SHIPPENSBURG HEAD START
& PRE-K COUNTS

June/ July 2021

News To Know...

For year around updates please follow your local school districts delays and closings and follow us at the pages below:

@Shippensburg University
@ShipHSandPreK

Important DATES:
Policy Council:
   June 17th
   July 15th

WHEN YOU DON’T KNOW WHERE TO TURN,
CALL 211
RESOURCE HELPLINE
Kindergarten registration for the 2021-2022 school year is fast approaching. Below you will find the links to start the process for your school.

www.shipk12.org/student-enrollment-information

www.bigspringsd.org/Page/2120

www.carliseschools.org/student_services/registration/kindergarten_readiness

www.smsd.us/welcome/central_registration
From the Education

Literacy Activities You Can Do At Home

- Please read, read, and read some more to your children. Reading aloud to them builds so many language skills (comprehension, rhyme, concepts of print such as where to begin reading, vocabulary building, etc.).
- Visit the library often to read, hear a storyteller, or watch a puppeteer!
- Don’t neglect the power of children’s own names! Young children naturally like to see their name in print and have a great desire to know the letters in their name.
- Also, use the beginning sound in their name as a foundation for building sound knowledge! For example, if your child’s name starts with P, find other items that start with /p/ like popcorn, puzzle, pillow, etc.
- For writing their names, let children practice (first letter uppercase and all the others lowercase) in sand, a small tray of rice, shaving cream, pudding, finger paint, glitter crayons, write it big with sidewalk chalk, shape playdough into the letters, etc.
- Print is all around young children for them to notice and make literacy connections! Some print is already meaningful to your children such as names of favorite cereals, restaurants, toys, stores, and more! Letters and words are everywhere in your home, on the street, in the store, etc. – Make it a fun learning game in which you play “I spy” – I spy with my little eye something that starts with the letter M or /m/ (say the sound the m makes) depending on the developmental level of your child.
- Place magnetic letters on the refrigerator at the children’s eye level so they can manipulate the letters to form their name, group like letters together, etc. (you can find magnetic letters at Walmart for $1.00).
- Create a letter scrapbook with your child. For each page, write the upper and lowercase letter. Have children hunt for small objects, environmental print, etc., that begin with a certain letter. Make sure to include photos of their friends too!
- Let your children see you writing letters, checks to pay bills, the grocery list, anything! Give them their own piece of paper, letting them write out their own list using kid writing (It’s all right if you can’t read it at this point – You are modeling for them uses/reasons for writing and reading which is more important at this age).
- Create a writing toolbox to store fun writing utensils, different types of paper, envelopes, stickers, etc. for your child to have their own writing materials to encourage writing.
- Read, recite, sing, and act out nursery rhymes.
- Do a lot of language play – jump rope rhymes, silly songs and finger plays, and riddles.
- Create new, silly names – for example, if your child’s name is Sam, his name could turn into Bam, Ham, Jam, Kam, Lam, Mam, etc.
HELPING CHILDREN DEVELOP SELF-DISCIPLINE

Children's mistaken behavior can be frustrating and disturbing to adults, but we also can see it as an opportunity to teach, a chance to model self-discipline and character. Emotional development, like other learning, takes time and learning opportunities. And children, being the excellent imitators they are, will follow our example – for better or for worse.

If we yell at children, they will yell; if we hit them, they will hit. We get better results when we discipline calmly and teach our children to express their feelings in acceptable ways. When teachers share, children share; when parents are courteous, children are more cooperative.

Here are a few things we do in the classroom; they also work for parents:

Be clear and consistent. Set and discuss rules and consequences. Rules should be clear, simple, and few. Some adults have only one basic rule: You may not hurt yourself, others, or things. For example, to stop a child from hitting another child, kneel and calmly state: “You may not hit Ben. People are not for hitting.” Then add, “I know you are angry. Can you tell me why? ... Ok, how can you let Ben know that you want to use the blue crayon?”

Offer choices. “Do you want to brush your teeth now, or do you want to brush after we read a story?” “Would you like milk or juice with your snack?”

Ignore certain behavior, like cursing or stomping, if it is not harmful. A child will quickly learn that he will gain nothing by acting up. On the other hand, he will learn that good behavior gets results and a favorable reaction from grown-ups.

