5 Ideas for Summer Reading Outdoors

The great outdoors and summer may beckon young readers but that doesn't mean they have to leave the books at home. Whether it’s the sun or the moon that’s shining brightly in the sky, the outdoors encourages all sorts of new places to kick back and enjoy reading.

1. Set the stage: Create a comfy reading nook outside. Yoga mats add a bit of cushioning and protection if the grass is wet. Add pillows, towels or blankets to really make it cozy. Bring out a camping tent or even a toy tent to protect everyone from the sun and make it a special reading hideout.

2. Have an outdoor bag at the ready: You never know when the urge to explore outside will hit, so make sure you have an “outdoor bag” with all the essentials packed with items such as snacks, a flashlight (for evening reading), suntan lotion, hats, in addition to favorite books and magazines.

3. Encourage activities spurred by the books: Reluctant readers may need to find the right subject about the great outdoors to inspire them. Read books about gardening and put into practice what they are learning by starting a garden. Summertime brings with it plenty of bugs so a book that tells them all about the different types of bugs and how they live and survive ties into the great outdoors nicely.

4. Invite the neighborhood kids: Nothing draws attention away from a book like another child playing in front of you. Invite the neighborhood kids to be part of a book club. Organize a time with your neighbors for the kids to meet each day and/or week. You can have the kids take turns reading and/or suggesting books to read that week. You can even encourage a group outing to the library to create a summer reading list together before the outside book club begins.

5. Have a scavenger hunt: Suggest kids play this classic summer game with a twist. Have a themed scavenger hunt based on a favorite book, but don’t reveal which book it is. Hide recognizable items from the book in your backyard and give kids clues to find and check them off the list. Then they can try and guess the name of the book.

Adapted from Scholastic Parent Child Magazine
Humor is one of a number of things — like art or dramatic play — that children can create. Humor, in turn, fosters a relaxed and playful climate in which further creativity is more likely to occur. Humor, creativity, playfulness, and play are closely connected, so a home or classroom that's conducive to any of them is likely to have an abundance of all of them and be filled with the laughter of happy children.

Even in the most supportive families and classrooms, there are constant pressures for children to conform to the expectations of others. But in pretend play, and when they are fooling around, children can buck the system.

10 Ways to Encourage Humor

1. **Maintain a warm, supportive atmosphere in your home.** A child who feels that not only his humor, but his very self, is likely to be ridiculed isn't likely to have the confidence to risk silliness.

2. **Be playful with your child.** Physical comedy is particularly popular with young children (lap games, odd timing, peculiar body language, gestures, facial expressions). As children begin experimenting with and mastering language, verbal play is always a smash hit. Encourage imagination and pretend play, curiosity, ideas, and originality.

3. **Build your child's self-esteem** in all aspects of her life — physical and social accomplishments, competence, and knowledge. A constricted, inhibited child with low self-esteem is rarely very good at creating or appreciating humor.

4. **Help your youngster become aware of the needs, wishes, and pleasures of other children.** To amuse peers, a child has to understand their perspective and mood somewhat and be able to move in tune with his audience. When we help a child learn to solve problems with siblings and friends by listening, explaining, negotiating, and acting on the solution they've agreed to, we're working on the foundation essential for a sense of humor, as well as for so much else.

5. **Use humor yourself** in everyday life. Show the way by introducing a bit of nonsense in tense situations between children. In addition to teaching children problem-solving skills, guide them in relating to peers with a twinkle when it feels as if a light touch would reduce the level of anger, aggression, or anxiety in the air.

6. **Share stories that tickle her funny bones.** Try stories with illustrations, incidents, and entanglements that are incongruous with the way your child knows things really are.

7. **Throw in a pinch of laughter when compliance is needed** but lacking. This can increase the likelihood that the adult's objective will be met, everyone will come out unscathed, and the child will have more respect for the adult's ability to be a fun person. For instance: "The bath toys are still in the tub? The tub alarm's going off! Bleep! Bleep! Oh, put the toys away, stop this horrible noise! Hurry! Oh, thank goodness, you stopped that awful alarm! Next time, try to remember to get the toys out before you get out."

8. **Let your child feel superior and laugh at you.** Turn the tables now and then. Make goofy mistakes to give your child a chuckle. This can add balance to the incontrovertible fact that you are, and you should be, the boss. On the other hand, don't let the big kids scoff at the little kids. Older children are so relieved to know that they've grown that they tend to ridicule younger ones (children who represent what they were very recently).

9. **Make a joke out of making a mistake.** One of the most useful tools in the mental health toolbox, and for achieving social success, is the ability to laugh good-naturedly at oneself. It's hard not to like a cheerful child and one who makes you laugh, so peers are less likely to "mean tease" a child who teases about his own oddities and errors.

10. **Provide your child with the structure** she needs to be able to predict what you expect. Reasonable household policies (call them rules if you prefer) and a schedule (albeit flexible) help children "act right." Being able to manage one's behavior is part of being able to use humor judiciously. A child who inflicts her rowdiness on a sibling or friend without sensitivity to his wishes is not a skilled humorist.

**What's Not Funny**

Children are put off by adult humor because it's over their heads. It's too sophisticated, perhaps including puns on words they don't know, or maybe involving experiences they've never had. When grownups make jokes that children don't understand, children feel stupid. Preschoolers don't understand sarcasm, and joking with them should never include it.

Young children's humor reflects their recent mastery of physical skills, knowledge of how things normally look and are done, language skills, and emotional issues. As soon as a child feels competent that she can do something or that she completely understands something, she shows off by doing it differently from the way it's customarily done. Because the pleasure of humor is largely the feeling of mastery, a child won't make the joke or even get the joke unless she's been there, done that. For instance, until a child knows what farm and zoo animals look like, pictures in which the wrong heads are on the bodies just won't strike her as funny.

