



# Badlands Head Start:

## PRENATAL TO FIVE



### January—February 2021 **Newsletter**

#### Upcoming Dates

January 1 - 3	<b>No Centers</b>
January 4th	<b>CENTERS RESUME</b>
January 18	<b>No Centers</b> (Martin Luther King Day)
January 20	Policy Council Meeting
February 2nd	Groundhog Day
February 17	<b>No Centers</b> (Presidents' Day)
February 19	Policy Council Meeting



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BF Center: 605-892-3303

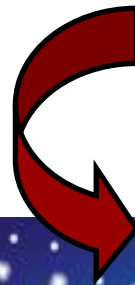
Bison Office: 605-244-5500

Newell Office: 605-456-1370

Buffalo Office: 605-375-3179

Lemmon Office: 605-374-3134

**Paint your own silent,  
snowy scene. Cut out your  
own snowman puppets  
and make up your  
own snowman show!**



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# Message from Melissa

**Melissa Pickle** - Program Services Director / Education & Disability / Coaching & Training Specialist

*Through playing games children learn a wide range of important skills such as following directions, cooperating with others, taking turns, and much more. This week's newsletter has some great ideas for how you can play games with your child while also getting some exercise. Enjoy!*

## **Scavenger Hunt**

You can adapt doing a scavenger hunt to help your child develop cognitive skills such as counting, identifying colors, sorting, etc. Scavenger hunts can be done inside the home or outside so your child can get some fresh air and sunshine. Here are some ideas for making a scavenger hunt a fun learning activity for your child:



- Sort object by shape and color: Ask your child to gather items that are different colors such as something green, something blue and something brown. You can also add math to this by asking your child to gather a different number of each color such as 3 green items, 2 blue items and 4 brown items. You can also substitute shapes for colors.
- Recognize common objects or pictures: Show your child a picture of an item to collect, but do not tell him/her what the item is. For example, hold up a picture of a flower and say, "Find one of these" instead of saying, "Find a flower."
- Follow 2 to 3 step directions: Before your child begins the search, tell him/her what items to find and where to put the items once they've been found. This will help your child develop the ability to follow multiple instructions.

## **Duck, Duck, Goose:**

If you have several children, Duck, Duck, Goose is a classic game that will help your child learn to follow the rules of a game as well as to take turns. Have everyone playing sit in a circle. One person gets to walk around the outside of the circle gently touching the top of each person's head saying either duck or goose. The person who is chosen as the goose stands up and chases the person who then tries to race back to the now empty spot in the circle to sit down. To mix it up, have the child hop, skip or march when chasing the "goose."



## **Dance Freeze:**

This game can be played inside or outside and will help your child to learn to follow directions and to control his or her body. Explain to your child you will be playing a dance freeze game. When the music is playing, both you and your child can dance, when the music stops, everyone freezes in their place like a statue. Play some fun music to dance too. During various times during the song, pause the music so everyone "freezes." Then restart the music to dance to.



## **Red Light, Green Light:**

This is another classic game that will help your child to learn to follow directions. In this game the child stands at one end of the room with the leader at the other end. Whenever the leader says green light the child can move forward. Whenever the leader says red light, the child must stop. If the child is caught moving during a red light, he or she has to go back to the start. The purpose of the game is to reach the leader. Once your child understands the concept of green means go and red means stop, you can add in another color "light." For example, purple light could mean hop like a frog, blue light could mean tip toe, etc. To help your child initially with following directions, make signs with the colors you will use in the game with pictures of the motor movements on them. For example, if purple light means hop like a frog, make a sign that is purple with a hopping frog on it. Eventually you can take the signs away so the child is just focusing on listening.



# Message from Melissa

**Melissa Pickle** - Program Services Director / Education & Disability / Coaching & Training Specialist

## Songs and Finger Plays Corner

The following songs and finger plays encourage your child to follow directions as well as to move his or her body.