No matter what we adults do, there are times when children lose control. Aggressive acts may call for removing the child from the action for a brief time in order to provide them with the opportunity to “cool down.” Those few minutes come in handy, too, for helping a frustrated parent cool down – and think of what to do next.

FAMILY ROUTINES

Children develop best in an environment of order and consistency. They are happier when they know what to expect. To a young child, a predictable world is a safe world.

By setting up regular, reliable times and procedures for daily events, parents and teachers provide a dependable environment. Routines also help avoid the power struggles that so often occur between adults and children.

You’ll find life with your child goes more smoothly if you set up and consistently carry out regular routines such as bedtime, wake-up time, meal times, chore times, play times, and homework times. It might help to have a list of sequence of daily events posted where your child can refer to it as necessary (for ex. Bedtime: put on pajamas, brush teeth, read story). Use simple drawings on the schedule to facilitate young children’s understanding.

Of course, some changes in schedules and routines are unavoidable. And while children prefer routine, they are resilient enough when a familiar routine has to be disturbed. Two points to remember:

** Be consistent  ** Explain deviations or changes in routine
The Bike Trail
Remember the days when kids played outside as long as the sun was shining? Unfortunately outdoor play is less and less common for many children. There are a variety of reasons why. Families have busy schedules, outdoor safety is a concern and sometimes children are “busy” inside watching TV, playing video games or on the computer. We need to consider getting back to the basics and head outside for play and physical activity. A great way to do this is to bike together as a family.

Safety First
To keep you and your family safe, here are some questions to ask yourself before heading out:

- Do the tires have the right amount of air?
- Do all parts on the bike work well?
- Is the bike the right size for the rider? Neither too big nor too small.
- Is everyone wearing bright colors so they can be seen from a distance?
- Does everyone have a helmet that is the right size and bright in color?

Other safety issues to talk to children about:
- Both hands on the handle bars
- Be aware of your surroundings (other bikers, people walking, pets, etc.)
- One person per bike
- Ride only in safe areas, free from traffic
**Chant it!**
This month’s Chant it! is a rhyme you can recite while doing the motions. Not only will your child be using their listening skills, they will work on motor skills development, too.

**My Bicycle**
One wheel, two wheels, on the ground,
(form circles with hands)
My feet push the pedals round and round.
(roll one hand over the other)
My hands are on the bar to steer, (imitate holding handlebars)
Watch out, I’m coming, everyone clear!
(imitate driving bicycle)

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**Move it!**
This month’s Move It! focuses on an old time favorite that promotes balancing while developing gross motor skills. On top of this, it’s silly and just plain fun!

**Upside Down Bicycle**
Directions:
1. Lay down flat on the floor with your arms at your side.
2. Push your bottom up off the floor using your legs.
3. Bend your arms at the elbow and with the palm of your hand, support your bottom.
4. Once stable, move your legs around in a circular motion while extended up toward the roof. Just like you are riding a bike.
5. Try bicycling with the legs going in one direction and then switch to have them go in the other direction.

Another option: Sit on the floor with your legs straight out in front of you. Lean your body back and support yourself with your hands. Lift your legs off of the floor and move them as if riding a bicycle.

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For more info on *I am moving I am learning*, visit: [http://tinyurl.com/movelearn](http://tinyurl.com/movelearn)
Check out Choosy Kids and their resources at: [www.choosykids.com](http://www.choosykids.com)
This publication was developed as part of the KKG! initiative. Visit the KKG! website at: [www.panen.org/keystone-kids-go](http://www.panen.org/keystone-kids-go)
CHILDREN: THE SILENT VICTIMS

CHILDHOOD DOMESTIC VIOLENCE TOUCHES ONE BILLION PEOPLE AROUND THE GLOBE EACH YEAR ACCORDING TO THE CHILDHOOD DOMESTIC VIOLENCE ASSOCIATION. CHILDREN WHO HAVE EXPERIENCED DOMESTIC VIOLENCE ARE MORE LIKELY TO:

- Abuse drugs and alcohol
  U.S. Department of Justice

- 74 times more likely to commit crimes
  Childhood Domestic Violence Association