The ability to appreciate humor enriches a child's life in all aspects. By using humor, children feel free to deviate from the rules. Laughter is an expression of freedom from the way things really are, and we can all occasionally use a little escape from the way things really are!
UNM New Mexico Kids Child Care Resource & Referral Services

New Mexico Kids Child Care Resource and Referral services maintains a statewide database of child care providers that are licensed or registered by recognized regulatory agencies in the state of New Mexico and continue to maintain their status with their respective agencies.

This database is used to provide courtesy referrals to anyone who requests them at no cost to families or child care providers. Child care providers share the information that is included in the database and that information is used to help refer families to providers that might meet the needs of their children.

Child care providers and their information appear on this list on a voluntary basis.

Referrals are available online or by phone. If you are interested in referrals or joining the Child Care Referral database call 277-7900.

Science Education through Gardening and Nature-Based Play

A growing body of evidence indicates that contact with nature is as important to children as good nutrition and adequate sleep, and therefore, educators need to address children’s access to nature. This is particularly important in urban areas, where children have few opportunities to interact with nature. Gardening and nature-based curriculum support children’s development and learning in academic, social and health related domains. The Nation’s Research Council states, “Because plants are especially easy to grow and care for, students at every grade level should be involved with gardening projects, using outside space, window boxes, or potted plants.”

Gardening and nature-based play in preschool classrooms integrate motivating and meaningful activity with the three elements of science education—attitude, process skills and content.

Building scientific attitude involves encouraging a child’s natural desire to question and seek answers. Gardening supports children’s curiosity of the natural world and provides opportunities to build self-confidence through successful nurturing of plants over time.

Science process skills relate to how children find the answers they are seeking. Such skills include using simple tools like rulers and magnifiers to observe scientific phenomena and documenting findings through graphs and drawings. Children learn these skills through concrete problem solving and discovery that focuses on inquiry. Gardens provide a work space for children to raise questions about the natural world, take hands-on action, and seek answers through observation, exploration, and data collection.

Science content includes the facts, concepts, and models that we want children to know, understand, and use. The study of plants and nature allows children to explore the cycle of life and the concepts and terms that apply to nature. Gardens offer children “perfect laboratories where scientific concepts literally come to life (Mohrmann 1999,25).

This type of curriculum does not have to be complicated or use extensive outside space to succeed. Schools that have very limited green space outside can still offer gardening and nature in the classroom, as seen in the tips that follow. Successful gardening and nature-based activities depend on being thoughtful about the space in the outside of your classroom and seeking out readily available natural materials.

Gardening Basics

Include a variety of plants to make the classroom warm and to spark children’s interest in nature. Hang plants from the ceiling; place them on shelves and window ledges; use them to fill empty spaces on tables and furniture. Just about anything can be used to hold plants, but be sure to use containers with holes for drainage and big enough to hold plenty of soil and water.

Child-friendly classroom plants include grape ivy, cactus, aloe, cast iron plant, spider plant, bamboo, and pathos—the last two can even grow in water! An internet search can provide detailed photos of plants and descriptions of their needs to help you select what will work best for your space. Aim for a variety of leaf shapes and textures. MOST important, do your homework to make sure that any plants you are considering are NONTOXIC and NONPOISONOUS to children.

Adapted from Young Children
Children have powerful ideas about the world and how it works. They develop and test their theories with a variety of educational materials. Drawing, painting, music, and dance are all examples of typical activities that invite young children to explore and represent their ideas.

With technology advances evolving constantly, new tech tools for personal expression are emerging. Many educators question the appropriateness and educational benefits for young children.

Tech tools, when used in ways that support educational goals for young children, can offer new exciting choices, wider variety, and more flexibility for personal expression and learning.

When using a digital camera, children can immediately review their work, analyze it, take more pictures and delete unwanted ones. They can take these pictures, and make scrapbooks, cut them up into collages, draw and paint on them, create a slide show, and more.

These photos become a visual representation of their world that they can share with others and tell the story however they so chose.

Carol Neumann-Hinds book, *Picture Science: Using Digital Photography to Teach Young Children*, comments on the use of digital photography in the early childhood classroom:

“Using photography in the early childhood classroom isn’t just about taking pictures: it involves using the camera to make ideas visible, to communicate and collaborate with each other, and to help children explore and understand their world . . .”

**GETTING STARTED!**

With so many camera choices available it is important to keep in mind what will be the most user friendly for the little hands of a young child. Take into consideration the over all size, buttons, and viewing screen.

Once you have chosen a camera, the first steps will be sharing it with the children, teaching them how to hold it, how it works and demonstrating it in action.

It might also be useful to have a discussion with the children to find out if they have used a camera before and what they liked about it. Sharing these experiences will get them more comfortable with using a camera.

**FAMILY INVOLVEMENT**

Another way to engage the children in a photography project is to involve the families. This can be done in many ways and will only enhance the overall experience the children have.

Prior to taking pictures, have the children bring in some of their favorites from home to discuss. You can point out the differences in subject matter, colors, lighting, distance, focus, etc. This will get them thinking before they start taking pictures of their own.

**ACTION!**

There is no right or wrong way to take a picture. It can be early morning in the rain or at sunset on a hot day. It can be standing up or lying down in the grass. It can be a panoramic or a close up of a lady bug!

This concept of “no right or wrong” will be extremely important to adapt since you will need to resist the temptation of “guiding” a child to take the picture in the way you would. This experience is an opportunity for the child to express and create their own masterpiece. I guarantee you will be amazed by their photos and will learn a few things yourself during the process.

**DOCUMENTATION**

Once the children are ready to print their photos you might want them to pick a few of their favorites to get started. The activities you can do with these photos are endless. One thing is for sure, regardless of the activity you choose, the final product is sure to document the world through the eyes of a child!

