograph designer arrange the symbols, shapes, and numerical indicators in the way they are displayed? How do the colors and lines used help to convey the information?

KNOW:

What information do we learn from reading the pictograph? What additional information do we want to know?

SEEK™

SEE

What do you see?

EVIDENCE

Why do you say that?
What is the evidence?

EXPLAIN

What decisions did the artist make? Why?

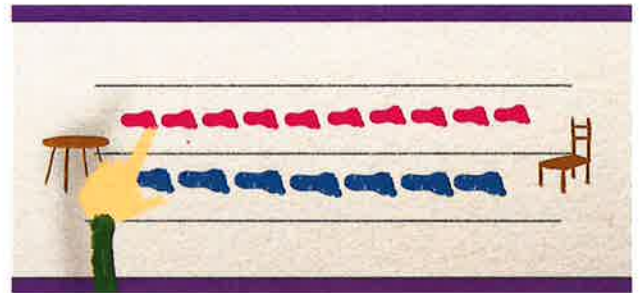
KNOW

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



- Compare and contrast foot sizes by placing one child's foot alongside one adult's foot and describing what is seen.
- Have children trace and cut out outlines of various people's feet. They might want to color-code different family members' feet to indicate which are from children and which are from adults.
- Together, decide what to measure using the cutouts. It might be, for example, the distance from the front door to a table and then to a chair.
- After this fun activity, ask children to explain the differences between standard and non-standard measurement and to define non-standard measurements.
- Demonstrate the proper way to collect accurate data. For example, place a paper foot on the floor, mark the edge with a finger, lift up the paper foot, and move it to the next spot using the placed finger as a reference.
- Use those cutouts to measure the distance between locations or objects in the house. Have children record how many feet indicate how far these locations are.
- Then use a standard measuring device (a ruler, yardstick, or tape measure) to measure the distance between those same areas.

- Ask children to record the data (the measurements) collected from the standard and non-standard measurements (the adults' and children's foot cutouts). This data collection might be recorded on a pad of paper, on a computer, or on scrap paper.
- When the non-standard and standard measurements are complete, have children draw a pictograph that shows the data.
- Discuss how a pictograph is a visual way of showing information. For example, if the distance between the door and the table is seven of the child's feet, the child might draw seven footprints in the same color as their paper cutout, heel to toe, across the paper to represent the data. Or children may use other approaches to visualize the data collected.



- Identify an audience for the presentation. Children might want to share the data visualizations remotely with a teacher. Perhaps they could email or connect with a teacher online and present the results while they explain the process they used to gather the measurement data.
- As children share their pictographs and demonstrate how they used non-standard and standard measures, ask questions using math terms that show comparison. For example, ask:
 - Which used more feet? Which used fewer feet?

- What distance was longer/shorter?
- Why is it important to have a standard size called a *foot* on a ruler?
- Point out other math connections that can be based on this project:
 - How much time did it take to trace and cut out the feet?
 - Which took longer: the tracing and cutting out or the measuring?



- Use SEEK™ to “read” and discuss the pictographs.
- Ask children to consider why measurements taken using different people's foot cutouts are not always the same.
- Point out how it would be confusing if everybody used a different non-standard measurement. What problems might

- occur in real life if the length of things varied based on how large a person's foot was?
- What does it mean when something is standard? What are other examples of why standard measures matter, for example weights for food and liquid volume for milk or gasoline.



- Make a list of other things that are measured. Provide concrete examples of height, weight, time, and temperature.
- Ask children to show you the types of measurement units used for things that are relevant to them, for example milk, potatoes, or cereal.
- Talk about other things people measure in daily life. Ask children to make a chart of items that people measure.



For Younger Children

- Have them use blunt tipped scissors to cut out the paper feet.
- Help children form the structure for their pictograph which could be a simple chart with lines or measurement indicators at the borders.
- It might help to provide young children with four to six of each sized foot so they can lay every foot toe to heel instead of picking up one foot and using it repeatedly. Make the distances between the objects short enough so that the cutout feet cover the area.

For Older Children

- Discuss additional units of standard measurement that are used around the world. Compare and contrast these measures, for example meters vs. feet, Centigrade vs. Fahrenheit, kilometers vs. miles, liters vs. ounces, etc. Have students research countries that use these different forms of measurement and discuss the history of the decisions around measurement policies.
- Have students translate measurements from one international system to another.
- Have students create fantasy stories in which they design a new, unique standardized system of measurement. Encourage them to create models and teach the new systems to each other.

Child Reflections

- How were the SEEK™ questions helpful in reading pictographs?
- What other pictographs can you find and read (perhaps in books or online)?
- How did you decide how to organize your data on the pictograph?
- What did you learn about non-standard and standard measurement tools?



Adult Reflections

- What new insights do you have about your children's understanding of measurement and the use of non-standard and standard tools?
- How did using the SEEK questions help develop inquiry skills and honor the answers children discussed?
- How could you expand upon this measurement project and create additional learning opportunities?

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

- Recall information from experiences to generate questions and create connections.
- Add drawings or other visual displays to provide additional detail.
- Explain how specific images (e.g. a pictograph) clarify understanding of a concept.

MATHEMATICS

- Make sense of problems and persevere in solving them.
- Measure by repeating length units.
- Compare two objects with a common measurable attribute to see which object has "more of" or "less of" the attribute and describe the difference.
- Draw a picture graph to represent data.

SCIENCE

- Analyze the data from two sets of measurements used to solve the same problem and compare the strengths and weaknesses of each.
- Ask questions, observe, and gather information to define a simple problem that can be solved through the development of a new or improved object or tool.