### The Hokey Pokey

*Words and Movement*

You put your right hand in,  
(Put right hand in front of body)  
You put your right hand out,  
(Bring right hand back towards body)  
You put your right hand in,  
(Put right hand in front of body)  
And you shake it all about.



(Shake right hand)  
You do the hokey pokey  
(Point index fingers upwards and dance about)  
And you turn yourself around.  
(Turn around in a circle)  
That's what it's all about!  
(Clap as you say each syllable)

Repeat with left hand, each leg, each hip, head, and whole body - moving body as indicated by lyrics.

### Everybody Touch Your Head

*By Margie La Bella*

Everybody touch your head.  
Now touch your toes.  
Everybody touch your legs.  
Now touch your tummy.



Roll your arms up.

And roll your arms down.

Roll your arms up.

And shake them all around.

*Additional verses:*

2) eyes-lips-shoulders-knees

3) hips-back-neck-ears

4) Teeth-hands-tongue- elbows

5) cheeks-chest-chin-ankles.

### The Finger Dance

*By Dr. Thomas Moore*

Do the finger dance

Make your fingers dance

(Move fingers in a dancing motion)

Do the finger dance

Make your fingers dance

Do the finger dance

Make your fingers dance



*Additional Verses*

Make your fingers snap... (Snap your fingers.)

Scratch... (Scratch your sides.)

Shush... (Put your finger to your lips.)

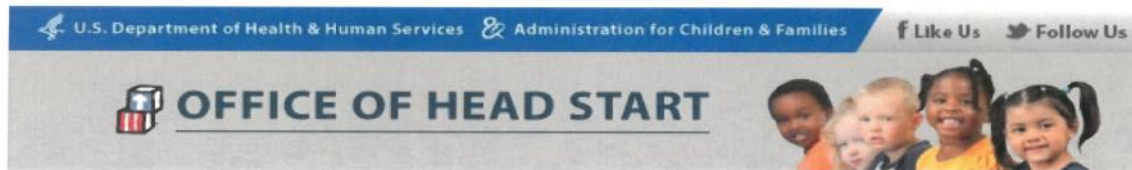
Shake... (Shake fingers freely)

Sign "I love you"... (Make the "I love you" sign.)

Stretch... (Flex and stretch your fingers freely)



# Message from Office of Head Start



## Resources for Self-Care and Stress Management During COVID-19

### Explore Now on the ECLKC!

In these uncertain times, feelings of worry, stress, and anxiety can be intensified. Stress is natural and may seem inevitable, but it can take a toll on your health and effectiveness as an early childhood educator or parent. It can also impact the quality of care that you can give. When you are too stressed, it's difficult to offer the praise, nurturance, and structure children need. Program staff can use the resources below to help manage the anxieties of their families, as well as practice self-care themselves, during the COVID-19 pandemic.

### Featured Resources

#### Taking Care of Ourselves: Stress and Relaxation

This page includes posters, booklets, and presentations on how to identify and reduce sources of stress.

#### Self-Care and Stress Management

Find answers to common questions about how to help parents handle stress management and practice self-care.

#### Managing Stress with Mindful Moments

Explore how breathing and movement strategies can help children calm big emotions. Discover ways to use mindfulness with young children to name big feelings and describe how they are affected by them.

#### Mindfulness: A Resilience Practice

Watch the video and access the handouts to learn more about mindfulness and how it can build resilience in children.

#### Head Start Heals Campaign

Explore these materials to learn more about addressing stress and supporting self-care.

### National Resources

If you or someone you know is experiencing an emergency, dial 911. Find national hotline information and additional resources below.

#### Mental Health

- **Disaster Distress Helpline:** 800-985-5990 (toll-free)
- **National Suicide Prevention Lifeline:** 800-273-TALK (8255) (toll-free)

#### Parent Support

- **National Parent Helpline:** 855-4A PARENT (427-2736) (toll-free)

#### Domestic Violence

- **The National Domestic Violence Hotline:** 800-799-SAFE (7233) (toll-free)
- **StrongHearts Native Helpline:** 844-7NATIVE (762-8483) (toll-free)

#### Child Abuse and Neglect

- **The Childhelp National Child Abuse Hotline:** 800-4A-CHILD (422-4453) (toll-free)

#### Substance Use

- **FindTreatment.gov**
- **Alcoholics Anonymous:** 212-870-3400
- **National Association for Children of Alcoholics:** 888-554-COAS (2627) (toll-free)
- **National Institute on Drug Abuse:** 301-443-1124

### Stay Informed

Please share this message with colleagues who may be interested in this topic.