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**The Fine Art of Distraction**

More often than not, a simple change of “scenery” can turn a heated situation into a pleasant experience. When children are frustrated or something/someone is upsetting them, it is not always the best time to reason with them. However, offering an alternative activity or simply just suggesting that the children go play outside for a while can do wonders. It may even feel like you have the power of a magic wand!

This technique works based on the assumption that when conflicts arise, it is often a sign of boredom or a lack of interest in the current activity. That is why redirecting a child’s attention to something new and interesting will usually diffuse the situation. A child will think to himself, “Why argue when we can go outside to play and take pictures!”
Why Do Young Children Behave Aggressively?

Aggressive behavior – hitting, pinching, biting, and other acts through which children may hurt themselves or others – is a way children communicate by using their bodies. Children behave aggressively for a variety of reasons. Children may hit because they feel angry and frustrated. They may kick because they are still learning how to cooperate, share, and understand another person’s viewpoint. Children may throw toys when the environment is too noisy, chaotic, and busy.

Children may act aggressively when they feel scared, frustrated, or upset and don’t know what to do about it. For example:
- When children are unable to meet expectations, they may feel rejected or misunderstood.
- When children become involved in conflict, it can create anger they may not know how to channel.
- Children with low self-esteem, or difficulties with sensory processing, may misunderstand social cues and react aggressively.

Children may act aggressively when the environment is not a good match for their needs.
- When children feel stressed, crowded, tired, thirsty, hungry, or experience high noise levels, they may feel anxious or overwhelmed.
- Environments that are disorganized or chaotic, with too few or too many play choices, may cause stress in children.
- Schedules and routines that require children to sit or wait for long periods of time or involve frequent transitions, may lead children to lose control.
- If young children are not closely supervised, conflicts may escalate to the point of aggression.

Learning to recognize and manage aggressive feelings and urges is a part of all children’s development.
- Aggressive feelings and impulses exist and develop at the same time children are learning pro-social behaviors, such as sharing, turn taking, and cooperation.
- Young children may not be able to understand another’s point of view. This can lead to misunderstandings and conflict.
- Children who are still developing verbal communication skills, or who have speech and language delays, may engage in aggressive behavior in an attempt to communicate with peers and adults.
- As children are learning play skills they may act aggressively because they do not know how to join play or greet a playmate.

Help children learn how to recognize aggressive feelings and to behave in socially acceptable ways.
- Teach children the difference between feelings, actions and self. Tell children, “It is okay to feel angry but it is not okay to hurt people.” Also acknowledge that you see they are feeling mad but help them find a way to express their anger.
- Teach and model social and play skills such as how to greet another playmate, join a small group of children in play, or share a toy.
- Limit children’s exposure to aggressive acts on television news, in movies, and other media. Young children mix up reality and fantasy. They may imitate what they have seen, not understanding that the aggressive behavior shown on TV, in movies, or other media, causes pain and suffering in real life.

Help children learn how to manage their feelings.
- Provide concrete, consistent, age-appropriate expectations that match children’s abilities.
- Demonstrate and model specific behaviors and words children can use in conflict situations, such as ‘no’, ‘mine,’ and ‘I don’t like that.’
- Offer alternative methods for expressing upset feelings such as puppetry, painting, using play dough, or making an emotion collage.
- Learn how differences in children’s individual rhythms, communication styles, and sensory needs can impact their understanding of social cues and reactions.
- Use visual supports (pictures of feelings faces, choices, assistance words such as ‘help’ or ‘I want’) to assist children in communicating their thoughts, needs, and feelings.
- Notice social relationships. Plan daily activities that include individual adult-child time and paired, peer group activities.

Does the environment support children’s success?
- Observe children’s use of and reaction to the environment carefully. Can children rest in a quiet place as the need arises? Are the lighting, noise level, and furniture arrangement comfortable for all? Are there enough toys and variety of materials?
- Prepare activities in advance.
- Plan for transitions and provide cues prior to the end of activities such as a song.
- Use visual cues to support children’s understanding of expectations, routines, and schedules.
- Arrange the space and materials to promote cooperative play.
- Incorporate community building and friendship into the curriculum through books, songs and discussions.

When we recognize that all children want to belong and realize that aggressive behaviors signal a child’s need for help, we will not blame children for having problems they cannot solve alone. We will work together to find solutions.

Cariño TTAP Early Childhood
UNM Cariño Early Childhood TTAP - Training Descriptions

- Below you will find descriptions for many of the Cariño trainings offered this quarter
- All parts of a series must be completed in order to receive a certificate
- Some trainings series must be taken in order
- Cariño also offers Early Childhood Trainings for Parents/Families as well as for Family Child Care Home Providers

POWERFUL INTERACTIONS (4 Hr Series)
The book Powerful Interactions, written by A. Dombro, J. Jablon, & C. Stetson, provides the foundation for this 4-hour training about practical and influential ways to interact with young children. Join us as we explore a number of practical insights and strategies that can help to increase our effectiveness as educators of young children.

FULL PARTICIPATION OF EVERY CHILD (6 Hr Series)
This training provides you with insights, tools, and strategies to promote engagement in play, learning, and development for each young child. The training emphasizes evidence-based practices for supporting children who are culturally and linguistically diverse, and strategies for overcoming biases to build trusting and collaborative partnerships with families.

ORIENTATION TO INTENTIONAL TEACHING PART 1 (8 Hr Series)
This 8-hour series-based training provides foundational information for the NM Early Learning Guidelines (ELG’s) - Observation, Documentation, and Curriculum Planning for Young Children. (must complete all parts to receive certificates for this series)

Orientation to New Mexico’s Early Learning Guidelines (2 Hours)
In this 2-hour session you will receive beginning information about NM’s ELG’s. This session includes what early learning guidelines are, what age groups and domains they address, how they can be used.

