

*Fun and Resources
for 08-12-2020*



17 White Chicken Chili

Prep time: 20 minutes

Cooking time: 35 minutes

Makes: 8 cups



Ingredients

- 1 Tablespoon **oil**
- 1 pound boneless, skinless **chicken breasts**, cut bite-sized
- 1 **onion**, chopped
- 1½ teaspoons of **garlic powder** or 6 cloves **garlic**, minced
- 3 cups cooked **white beans** (or two 15-ounce cans, drained and rinsed)
- 2 cups **chicken** or **vegetable broth**
- 1 cup (two 4-ounce cans) chopped **mild green chiles**
- 1 teaspoon ground **cumin**
- 1 teaspoon dried **oregano**
- ½ teaspoon **pepper**
- ¼ teaspoon **cayenne pepper** or **chili powder**, if desired
- 1 cup (8 ounces) **sour cream** or **plain yogurt**
- ½ cup nonfat or 1% **milk**

Directions

1. Heat oil in a large saucepan; sauté the chicken, onion and garlic until the chicken is no longer pink.
2. Add the beans, broth, green chiles and seasonings.
3. Bring to a boil. Reduce the heat and simmer uncovered for 30 minutes.
4. Remove from the heat; stir in sour cream or yogurt and milk.

Broth or Bouillon

Broth can be canned or made using bouillon. For each cup of broth use 1 cup very hot water and 1 teaspoon or cube of bouillon.

Variations

- ✪ Use turkey or 2 cups of beans instead of the chicken.
- ✪ Serve with hot sauce or black pepper.

Nutrition Facts

8 servings per container
Serving size about 1 cup (307g)

Amount per serving
Calories **300**

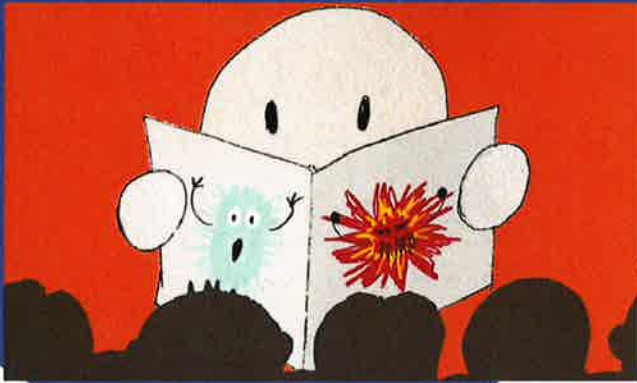
		% Daily Value*	
Total Fat	10g		13%
Saturated Fat	3.5g		18%
Trans Fat	0g		
Cholesterol	60mg		20%
Sodium	580mg		25%
Total Carbohydrate	30g		11%
Dietary Fiber	6g		21%
Total Sugars	5g		
Includes 0g Added Sugars			0%
Protein	23g		

Vitamin D	0mcg	0%	Calcium	119mg	10%
Iron	2mg	10%	Potassium	710mg	15%
Vitamin A	56mcg	6%	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.

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Everyone Has Feelings



Create-to-Learn
Family Projects™
Animated Videos



Introduction

Every person in the world has feelings! Identifying emotions in others and recognizing our own emotions are the building blocks for good relationships with family members, classmates, and people all around us. This lesson helps children associate emotions with colors and create characters and stories to share—with feeling!

LEARNING OBJECTIVES

- Children will identify emotions and explain why they associate various colors with different feelings.
- Children will use the four creative processes: create, present, respond, and connect to design original stories about emotions.
- Children and their families will use SEEK™ to read artwork and respond to each other.
- Children and their families will connect how illustrations and words convey meaning.

Vocabulary

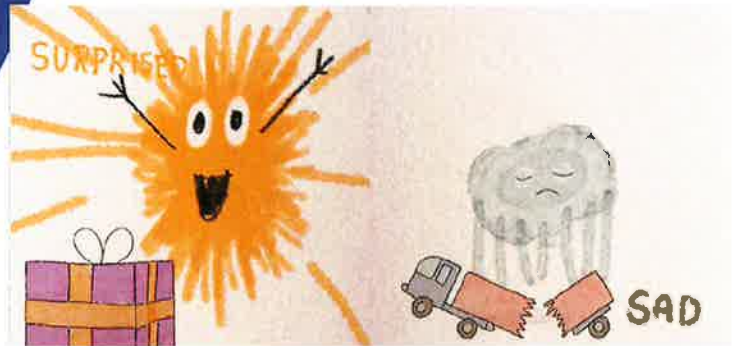
identify	emotion	angry
illustrate	blue (as a feeling)	proud
edit	sunny	embarrassed
represent	confused	characters

Essential Questions

- How can associating a color with an emotion help children identify feelings that they experience and that they observe in others?
- How can creating imaginary stories about emotions help children discuss their feelings and apply new insights to real situations?
- How can creating art help children make their thinking visible and strengthen their story-building skills?
- How does creating a book help children make connections between illustrations and words and how do both convey meaning?