- Meet the diagnostic criteria for Post Traumatic Stress Disorder
  National Institute of Health

- Experience negative changes in the brain's development and brain chemistry
  National Institute of Health

- Have significantly lower IQ scores
  National Institute of Health

- Abuse his own loved ones
  Unicef's Behind Closed Doors report

Call 1.800.799.SAFE (7233)
Text "START" to 1.800.799.SAFE (7233)
Facts about Video Game Addiction

- Video Game addiction is an extreme use of computer and video games interfering with your daily life.
- People who have video game addiction isolates themselves from their family and friends.
- Video Game Addiction is not included as a diagnosis.
- People with Video Game Addiction have a lack of imagination and are usually moody.
- Video Game Addiction is not considered a diagnosis.
- 8% of teens and children are affected by Video Game Addiction.
- Addicted Video Gamer’s play 24 hours a week or more.
- More People with ADHD have Video Game Addiction.
How parents can prevent or minimize game addiction

- Choose appropriate games for youths to play
- Encourage gaming in groups
- Discuss with youths the difference between the fiction depicted in the game and reality
- Encourage youths to balance video game playing with other activities and interests (e.g. leisure and hobbies)
- Ask youths to follow the recommendations of the game manufacturers (e.g. not engage in gaming if feeling tired)
- Promote early healthy gaming habits
- Supervise and limit video game playing to 1 or 2 hours per day, only after homework and chores are done
- Watch for signs that may indicate gaming is interfering with youth's socializing, academic results or family time.
Coy Public Library
Summer Learning Program 2021

Registration is required for all weekly programs & camps. Call, visit the library, or fill out the Google forms.

New! Performers and Family Camps will meet at Britton Park
73 W King St. Shippensburg, PA 17257
717-532-4508
www.cumberlandcountylibraries.org/SHP

Library Hours:
Mon: 9am-8pm
Tue: 9am-8pm
Wed: 9am-8pm
Thu: 9am-8pm
Fri: 9am-5pm
Sat: 9am-1pm
Sun: Closed

PA Forward
Pennsylvania Libraries

Coming Soon - Summer Learning Program! NEWVILLE AREA

Join the fun in the John Graham Library's "Tails and Tales" Summer Learning Program! It will run from May 29th - August 14th, and there are programs for children, teens, and adults. Participate in fun activities, earn prizes, and read great stories! Watch for details on how to register soon.
Summer Safety Tips for Kids

- Stay Hydrated
- Find Shade
- Proper Clothing
- Sun Protection
- Plant Safety/Thorns
- Bug Spray
- Stranger Safety
- Road Safety
- Helmets
- Eating in time
- Temperature Fluctuations
- Water Safety
HOW TO GET COVID-19 VACCINE IN PENNSYLVANIA

Interested in receiving a COVID-19 vaccine? Follow these steps:

1. See if it’s your turn to receive vaccine. Visit pa.gov/get-vaccinated to use the Your Turn tool.

2. View the vaccine provider map to find a location near you.

3. Contact the provider of your choice using the contact information from the map to schedule an appointment.

4. Be sure to return for your second dose if two doses are required. Most COVID-19 vaccines are administered in two doses.

If you do not have internet access, call 877-PA-HEALTH. Someone will help you locate providers near you and give you contact information so you can make your vaccine appointment with a vaccine provider.
Go Team!
In today’s world many children play sports, however some just aren’t interested. Here are a few reasons why a child would avoid sports.

- **They aren’t developmentally ready.** It’s not until age 6-7 that children have the physical skills, attention span and ability to grasp sports rules.
- **The coach or team is too demanding.** Children are intimidated when they are being pressured or yelled out.
- **They are shy.** Shy children tend to be uncomfortable when put in a situation where they need to work with others.
- **They carry extra weight.** Overweight children tend to feel more self self-conscious.
- **They haven’t found the right sport yet.** Not all children like to do the same things or possess the skills to do certain activities.
- **They have a health condition.** Children with certain health conditions, such as asthma, may feel uncomfortable or not able to do certain activities.