Orientation to Observation, Documentation and Curriculum Planning for Young Children (6 Hours)
In these three 2-hour sessions you will explore 1) the basics of observation as it relates to the NM ELG’s and the Authentic Observation Documentation Curriculum Planning Process star level; 2) the foundations of documenting young children’s behaviors as it relates to NM ELG’s; and 3) how observation, documentation, and the NM ELG’s can guide your curriculum planning through practical applications.

INTRODUCTION TO INTENTIONAL TEACHING PART 2 (8 Hr Series)
This is an 8-hour series-based training provided in 2 parts. (must complete all parts to receive certificates for this series)

Introduction to New Mexico’s Early Learning Guidelines (ELGs) (4 Hours)
In this 4-hour session you will learn about the background & overview of NM ELG’s, spend time getting familiar with the general content, individual sections, and the specific parts of each section.

Introduction to New Mexico’s Authentic Observation Documentation Curriculum Planning Process (AODCP) (4 Hours)
In this 4-hour session you will explore using NM’s ELG’s as part of the AODCP process. Hands-on opportunities will include strategies for observing, observational assessment, documenting, using portfolios to organize and share your data, reflective processes, including NM’s families, your professional commitment, and how they influence your curriculum planning.

INTERMEDIATE INTENTIONAL TEACHING PART 3 (10 Hr Series)
This is a 10-hour series-based training provided in 2 parts. (must complete all parts to receive certificates for this series)

Introduction to New Mexico’s Early Learning Guidelines (ELGs) (4 Hours)
In this 4-hour study of the New Mexico Early Learning Guidelines, you will be able to explore family and community collaboration and engagement, individualization of the curriculum, and strengths-based teaching and learning practices. The New Mexico Early Learning Guidelines, and the Guidelines’ Foundational Principles, provide the context for the exploration.

Introduction to New Mexico’s Authentic Observation Documentation Curriculum Planning Process (AODCP) (6 Hours)
This 6-hour, series-based training explores how the Authentic Observation, Documentation, Curriculum Planning Process (AODCP) supports teaching and learning in the reflective classroom. You will practice various curriculum planning and implementation activities that are part of ongoing, observational assessment. Social-emotional development and school readiness are discussed and related to the teaching and learning experiences of the early childhood education and care environments.
Cariño is now offering trainings specifically for Parents/Families. Please call 277-1371 for more information and/or to register.

Cariño is now offering trainings specifically for Family Child Care Home Providers on a variety of Early Childhood Topics. Please call 277-1371 for more information and/or to register.

VALENCIA COUNTY
4/23
11:30-1:30pm
Language Development & Literacy: Infants/Toddlers, Preschool, Dual Language Learners Series - 3 Parts
(6 Hour Certificate - Competencies: 1-2hrs, 4-1hr, 5-1hrs, 6-1.5hrs, 7-.5hrs.)

4/26
6:30-8:30pm
Quality Early Childhood Programs for All Series 3 Parts
(6 Hour Certificate - Competencies: 3-2hrs, 4-1hr, 5-1hr, 7-2hrs.)

4/27
6:30-8:30pm
Quality Early Childhood Programs for All Part 2
(6 Hour Certificate - Competencies: 3-2hrs, 4-1hr, 5-1hr, 7-2hrs.)

April 2016 - Sign-Ups begin March 14th
(You MUST attend all parts in a training series to receive a certificate)

BERNALILLO COUNTY:
4/4,11,18
10am-noon
Classroom Environments & Transitions for Infants & Toddlers Series - 3 Parts
(6 Hour Certificate - Competencies: 1-2hrs, 4-2hrs, 5-2hrs)

4/4,11,18
6:30-8:30pm
The Full Participation of Each Child - FOCUS Series - 3 Parts
(6 Hour Certificate - Competencies: 3-2.5hrs, 4-1.5hrs, 7-2hrs.)

4/5,12
6:30-8:30pm
The Importance of Diversity & Culture Series - 2 Parts
(4 Hour Certificate - Competencies: 1-2hrs, 5-2hrs.)

4/5,12,19,26
6:30-8:30pm
Orientation to Intentional Teaching - FOCUS Series - 4 Parts
(8 Hour Certificate - Competencies: 1-2hrs, 3-5hrs, 4-2hrs, 5-1.5hrs, 6-1.5hrs, 7-.5hrs.)

4/6,13
6:30-8:30pm
Powerful Interactions - FOCUS Series 2 Parts
(4 Hour Certificate - Competencies: 1-1hr, 5-3hr.)

4/7,14
10am-noon
Joyful Family Engagement Series - 2 Parts
(4 Hour Certificate - Competencies: 3-4hrs)

4/7,14,21
6:30-8:30pm
Purposeful Play: The Emergent Curriculum Series - 3 Parts
(4 Hour Certificate - Competencies: 1-1hr, 5-3hrs.)

4/14,21
6:30-8:30pm
Quality Early Childhood Programs for All Series 3 Parts
Part 3 5/5
(6 Hour Certificate - Competencies: 3-2hrs, 4-1hr, 5-1hr, 7-2hrs.)

4/11,18,25
6:30-8:30pm
Language Development & Literacy: Infants/Toddlers, Preschool, Dual Language Learners Series - 3 Parts
(6 Hour Certificate - Competencies: 1-2hrs, 4-1hr, 5-3hrs.)

4/19,26
6:30-8:30pm
Powerful Interactions - FOCUS Series -2 Parts
(4 Hour Certificate - Competencies: 1-1hr, 5-3hrs.)