Guiding Questions

- How are colors sometimes used to describe how people feel? What does it mean when people say, “I feel blue” or “You seem bright and sunny today”? When do you feel some of these colorful emotions?
- What would a story about color-characters be about? What will happen in the story? When will the story take place?
- How might other people feel if the situations in your story happened to them?



Supplies

- Papers (white and colored)
- Crayola® Markers
- Crayola® Crayons

Prepare

Have children organize their creative workspace. Develop rules with the children so that they are involved in deciding how and when they will use the materials and when they will clean up.

Applying SEEK to this video and lesson



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?

SEE:

What colors do you see in this homemade book? What shapes and lines are used and why?

EVIDENCE:

How did we use different colors to show different feelings when we wrote our homemade books? What other ways did we visually represent a range of emotions?

EXPLAIN:

How do the colors, shapes, and lines create characters and give us clues into their personalities or feelings?

KNOW:

What do you know about this book and the characters in it? What else do you want to know? Can you imagine what will happen next to the characters in the story?



- Begin by discussing colors and how sometimes emotions are represented with specific colors. It is important to listen to children's ideas and not teach what emotions other people associate with a specific color. How do children explain why a color connects to an emotion? There are no wrong answers here.
- For each book, use two to four sheets of paper. Stack the sheets on top of each other then fold them in half to create a book. If available, use construction paper to create the covers.
- Ask your children what feelings will be included in their books. Let children determine the characters they will illustrate and how they will use colors to show what the characters feel.
- Have children write their stories, as they are able. Older children can write independently. Younger children can be storytellers who describe what happens while others record their thoughts.
- After the stories have been completed, create a title for each book. Complete the cover with the title and the names of the authors and illustrators.



- Identify an audience for the presentation. For example, children might want to tell their story to an audience of action figures, toy animals, or dolls. Invite them to the presentation.
- Help children plan how they will share their book with the audience, answer questions, listen to comments, and respond to suggestions.



- Use the SEEK questions to discuss the art in the video and in the homemade books.
- Encourage children to talk about real emotions in real situations.
- Talk about the process of creating the book and ask children what else they might add to their stories or what they might change. Explain the process of editing work to improve it.



- Help children connect the emotions in the story to their own lives. Ask, "When do you feel that emotion?"
- Help children consider how other people experience emotions. Ask, "How might other people feel when the situations in your story happen to them?"
- Discuss how written words align with the illustrations. Explore how both pictures and words express feelings and meaning.

For Younger Children

- Have children dictate the story to an adult who will write the words in the book.
- Point out the physical order of putting a story together. Talk about the cover, the beginning page, the middle pages, and the end pages of the story.

For Older Children

- Have students use book apps to create original stories in a digital format.
- Encourage students to include photographs as well as hand-drawn images in their digital books.
- Discuss how all emotions are real and valid. Explore various ways that people act upon their emotions and the importance of being respectful of others regardless of how we feel.
- Discuss how our bodies react to various emotions. How does practicing mindfulness help work out the stress and tension of anger, worry, fear, and other negative emotions? How can joy and pride lift our energy levels and confidence? What can we do to shift emotions when we feel blue?



Child Reflections

- How were the SEEK questions helpful in reading the art?
- What did you learn about emotions when you used colors to represent your characters' feelings?
- How did you decide who your characters would be and what those characters would experience?
- How can your story help you understand and manage emotions that you feel?

Adult Reflections

- What new insights do you have about your children and their understanding of emotions?
- How does this project connect to your social and emotional learning goals?
- How could you expand upon this book-making project and create additional learning opportunities?



STANDARDS AND SKILL DEVELOPMENT

Standards are used by educators to outline what children should learn and be able to do. These apply to at-home as well as in-school projects. This video and book-making project address the following standards:

LANGUAGE ARTS

- Students use a combination of drawing, dictating, and writing to compose stories.
- Students state what they are writing about and provide details to explain their work.
- With guidance and support from adults, students respond to questions and suggestions and add details to improve writing as needed.
- With guidance and support from adults, students recall information from experiences to answer questions and create connections.

MATHEMATICS

- Make sense of problems and persevere in solving them.
- Use appropriate tools strategically.
- Look for and make use of mathematical operations and numerical structures.
- Analyze, compare, create, and compose shapes.

VISUAL ARTS

- Generalize and conceptualize artistic ideas and work.
- Use art vocabulary to describe choices while creating art.
- Use personal experiences to guide art making and discussions about art.