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# Income Tax Time Information and 211 Helpline App

*Wanda Dunn - Program Services Director / Education & Disability Specialist*



## 211 HELPLINE APP NOW AVAILABLE

211 Helpline resources are now available for FREE on the 211 App! During a time when many individuals and families are experiencing challenges, we hope this additional option provides an ease to accessing resources. You can choose your location to find resources available in your area. From health and human service programs, community services, disaster services and government programs, the 211 Helpline app is a one-stop source of information.

Categories listed include food, housing, financial assistance, employment services, healthcare, volunteer/donate and more. **[Download in the App Store or Google Play.](#)**





# Income Tax Time Information and 211 Helpline App

Wanda Dunn - Program Services Director / Education & Disability Specialist

The following information can be found on the internet at: <https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit/do-i-qualify-for-earned-income-tax-credit-eitc>

## Do I Qualify for the EITC?

You qualify for the EITC if: \* You have earned income and adjusted gross income within certain limits; AND \* You meet certain basic rules; AND \* You either: meet the rules for those without a qualifying child; OR have a child that meets all the qualifying child rules for you (or your spouse if filing a joint return).

Use the EITC Assistant to find out your filing status, your child's status as a qualifying child, your eligibility for the credit, and estimate the amount of the credit you may get.

EITC has special rules that apply for members of the military, members of the clergy, and taxpayers with certain types of disability income or children with disabilities.

### Basic Rules

#### Social Security Number

You, your spouse and any qualifying child you list on your tax return must each have a Social Security number that is valid for employment and that was issued on or before the due date of your return (including extensions).

#### Filing Status

Your return using one of the following filing statuses: \* Married filing jointly \* Head of household \* Qualifying widow or widower \* Single

You can't claim the EITC if your filing status is married filing separately.

If you, or your spouse, are a nonresident alien for any part of the year, you can't claim the EITC unless your filing status is married filing jointly. You may use that filing status only if one spouse is a U.S. citizen or resident alien and you choose to treat the nonresident spouse as a U.S. resident. See Publication 519, U.S. Tax Guide for Aliens PDF, to find out if you are eligible for the EITC.

**Certain Rules for Income Earned During 2019** \* Your tax year investment income must be \$3,600 or less for the year. \* Must not file Form 2555, Foreign Earned Income or Form 2555-EZ, Foreign Earned Income Exclusion. \* Your total earned income must be at least \$1.

\* Both your earned income and adjusted gross income (AGI) must be no more than:

For previous years, see EITC Income Limits and Maximum Credit.

## Additional Rules

### I Have a Qualifying Child

If you (and your spouse if filing a joint return) meet the criteria above and you have a child who lives with you, you may be eligible for the EITC. Each child you claim must pass the relationship, age, residency and joint return tests to be your qualifying child. See the Qualifying Child Rules for guidance.

### I Don't Have a Qualifying Child

If you (and your spouse if filing a joint return) meet the basic EITC rules for everyone, you qualify for the TIC: \* You (and your spouse if filing a joint return) have your main home in the United States for more than half of the tax year; AND \* You (and your spouse if filing a joint return) cannot be claimed as a dependent or qualifying child on anyone else's return; AND \* You (or your spouse if filing a joint return) must have been at least 25 but under 65 years old at the end of the tax year.

### Exceptions

Special EITC Rules: Special EITC rules apply for members of the military, ministers, members of the clergy, those receiving disability benefits and those impacted by disaster.

Disability and the TIC: Many person with disabilities or person having children with disabilities qualify for the EITC.