4/20,27
6:30-8:30pm
El Desarrollo Socio-Emocional de Infantes y Ninos Pequenos - 2 Parts
(4 Hour Certificate - Competencies: 1-2hrs, 4-2hrs.)

SANDOVAL COUNTY:
4/23
9-11am
Emotional Tornado: Helping Children Learn to Self-Regulate - Part 1

4/23
11:30-1:30pm
Emotional Tornado: Helping Children Learn to Self-Regulate - Part 2
(4 Hour Certificate - Competencies: 1-2hrs, 4-2hrs.)

SOCORRO COUNTY:
4/23
9-11am
Quality Early Childhood Programs for All - Part 1

4/23
11:30-1:30pm
Quality Early Childhood Programs for All - Part 2

4/23
2-4pm
Quality Early Childhood Programs for All - Part 3
(6 Hour Certificate - Competencies: 3-2hrs, 4-1hr, 5-1hr, 7-2hrs.)

VALENCIA COUNTY:
No Trainings Scheduled This Month

REGISTERED and LICENSED FAMILY CHILD CARE HOME PROVIDERS—NEW!!!!
Cariño is now offering trainings specifically for Family Child Care Home Providers on a variety of Early Childhood Topics. Please call 277-2510 for more information and/or to register. Please note this phone number is ONLY for family child care home providers.

PARENT/FAMILY TRAININGS—NEW!!!!
Cariño is now offering early childhood trainings specifically for Parents/Families. Please call 277-0593 for more information and/or to register. If you are a community agency, school, or other organization who works with parents we can also come to your site to provide training!

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EARLY CHILDHOOD EDUCATION COMPETENCY AREAS

1. Child Growth Development & Learning
2. Health Safety & Nutrition
3. Family Community Collaboration
4. Developmentally Appropriate Content
5. Learning Environment & Curriculum Implementation
6. Assessment of Children & Programs
7. Professionalism
UNM Cariño Early Childhood TTAP Training Calendar

- Please call 277-1371 to sign up. Each individual participant must pre-register him/herself.
- Please see legend below for corresponding competency areas.
- Please arrive early on time. Only a short 5 minute grace period is allowed, after which latecomers are not admitted.
- Trainings with (5) Pre-Registered Participants or less may be cancelled.
- Arrangements for needed accommodations may be made 1 week prior to class.
- Inclement Weather/Training Cancellation Line 277-1371 Evenings & Saturdays

**MAY 2016 - SIGN-UPS BEGIN APRIL 11th**
(You MUST attend all parts in a training series to receive a certificate)

**BERNALILLO COUNTY:**

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>5/2, 9</td>
<td>10am-noon</td>
<td>Joyful Family Engagement Series - 2 Parts (4 Hour Certificate - Competencies: 3-4hrs.)</td>
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<tr>
<td>5/2, 9</td>
<td>6:30-8:30pm</td>
<td>Powerful Interactions - FOCUS Series - 2 Parts (4 Hour Certificate - Competencies: 1-1hr, 5-3hrs.)</td>
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<tr>
<td>5/3, 10, 17</td>
<td>1-3pm</td>
<td>Classroom Environments &amp; Transitions for Infants &amp; Toddlers Series - 3 Parts (4 Hour Certificate - Competencies: 1-1hr, 5-3hrs.)</td>
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<tr>
<td>5/3, 10, 17</td>
<td>6:30-8:30pm</td>
<td>Early Childhood Environmental Rating Scales (ECERS) Series - 3 Parts (6 Hour Certificate - Competencies: 4-1hr, 5-2hrs, 6-2hrs, 7-1hr.)</td>
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<tr>
<td>5/4, 11, 18</td>
<td>6:30-8:30pm</td>
<td>The Full Participation of Each Child FOCUS Series - 3 Parts (6 Hour Certificate - Competencies 3-2.5hrs, 4-1.5hrs, 7-2hrs.)</td>
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<tr>
<td>5/5</td>
<td>6:30-8:30pm</td>
<td>Quality Early Childhood Programs for All Series 3 Parts (must have attended Pt. 1 &amp; 2 in April) (6 Hour Certificate - Competencies: 3-2hrs, 4-1hr, 5-1hr, 7-2hrs.)</td>
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<td>10am-noon</td>
<td>Stress in the Early Childhood Setting Series - 3 Parts (6 Hour Certificate - Competencies: 1-2hrs, 2-2hrs, 7-2hrs.)</td>
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<td>Infant / Toddler Environmental Rating Scales (ITERS) Series - 3 Parts (6 Hour Certificate - Competencies 4-1hr, 5-2hrs, 6-2hrs, 7-1hr.)</td>
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<td>5/9, 16, 23</td>
<td>6:30-8:30pm</td>
<td>Estrategias Eficaces Para Problemas de Comportamiento - 3 Partes (6 Hour Certificate - Competencies 1-2hrs, 4-3hrs, 5-1hr.)</td>
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<tr>
<td>5/10, 17, 24, 31</td>
<td>6:30-8:30pm</td>
<td>Introduction to Intentional Teaching FOCUS Series - 4 Parts (8 Hour Certificate - Competencies 1-2hrs, 3-5hrs, 4-2hrs, 5-1.5hrs, 7-5hrs.)</td>
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<tr>
<td>5/11, 18</td>
<td>6:30-8:30pm</td>
<td>Engaging Children Through Science &amp; Nature Series - 2 Parts (4 Hour Certificate - Competencies 1-2hrs, 4-2hrs.)</td>
<td></td>
</tr>
<tr>
<td>5/12, 19, 26</td>
<td>6:30-8:30pm</td>
<td>Quality Early Childhood Programs for All Series 3 Parts (6 Hour Certificate - Competencies: 3-2hrs, 4-1hr, 5-1hr, 7-2hrs.)</td>
<td></td>
</tr>
<tr>
<td>5/14</td>
<td>9-11am</td>
<td>How Laughter Leads to Learning - Part 1</td>
<td></td>
</tr>
<tr>
<td>5/14</td>
<td>11:30-1:30pm</td>
<td>How Laughter Leads to Learning - Part 2</td>
<td></td>
</tr>
<tr>
<td>5/14</td>
<td>2-4pm</td>
<td>How Laughter Leads to Learning - Part 3 (6 Hour Certificate - Competencies: 1-2hrs, 4-2hrs, 5-2hrs.)</td>
<td></td>
</tr>
<tr>
<td>5/24, 31</td>
<td>6:30-8:30pm</td>
<td>Socio-Emotional Development for Infants &amp; Toddlers Series - 2 Parts (6 Hour Certificate - Competencies: 1-2hrs, 4-2hrs.)</td>
<td></td>
</tr>
</tbody>
</table>