Team Family
Here are some things that you can do to help your child be more comfortable with sports and in team situations:

- Play games that help prepare them to be on a team. This could include playing kickball, catch or running games.
- Encourage your child for their efforts. Give high fives or fist bumps. Think about what skills they need to further develop and give them more opportunities to practice them.
- Make it fun... smile, laugh and have a good time.
- Involve other children in the play. A cousin, neighbor, or friend will help your child learn to play with others in a team setting.
Chant it!
This month’s Chant it! is based on the old-time classic, *Take Me Out to the Ballgame*. This song has been adapted to include motions to get your child more involved.

**Take Me out to the Ballgame**
Take me out to the ballgame, *(pretend to be swinging a baseball bat)*
Take me out with the crowd.

Buy me some peanuts and Cracker Jacks, *(use one hand to motion like you are popping a piece of popcorn into your mouth)*
I don’t care if I never get back. *(shake your head back and forth like you are saying no)*

Oh it’s root, root, root for the home team,
*(pump your fist three times like you are cheering)*
If they don’t win it’s a shame. For it’s one, two, three strikes you’re out at the old ball game. *(hold up fingers as you count 1,2,3)*.

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Move it!
This month’s Move It! focuses on an easy homemade activity. This activity helps promote the development of eye hand coordination and gross motor skills.

**Milk Jug Catch**
You will need:
- 2 clean plastic milk jugs
- Scissors or craft knife
- Permanent markers
- Soft foam ball or plastic ball

Directions:
1. An adult should cut the bottom off the milk jugs, leaving the end with the handle and spout.
2. Decorate the plastic scoops with permanent markers.
3. Each player will need a scoop. Toss a ball to your partner, who will catch it in the scoop. Then your partner throws the ball back to you to catch in your scoop.
4. To make the game harder, throw the ball when it is still in the scoop. Use a soft foam ball to play the game inside and a plastic ball to play outside.

**Tip... For an easier game, use gallon jugs. To make the game more challenging, use quart jugs.**
Preschool Summer Fun List

- Read, read read!
- Invite friends over for playdates.
- Attend a story time at your local library.
- Make a journal.
- Pick some flowers.
- Make ice cream.
- Make your own play dough.
- Visit a children's museum.
- Plan a summer camp at home.
- Have fun with bubbles.
- Visit the beach.
- Play in the sprinkler.
- Make s'mores.
- Be creative with sidewalk chalk.
- Have a family picnic.
- Play hide and seek.
- Have breakfast with the family in the backyard.
- Toss water balloons.
- Plant some seeds.
- Go on a bike ride.
- Have a family movie night.
- Feed the ducks.
- Get involved in a gardening project.
- Have a BBQ in the park.
- Make a fruit salad.
- Wash the car.
- Build a bird house.
- Paint with bubbles.
- Have a tea party.
- Go on a bug scavenger hunt.
- Turn on some good music and get moving.
- Watch a movie outside.
- Go to your local farmer's market.
- Cook together.
- Pick berries and make a smoothie.
- Attend a concert in the park.
- Decorate your bike.
- Make popsicles.
- Watch the sun set.
- Have a popcorn night.
- Create an activity that relates to a picture book.
- Enjoy a walk.
- Paint outdoors.
USDA Nondiscrimination Statement 2015

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:
http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

USDA Declaración de no discriminación 2015

Los demás programas de asistencia nutricional del FNS, las agencias estatales y locales, y sus beneficiarios secundarios, deben publicar el siguiente Aviso de No Discriminación:

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en:
http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Com plaint.pdf. O bien, si es un beneficiario del USDA, o bien, si está en una oficina del USDA, o bien, si es una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

(1) correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; o
(3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades.
Now Recruiting for Early Head Start, Head Start and Pre-K!
2021-2022

These programs are FREE, but space is limited!

Who Should Apply?

Head Start/Early Head Start: Pregnant women and children ages birth to 5 years whose household income is at or below the federal poverty guideline ($24,500 or under for a family of 4)

Pre-K Counts: Children ages 4 and 5 entering kindergarten the following year, whose household income is at or below 300% of the federal poverty level (approx. $78,600 or under for a family of 4)

How to apply:
Call Shippensburg Head Start 717-477-1626
or stop in and apply
Cora Grove Spiritual Center, Shippensburg University
Shippensburg, Pa. 17257

Call Today!