### When Can I Expect My Refund?

If you claim the earned income tax credit (EITC) or the additional child tax credit (ACTC) on your tax return, by law the IRS can't issue your refund before mid-February—even the portion not associated with the EITC or the ECTC. Find out more on when to expect your refund.

After you file your return, the best way to track your refund is Where's My Refund? Or the IRS2Go mobile app.

## Use the EITC Assistant

The Earned Income Tax Credit (EITC) helps low- to moderate-income workers and families get a tax break. Claiming the credit can reduce the tax you owe and may also give you a larger refund.

Use the Assistant: found on: <https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit/use-the-eitc-assistant>

Filing Status	Qualifying Children Claimed			
	Zero	One	Two	Three or more
Single, Head of Household or Qualifying Widow(er)	\$15,570	\$41,094	\$46,703	\$50,162
Married Filing Jointly	\$21,370	\$46,884	\$52,493	\$55,952

# Message from Judee

*Judee Wilson - Belle Fourche Center Area Service Manager*

*Greetings All! Let me introduce a few new faces at the Belle Fourche Center.*

**ANN EVRIDGE:** In the lead teacher position for our Belle Fourche Head Start Center, Classroom 2, is Ann Evridge. Welcome Ann! Ann graduated from Black Hill State College with a degree in elementary education and has years of teaching experience in both the elementary and pre-school classroom. She and her husband Bob live in Spearfish and have two sons: Sam, who is a firefighter; and Will, who is attending the School of Mines in Rapid City.

Some of the favorite things Ms. Ann likes to do are spending time with family, gardening, hiking and biking. A place she would like to be able to travel to would be the Pacific Northwest and Glacier National Park. Ann says she looks forward to working with the staff, the children and their families at Badlands Head Start.

*What are the changes of getting two young ladies that love kids, have lots of energy and both are name Paige with the last name starting with B? Well, we have two Paiges that fit that description. We are so excited to have them both here at the center.*

**PAIGE BIELKE:** Ms. Paige is our assistant teacher in Belle Fourche Head Start Center 1. She is a BHSU graduate with a Human Service & Sociology degree. She is currently working toward her speech and language pathology degree. Ms. Paige lives in Spearfish now, but grew up in Thousand Oaks, California, where her parents still live. She is the middle child with a brother on both sides. A couple of things she likes to do are be with friends, family, teach, and travel. One of her hobbies is exploring the Black Hills. Her dream travel destination is to travel to

Switzerland. If you ask her what her favorite food is, you will find out that she loves tacos. Welcome Paige!

**PAIGE BUSH:** Paige is an assistant teacher for us in Classroom 2 here at the Center. She has lived in Belle Fourche most of her life and graduated from Belle Fourche High School. She has an elementary teaching degree from Chadron State College in Nebraska. Paige's parents and sister live here in Belle Fourche. Page has been such a welcomed addition to our team! Some of the things she loves to do are being with family and friends. Paige loves her dogs—Duke, Maise, and Cinch. Her hobbies are hiking and having coffee with friends. Paige would like to travel to Italy again, as she visited there the summer of 2018. If you ask her what her favorite foods are, you will find she loves any food that is gluten-free.

**CHERYL PITTMAN:** Ms. Cheryl Pittman is our support teacher, and comes to us with 18 years experience in other Head Start programs in both East and West River communities. She was an EMT, has been a fire fighter, and is a certified medication aide. Her family includes a daughter Kathy, who is a nurse, and her son Michael, who is a carpenter. Cheryl is the grandmother to four grandsons that live in this area. If you ask her what she loves to do, you will find she has a long list. On that list is fishing, camping, hunting, sewing quilts, reading the Bible, and spending time with her cat Maddie. If given the chance to travel, this lady would choose the Grand Canyon and Alaska. Two foods that top Cheryl's list of favorites are pasta and anything chocolate. Welcome Cheryl!