**VALENCIA COUNTY:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/14</td>
<td>9-11am</td>
<td>Sensory Integration and Self-Regulation in Infants and Toddlers - Part 1</td>
<td></td>
</tr>
<tr>
<td>5/14</td>
<td>11:30-1:30pm</td>
<td>Sensory Integration and Self-Regulation in Infants and Toddlers - Part 2</td>
<td></td>
</tr>
<tr>
<td>5/14</td>
<td>2-4pm</td>
<td>Sensory Integration and Self-Regulation in Infants and Toddlers - Part 3 (6 Hour Certificate - Competencies: 1-2hrs, 4-2hrs, 5-2hrs.)</td>
<td></td>
</tr>
</tbody>
</table>

**SANDOVAL AND SOCORRO COUNTIES:** No Trainings Scheduled This Month

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**EARLY CHILDHOOD EDUCATION COMPETENCY AREAS**

1. Child Growth Development & Learning  
2. Health Safety & Nutrition  
3. Family Community Collaboration  
4. Developmentally Appropriate Content  
5. Learning Environment & Curriculum Implementation  
6. Assessment of Children & Programs  
7. Professionalism

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Cariño TTAP Early Childhood
UNM Cariño Early Childhood TTAP Training Calendar

- Please call 277-1371 to sign up. Each individual participant must pre-register him/herself.
- Please see legend below for corresponding competency areas.
- Please arrive early on time. Only a short 5 minute grace period is allowed, after which latecomers are not admitted.
- Trainings with (5) Pre-Registered Participants or less may be cancelled.
- Arrangements for needed accommodations may be made 1 week prior to class.
- Inclement Weather/Training Cancellation Line 277-1371

**Early Childhood TTAP Training Calendar**

**BERNALILLO COUNTY:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/2, 6/4, 6/6, 6/9, 6/11, 6/13, 6/15, 6/16, 6/18, 6/20, 6/22, 6/25</td>
<td>6:30-8:30pm</td>
<td>Intermediate Intentional Teaching - FOCUS Series - 5 Parts (10 Hour Certificate - Competencies: 1-2hrs, 3-2.5hrs, 4-2hrs, 5-1.5hrs, 6-1.5hrs, 7-5hrs.)</td>
</tr>
<tr>
<td>6/4</td>
<td>9-11am</td>
<td>The Behavior Pyramid: Promoting Children’s Success - Part 1</td>
</tr>
<tr>
<td>6/4</td>
<td>11:30-1:30pm</td>
<td>The Behavior Pyramid: Social Emotional Teaching Strategies - Part 2</td>
</tr>
<tr>
<td>6/4</td>
<td>2:4pm</td>
<td>The Behavior Pyramid: Determining the Meaning of Challenging Behaviors - Part 3</td>
</tr>
<tr>
<td>6/4</td>
<td>9-11am</td>
<td>Classroom Management to Support Difficult Behaviors - Part 1</td>
</tr>
<tr>
<td>6/4</td>
<td>11:30-1:30pm</td>
<td>Classroom Management to Support Difficult Behaviors - Part 2</td>
</tr>
<tr>
<td>6/6, 6/13, 6/16, 6/19, 6/21, 6/24</td>
<td>6:30-8:30pm</td>
<td>Participacion Integral de Cada Niño FOCUS Series - 3 Partes (6 Hour Certificate - Competencies: 3-2.5hrs, 4-1.5hrs, 7-2hrs.)</td>
</tr>
<tr>
<td>6/6, 6/13</td>
<td>6:30-8:30pm</td>
<td>A Baby’s Amazing Brain - 2 Part (4 Hour Certificate - Competencies: 1-2hrs, 4-1hr, 5-1hr.)</td>
</tr>
<tr>
<td>6/7, 6/14, 6/17, 6/20, 6/23</td>
<td>6:30-8:30pm</td>
<td>Creativity in the Preschool Classroom - 3 Parts (6 Hour Certificate - Competencies: 1-2hrs, 4-2hrs, 5-2hrs.)</td>
</tr>
<tr>
<td>6/8, 6/15, 6/18, 6/21, 6/24</td>
<td>6:30-8:30pm</td>
<td>The Full Participation of Each Child - FOCUS Series 3 Parts (6 Hour Certificate - Competencies: 3-2.5hr, 4-1.5hrs, 7-2hrs.)</td>
</tr>
<tr>
<td>6/9, 6/16, 6/19, 6/22, 6/25</td>
<td>6:30-8:30pm</td>
<td>Quality Early Childhood Programs For All - 3 Parts (6 Hour Certificate - Competencies: 3-2hr, 4-1hr, 5-1hr, 7-2hrs.)</td>
</tr>
<tr>
<td>6/11</td>
<td>9-11am</td>
<td>Sensory Play &amp; Early Childhood Development - Part 1</td>
</tr>
<tr>
<td>6/11</td>
<td>11:30-1:30pm</td>
<td>Sensory Play &amp; Early Childhood Development - Part 2</td>
</tr>
<tr>
<td>6/11</td>
<td>2:4pm</td>
<td>Sensory Play &amp; Early Childhood Development - Part 3</td>
</tr>
<tr>
<td>6/11</td>
<td>9-11am</td>
<td>Integración sensorial en niños pequeños y preescolares - Parte 1</td>
</tr>
<tr>
<td>6/11</td>
<td>11:30-1:30pm</td>
<td>Integración sensorial en niños pequeños y preescolares - Parte 2</td>
</tr>
<tr>
<td>6/11</td>
<td>2:4pm</td>
<td>Integración sensorial en niños pequeños y preescolares - Parte 3</td>
</tr>
<tr>
<td>6/14, 6/17, 6/20, 6/23, 6/26</td>
<td>6:30-8:30pm</td>
<td>Learning Experiences Through Music &amp; Movement: Social-Emotional, Literacy, Math - 3 Parts (6 Hour Certificate - Competencies: 1-2hrs, 4-2hrs, 5-2hrs.)</td>
</tr>
<tr>
<td>6/16, 6/19, 6/22, 6/25, 6/28</td>
<td>3-5pm</td>
<td>El increíble cerebro del bebé - 3 Partes (6 Hour Certificate - Competencies: 1-2hrs, 4-2hrs, 5-2hrs.)</td>
</tr>
<tr>
<td>6/20, 6/23, 6/26, 6/29, 7/2</td>
<td>6:30-8:30pm</td>
<td>Powerful Interactions FOCUS Series - 2 Parts (4 Hour Certificate - Competencies: 1-1hrs, 5-3hrs.)</td>
</tr>
<tr>
<td>6/22, 6/25, 6/28, 7/1, 7/4</td>
<td>3-5pm</td>
<td>Engaging Children Through Science &amp; Nature Series - 2 Parts (6 Hour Certificate - Competencies: 1-3hrs, 4-3hrs.)</td>
</tr>
<tr>
<td>6/25</td>
<td>9-11am</td>
<td>Math: Numbers, Shapes, Sizes, &amp; More! - Part 1</td>
</tr>
<tr>
<td>6/25</td>
<td>11:30-1:30pm</td>
<td>Math: Numbers, Shapes, Sizes, &amp; More! - Part 2</td>
</tr>
</tbody>
</table>