COVID-19 PARENTING

Learning through play

Millions of children face interruptions with schooling and often feel isolated from friends and peers. This tip is about learning through play – something that can be fun for all ages!

Types of play.

- There are so many different types of play that can be both fun AND educational.
- Language, numbers, objects, drama, and music games give children opportunities to explore and express themselves in a safe and fun way.



Telling stories.

- Tell your children a story from your own childhood.
- Ask your children to tell you a story.
- Make up a new story together starting with "Once upon a time..." Each person adds a new sentence to the story.
- Act out a favorite story or movie – older children can even direct younger ones while learning responsibility.

Change the object!

- Every day household items like brooms, mops, or scarfs can become fun props for games.
- Place an object in the center of the room and whenever someone has an idea, they jump in and show the rest what the object can be.
- For example, a broom might become a horse or a microphone or even a guitar!

Movement games.

- Create a dance choreography to your children's favorite songs. First person does a dance move and everyone else copies. Everyone takes turns being the leader.
- "Challenge" who can do the most toe touches – jumping jacks, windmill toe touches in a minute.
- "Mirror" each other – facial expressions, movements, sounds. One person can start as the leader and then switch. Try it with no leaders!
- Freeze dance: Play music or someone sings a song, and everyone dances. When the music stops, everyone must freeze. Last person still dancing becomes the judge for the next round.
- Animal dance: Same as above but when the music stops, call out a name of an animal, and everyone has to become that animal.

Memory game.

- First person says, "When COVID-19 ends, I am going to... (e.g., go to the park)".
- Second person adds to first person, "When COVID-19 ends, I am going to the park and... (e.g., visit my best friend)".
- Each person adds to the previous trying to think of all of the fun things to do when COVID-19 ends.
- You can change this to any scenario in the future (e.g., when I see my friends).

Singing.

- Singing songs to your baby help develop language.
- Play or sing a song, and the first one to guess it right becomes the next leader.
- Make up a song about handwashing or physical distancing. Add dance movements!



For more information click below links:

TIPS FROM WHO

TIPS FROM UNICEF

OTHER LANGUAGES

EVIDENCE-BASE

Welcome to Group Care!



Healthy Active Living at Home

- Two-year-olds typically need 2-3 healthy snacks a day
- Let your child see you eating healthy food
- Instead of making a separate meal for your child, have your child eat with the family. Give 3–4 healthy choices, including ones your child likes
- Let your child choose between two (healthy) foods. Let them decide when they are done eating
- Limit juice to no more than 4–6 ounces a day. Add water to the juice or offer fresh fruit instead of juice
- Make sure that everyone who cares for your child gives healthy foods and not sweets
- Do not use food as a reward or punishment
- Your child's tummy is still tiny. It is better to give him small amounts of food rather than large amounts. If he is still hungry, you can always offer him more healthy food
- Encourage your child to drink water if he is thirsty. Children who are offered water often and early on are more likely to like water when they are older. Water is inexpensive and easy to find
- Ways to help your child enjoy water:
 - Let him fill his own cup from the faucet
 - Add slices of fruit to the water to make it look and taste different
 - Use food coloring to match the water to his favorite outfit, toy or character
- Limit TV, video, and video game time to no more than 1–2 hours each day
- Try to not have a TV in your child's bedroom
- "Special times" do not have to involve food. Active play can be a part of special times
- Do not use TV time as a reward
- Be active together as a family. Make sure your child has the chance to be active at home, at childcare, and with sitters
- Two year olds are active. It is important that your child is active every day. Ideas for active play:
 - Dance with him
 - Kick or roll balls
 - Jump up and down
 - Act like animals
 - Play hide and seek
 - Follow the leader
 - Play ring around the rosy
- Read together. It is a lot of fun and can be part of your bedtime routine



Questions to Ask Your Baby's Pediatrician

"How do I handle a picky eater?"

"How many words should my child know by now?"

KIDS & CHOCOLATE MILK

ages 2-18

9 essential nutrients in every 8 ounce glass

protein, calcium, vitamins A & D, vitamin B12, riboflavin, niacin, phosphorus, pantothenic acid



Milk (including chocolate milk) is the #1 food source of 3 of 4 nutrients of concern



calcium



potassium



vitamin D

Fat-Free
Chocolate Milk



1.5 tsp added sugar
Serving size = 8 ounces

Sports Drink



3.25 tsp added sugar
Serving size = 8 ounces

2X
more added sugar

ONLY
4%

of added sugar in kids' diets comes from flavored milk



Kids who drink milk (including chocolate milk) have higher nutrient intakes than non-milk drinkers.

3 servings of dairy a day



& 2.5 servings a day for kids 4 to 8 years contributes to

bone health for life.