VISUAL ARTS

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

5 COVID-19 PARENTING

Keep Calm and Manage Stress

This is a stressful time. Take care of yourself, so you can support your children.

You are not alone.

Millions of people have the same fears as us. Find someone who you can talk to about how you are feeling. Listen to them. Avoid social media that makes you feel panicked.

Take a break.

We all need a break sometimes. When your children are asleep, do something fun or relaxing for yourself. Make a list of healthy activities that YOU like to do. You deserve it!

Listen to your kids.

Be open and listen to your children. Your children will look to you for support and reassurance. Listen to your children when they share how they are feeling. Accept how they feel and give them comfort.



Take a Pause.

1-minute relaxation activity that you can do whenever you are feeling stressed or worried.

- Step 1: Set up
 - Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap.
 - Close your eyes if you feel comfortable.
- Step 2: Think, feel, body
 - Ask yourself, "What am I thinking now?"
 - Notice your thoughts. Notice if they are negative or positive.
 - Notice how you feel emotionally. Notice if your feelings are happy or not.
 - Notice how your body feels. Notice anything that hurts or is tense.

- Step 3: Focus on your breath
 - Listen to your breath as it goes in and out.
 - You can put a hand on your stomach and feel it rise and fall with each breath.
 - You may want to say to yourself "It's okay. Whatever it is, I am okay."
 - Then just listen to your breath for a while.
- Step 4: Coming back
 - Notice how your whole body feels.
 - Listen to the sounds in the room.
- Step 5: Reflecting
 - Think 'do I feel different at all?'
 - When you are ready, open your eyes.

Taking a Pause can also be helpful when you find your child is irritating you or has done something wrong. It gives you a chance to be calmer. Even a few deep breaths or connecting with the feeling of the floor beneath can make a difference. You can also Take a Pause with your children!

For more information click below links:

Parenting tips from WHO

Parenting tips from UNICEF

In worldwide languages

EVIDENCE-BASE



unicef



End Violence



The work of UNICEF is supported by the UK Department of Health and Social Security and is made possible by the UK Government.

The COVID-19 Playful Parenting Emergency Response is supported by the LEGO Foundation, the philanthropic donors to the University of Oxford's COVID-19 Research Response Fund, and the UKRI GCAP Accelerating Achievement for Africa's Adolescents (Accelerate) Hub. Research on

Welcome to Group Care!



Healthy Active Living at Home

- By 6 months of age, most babies weigh twice as much as they did at birth
- Your baby's growth may slow down in the upcoming months
- If you are still breastfeeding, that's great! Continue as long as you like
- If you are formula feeding, be sure you are using an iron-fortified formula
- Babies should finish their bedtime and nap-time bottles before going to bed
- As your baby learns to eat solid foods, start by offering one to two tablespoons two to three times per day
- Introduce new foods one at a time. Consider leaving one to three days between each new food. Watch for signs of allergy or intolerance
- It can take 10–15 exposures to a new food before a baby learns to like it
- In addition to iron-fortified cereal, introduce cooked, pureed meats as well as fruits and vegetables into your baby's diet
 - Cooked, pureed red meat is a good source of iron
 - It is healthier to offer babies 7 months and older whole fruit (either mashed or pureed) instead of juice
 - Cereal or other foods should not be added to your baby's bottle unless instructed by your pediatrician
- Avoid feeding your baby too much. Watch for signs of fullness. Signs of fullness include leaning back; turning away from the breast, bottle, or spoon; and pushing away
- Babies will show interest in handling foods and spoons. This helps develop their fine motor skills
- Gently wipe your baby's gums with a moist cloth after feeding
- Encourage active play with baby-safe mirrors, floor gyms, and colorful toys to hold
- Help him creep while holding onto furniture, as well as move one place to the next. This helps him build strength and confidence. He will need this to walk
- Develop a quiet, soothing bedtime routine with your infant to introduce sleep at a regular time each night



Questions to Ask Your Baby's Pediatrician

“How do I know if my baby is eating enough?”

“What do I need to do to safety proof my house?”

NATURAL healthy KIDS

a checklist for boosting
the immune system!

- OMEGA 3 FATTY ACIDS (FISH OIL/COD LIVER OIL)**
Prevents inflammation attack by toxins & pathogens, good for brain & helps with focus
- PROBIOTICS**
80% of the immune system is dependent on your gut health-
Probiotics help keep your gut healthy
- VITAMIN D3**
Helps prevent common colds and flu, building strong bones and preventing chronic diseases
- MULTIVITAMIN WITH MINERALS**
Nourish the cells in the body. Most food doesn't provide the nutrients a growing body needs. Use kid friendly vitamins without dyes, and other artificial ingredients
- VITAMIN C**
Has anti-inflammatory effects, antioxidant activity, & antibiotic qualities

HOW TO GIVE SUPPLEMENTS TO KIDS

Use a blender to mix powder supplements with organic fruit, milk, or try honey for kids 1 yr & older. Supplements in capsule form can be opened to blend or pour onto something your child will eat. Try yummy flavored chewable supplements when available.

 **Natural**
healthy
concepts
NaturalHealthyConcepts.com

3 HEALTH TIPS FOR HEALTHY KIDS!

1 SLEEP

During sleep the body repairs & restores. 3-12yr olds need at least 10 hours of sleep/day.

2 NUTRITION

Stay away from processed foods, sugar, high fructose corn syrup, and artificial sweeteners.

3 EXERCISE

Get plenty of exercise and outdoor playtime. Outside air is much less toxic than inside air.