**SANDOVAL, SOCORRO & VALENCIA COUNTIES:** No Trainings Scheduled This Month

**EARLY CHILDHOOD EDUCATION COMPETENCY AREAS**

1. Child Growth Development & Learning
2. Health Safety & Nutrition
3. Family Community Collaboration
4. Developmentally Appropriate Content
5. Learning Environment & Curriculum Implementation
6. Assessment of Children & Programs
7. Professionalism

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Cariño TTAP Early Childhood
Other Cariño EC TTAP Learning Opportunities

45 HOUR EARLY CHILDHOOD ENTRY LEVEL COURSE
Call for April - June 45 HOUR Schedule. $40 money order or company check required to register (No Cash). Must register with Cariño 277-1371.

REGISTERED and LICENSED FAMILY CHILD CARE HOME PROVIDERS—NEW!!!
Cariño is now offering trainings specifically for Family Child Care Home Providers on a variety of Early Childhood Topics. Please call 277-2510 for more information and/or to register.

PARENT/FAMILY TRAININGS—NEW!!!
Cariño is now offering trainings specifically for Parents/Families on a variety of Early Childhood Topics. Please call 277-0593 for more information and/or to register. If you are a community agency, school, or other organization who works with parents we can also come to your site to provide training!

CARIÑO EC TTAP ELECTRONIC NEWSLETTER REQUESTS
Would you prefer to receive the Cariño newsletter via email? If yes, please send your request to mkaspari@unm.edu. Indicate in the subject line “Electronic Newsletter Request” and you will be added to our email distribution list.

Other Community Learning Opportunities

CNM 45 Hour Courses & Early Childhood Credit Courses
Please call Alicia West at 224-5200 for 45-Hour course info or CNM Registration at 224-3214 for courses offered.

UNM Continuing Education Early Childhood Services Center Online Courses
The UNM ECSC is now offering online trainings for the Intentional Teaching training series. For more information please contact Heather Christopher at 250-6923 or hchristo@unm.edu.

UNM Cariño Early Childhood TTAP Training Guidelines!

UNM Cariño EC trainings fill up fast! Be sure to read, understand & follow these guidelines:

1. Please sign up (277-1371) before the training so we will be expecting you and have a chair reserved.
2. Please leave a DETAILED voicemail message with your name, child care program name and day time phone number and your call will be returned in the order it was received. Cariño’s registration system ensures that spaces are filled on a first come first served basis.
3. You will receive registration confirmation via phone with training details, location, etc.
4. Please note that you may no longer call to pre-register for other participants. Each individual must pre-register herself/himself.
5. You may sign up for more than 1 training at a time (maximum 3 per month), but PLEASE show up if you sign up. If you “no show” without cancellation ahead of time, you may automatically lose any future reservations you may have had.
6. Each child care center is respectfully asked to not sign up more than three participants per training, so as to allow more centers and family child care home providers to participate.
7. Certificates are issued at the end of each training and will not be issued early under any circumstances.
8. Plan to arrive on time. Only a short “grace period” of 5 minutes is allowed, after which latecomers will not be admitted.
9. No children are allowed; as early childhood professionals we believe that this is not an appropriate setting for children and we are not able to accommodate them with toys or room to play. In addition, children can be a distraction to the presenter as well as to other training participants.
10. Any disruptive or inappropriate behavior will NOT be tolerated and at the discretion of the trainer you may be asked to leave.
11. Cell phone calls are not permitted during the training. Please turn your cell phone to silent or off.
12. Trainings with (5) pre-registered participants or less may be cancelled.
14. No food or drink is allowed in the Cariño EC TTAP classroom so please plan accordingly.
You Are Your Child’s First Teacher

 dez
 Gain insight on how young children develop and grow
 dez
 Discover how attachment & relationships are related to healthy development
 dez
 Learn how to continue forming lasting bonds with your child
 dez
 Find out that what children see...children will do!
 dez
 Plan activities with awareness & love in the home as well as out-and-about town