*These new and welcomed additions join Ms. **Michaela Hallam**, who is our lead teacher in Classroom 1. Ms. "K" has been with our program for two years now, and **Ms. Alma Meza** our Nutrition Specialist with us for the past five years.*

*Judee Wilson, Belle Fourche Center ASM*



# Message from Brianne

*Brianne Bonnet - Butte County Area Service Manager*

## Butte County ASM

Hello Everyone! I would like to take a short little bit to inform you of some of the changes here in Butte Co.

I (Brianne Bonnet) am the Butte County Area Service Manager. I started the position in August but took a small leave as I had my first child in October. I will be back in the Admin office in the beginning of January and would certainly love to stay in touch with all the Butte Co families. I was sad to leave my home visiting position but we certainly gained a great person to join our crew. This brings me to introducing Heather Cook (Early Head Start). She took over my cluster of families and what a great job she does! Cool crafts are certainly a talent of hers.

We still are lucky to have our other home visitors as well; Traci Baker (Head Start), Pita Estrada (Early Head Start), and Kristi Williams (Early Head Start).

That will be all for now! Thanks for reading and give a call anytime!

I will leave a little snow recipe :) I enjoyed doing this activity with families when home visiting.

STEP 1: Start by pouring equal amounts of cornstarch and baking soda onto the tray or into a bowl. You can also measure if that works best for you. STEP 2: Mix the baking soda and cornstarch with your fingers. STEP 3: Next, you want to add just enough water so that when you squeeze some of the mixtures in your hands, you can form a ball! Gently loosen any clumps until your fake snow looks just like real snow. **FAKE SNOW TIP:** *Make sure to add the water very slowly. And if you end up with a mixture that's too runny, simply add a bit more of the baking soda and cornstarch mixture.*

## How to cut out paper snowflakes.

**Make a paper square.**

Start out with a square piece of paper, preferably thin or lightweight paper. You can use square origami paper or follow these [easy steps for making a square](#) from any rectangular piece of paper.

**Fold diagonally in half.**

Fold the square diagonally in half to come up with a triangle.

**Fold in half.**

Fold the resulting triangle in half to make a smaller triangle.

**Divide the triangle into 3 sections.**

The most crucial and perhaps the trickiest step in making a paper snowflake is dividing the triangle into three equal sections. The most accurate way to do this is to use a protractor to divide the angle at the triangle's apex (the corner opposite the longest side) into three sections, each with a 30-degree angle. If you don't have a protractor, you can estimate the size of the sections as you do Steps 5 and 6.

**Fold the left section.**

Once you've marked out the three equal sections, fold the left section towards the front.

**Fold the right section.**

Similarly fold the right section towards the front.

**Flip the shape.**

Flip the shape over so that the side with the horizontal edge is facing front.

**Cut along the horizontal edge.**

Cut along the horizontal edge so that you end up with a wedge.

**Cut random shapes.**

While keeping the wedge folded, cut out random shapes out of the edges.

If you're looking for printable ready-to-cut snowflake patterns, you can find them [here](#).

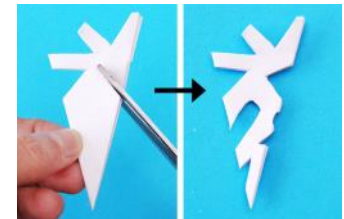
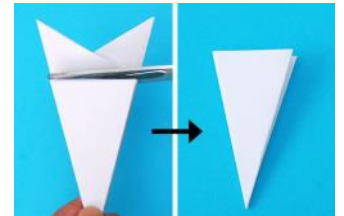
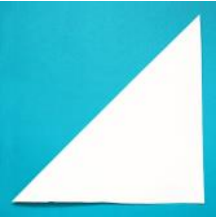
**Unfold the paper.**

Carefully unfold the paper to reveal your paper snowflake. Like real snowflakes, your paper snowflake has a 6-point or six-sided symmetry.

**Make more snowflakes.**

In nature, no two snowflakes are exactly the same. Try making different shape cut-outs in Step 9 to come up with your own unique snowflakes.

Go to this link to see these steps, pictures and more. : <https://www.firstpalette.com/craft/paper-snowflake.html>





## Snow Songs and Fingerplays

### Way up High (Tune: *Up on the Rooftop*)

Way up high in the winter sky  
Two little snowflakes caught my eye.  
Down to the ground they fell without a sound  
And before long it was snowing all around

### I'm a Little Snowman (Tune: *I'm a Little Teapot*)

I'm A Little Snowman,  
Short and fat,  
Here is my \_\_\_\_ scarf  
And here is \_\_\_\_ my hat.  
When the sun comes out,  
I melt away.  
But when it's cold, I'm here to stay!

### A Chubby Little Snowman

A chubby little snowman had a carrot nose (*point at nose*)  
Along came a rabbit (*Make 2 fingers hop like a rabbit*)  
And what do you suppose? (*Put arms out and shrug shoulders*)

That hungry little rabbit (*2 fingers hopping*)

Looking for his lunch (*Put hand above eyes as though searching for something*)

At that little snowman's nose (*pretend to grab your nose*)

Nibble, Nibble, CRUNCH!

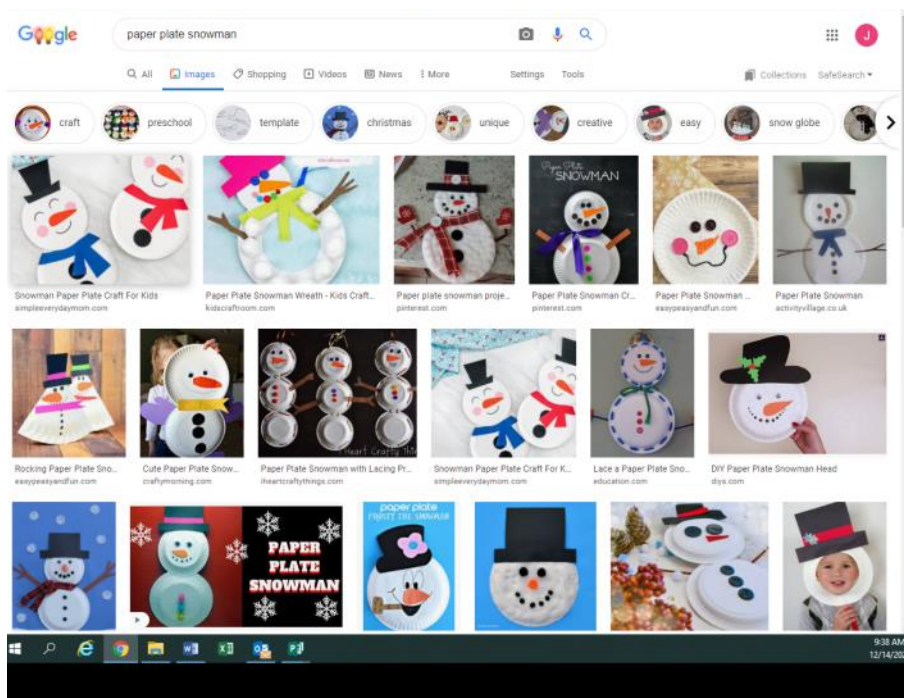


## Art Activity

### Paper Plate Snowman

Provide each child with three white paper plates. Let children cut out a hat, a scarf, a nose, and buttons from colored construction paper or felt. Glue the hat to one paper plate and have children add facial features. Use a stapler to connect the three plates together vertically. With glue, add the scarf and buttons. Go outside and search for two sticks for its arms. Let dry and attach with staples.

Google snowman pictures for more ideas!





# Information from Misty

*Misty Wilbur - Health, Nutrition and Safety Specialist*



*It's COLD out*

Children absolutely love snowy weather. If it were up to them, they'd wake up and race out the front door of your home wearing nothing but pajamas at the first sight of snowfall. While this free-spirited nature can be innocent and inspiring, it also means that you as a parent need to help guide your child so they are dressed properly for any adverse weather conditions. When it comes to winter weather, this is an absolute necessity as cold weather can really take a toll on your child's health. Younger children are more susceptible to cold for a simple reason: Their smaller bodies lose heat rapidly. Younger children are also less likely to actually realize they're getting cold, which means the job of keeping them warm (and knowing the signs it's time to go inside) falls to us parents.



**A warm hat  
that covers the ears**



**A scarf or neck  
warmer**

**Gloves or  
mittens**

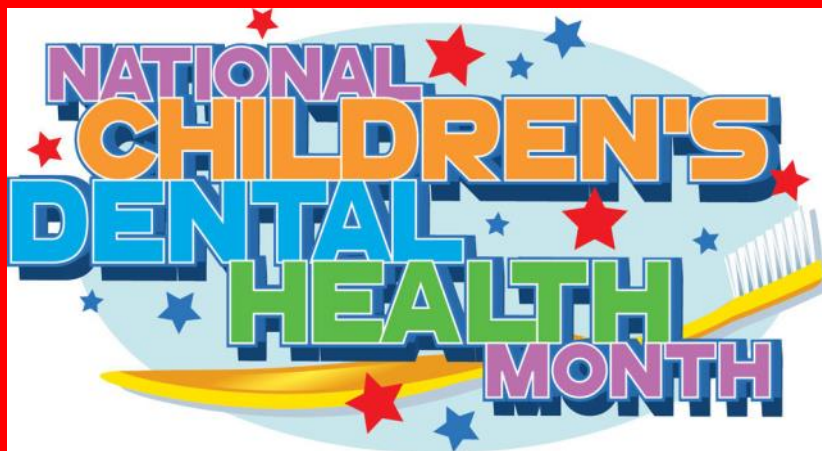


**Warm socks and winter boots**



**A warm  
coat and  
snow pants**

Misty Wilbur  
Health, Nutrition and Safety Specialist



### Dental Tips for Kids

#### **Tip #1: KIDS SHOULD SEE THE DENTIST FOR THE FIRST TIME BY AGE 1.**

The American Academy of Pediatric Dentistry, American Dental Association, and American Academy of Pediatrics ALL recommend that every child see a dentist by age 1. When does  $1+1=0$ ? One tooth + One visit to the dentist = No cavities. It's never too early to take your child in and let them begin getting comfortable. The more they come with you and see what you're doing the more comfortable they will be! There is no such thing as a child too young to deserve good oral health.

#### **Tip #2: A CHILD'S FIRST DENTAL VISIT SHOULD BE FOR FUN AND EDUCATION.**

Make a child's first dental appointment fun and educational. It's all about a positive experience to develop comfort and trust, as well as learn from the parents what habits/behaviors are exercised at home. Regular appointments scheduled beginning at age 1 are fun and help your child grow and become comfortable with the dentist.

#### **Tip #3: SEALANTS FOR KIDS HELP PREVENT CAVITIES IN THE PITS OF MOLARS.**

Frequently seals are placed on first (6-year) and second (12-year) molars to prevent the often-deep pits and fissures from harboring cavity-causing bacteria. Typically they roughen the surface of the pits and grooves and paint a thin layer of sealer into the groove to protect the tooth. This won't stop a cavity, but it does a lot to prevent one from forming! This is a quick and easy procedure and kids won't even know the sealant is there!

#### **Tip #4: YOUR CHILD'S DIET CAN DETERMINE THE HEALTH OF HIS/HER TEETH.**

Calcium is very important in the formation of strong teeth. Some children don't get enough of it in their diet! Milk and cheeses are the easy way, but if your young ones don't consume dairy, consider almonds, white/red beans or even oranges. A daily multivitamin, which you choose with the help of your child's pediatrician, may also be beneficial. In addition to creating a strong foundation for your children's teeth, it's also important to avoid food and drinks that are acidic or full of sugar.

**Remember, your kids will learn their eating habits from you! Set a good example by eating a healthy, varied diet and always brush and floss your own teeth. It's good for your kids and good for your own journey toward whole body wellness!**