For more information or to set up a class call 505-277-1371

Supportive Educational Resources Provided to Families (Based on availability)

UNM Cariño Early Childhood TTAP
Early Childhood Services Center
UNM Continuing Education
1634 University Blvd
Albuquerque, NM 87102
ABC Albuquerque Bernalillo Library
Events for Children

Every Child Ready to Read Preschool Storytime  *(for families)*
Join in the fun with stories, songs, puppets and more that encourage development of early literacy skills in young children, using the guidelines from the Every Child Ready to Read program.
- Weekly Preschool Storytime targeted for ages 3-5
- Preschool Storytime – Wednesday 10:15am
- Music and Movement Storytime – Thursday 2:30pm

Board Games  *(for all ages)*
Come and play board games in our program room! Games provided.
- Meets fourth Friday every month from 3 – 5pm

Family Craft  *(for all ages)*
Come and join the fun a different take home craft is created each month.
- Meets the third Wednesday of each month between 3 - 5 pm

Lego Club  *(for children ages 4+)*
Come build as a team or work on your own creation during our monthly club. Please leave your own Lego at home. Please bring a camera to remember the creations, as the Lego's live at the library and cannot be taken home.
- Meets third Friday every month from 3 – 5pm

Family Movie Night  *(for all ages)*
Call the library to find out which movie is playing.
- Showing the second Friday of each month at 3 pm

Community Garden  *(for all ages)*
Come learn dry land gardening techniques in your library community garden.
- First Friday of each month at 4 pm

Visit the ABC Library webpage for more events and information!
http://abclibrary.org/home
Helpful Teacher Tips
Puppets provide a wide range of benefits for children in a childcare setting. Childcare providers can use puppets, whether they are purchased at the store or homemade, to enhance almost any area of the childcare curriculum. Children of all ages can enjoy using puppets in childcare.

Benefits of Using Puppets in a Childcare Setting
Puppets are a great way to engage the attention and imagination of all children. Using puppets in the childcare curriculum is an enjoyable way to promote children's learning of new skills and concepts.

Benefits of using puppets in childcare include the following:

- **Social skills**: Puppets can increase children's communication and social skills by providing structured opportunities to interact with the puppets. Children can also practice these skills by using puppets to interact with other children.

- **Emotional development**: Puppets can support children emotionally by giving them a "friend" to talk to, or a way to talk to other children without having to speak directly.

- **Confidence in reading and speaking**: Children who are reluctant to speak or read out loud may be more willing to talk or read to a puppet.

- **Encouraging creativity**: Children can use puppets to tell stories and find creative ways to solve problems.

- **Motor skills**: Manipulating puppets can be a positive way to encourage movement and to practice gross and fine motor control.

- **Guidance**: Children can learn appropriate behaviors by watching the puppet's example, or the puppet can introduce and explain class rules.

- **Capturing attention**: A puppet can be a good tool to capture the attention of young children in large-group and small-group settings, especially if the adult gives the puppet an engaging "personality."

- **Music appreciation**: Puppets can make music and creative movement more interesting and teach children words and movements to songs.

- **Promoting dramatic play**: Puppets can be easy-to-manipulate characters in a variety of dramatic play themes and stories.

Ways to Use Puppets in Childcare
Puppets can be used across many different parts of the early childhood curriculum. Here are a few common places where puppets can enhance young children's play and learning:

- **Dramatic play**: Children can use puppets to act out their own scenarios and stories.

- **Transitions**: Puppets are a great tool for telling children what activity is coming next. For example, Wanda the Chef might come out of her kitchen to let the children know it's time to clean up for snack/lunch.

- **Games**: Puppets can lead games with children, such as "Simon Says" and "I-Spy." Puppets can also participate in the game, either as a positive role model or as an example of misbehavior that the children can help correct.

- **Reading**: Children can practice reading their favorite books to puppets, especially if they're too shy to read in front of teachers or other children. Children who are not reading yet can make up stories to tell the puppet, or "read" to them by telling a familiar story using the illustrations in the storybook. Puppets can also read children their favorite books.

- **Creative Art**: Puppets can paint with children or introduce a new craft to the children.

- **Puppet Shows**: Children can use puppets to put on their own puppet shows for others. Childcare providers can also use puppet shows to introduce new concepts to children.

- **Music Time**: Puppets can sing and dance during large group activities.
Parents have different views and opinions about sending their babies and young children to toddler playgroups and children centers, if you’re thinking about taking your child to a local playgroup, this post will outline 5 benefits of doing so.

Why Playgroups Are Great for Infants and Toddlers (as well as for moms and dads)

- Social interaction – Infants and toddlers benefit from the opportunity to socially interact with other children of similar age to them, this will greatly help them to understand, adapt and cope in different situations, situations that they might not be used to within their own home.

- Confident building – Children seem to have a natural ability to be confident. You can stand a child in front of an audience and ask them to sing a song, and usually they’d be happy to, but as an adult it can be a lot more difficult, I guess because we’re more aware of things around us and what others might be thinking. Anyway, social interaction within playgroups encourages a lot of confident building, which in my mind is essential for children, especially as they develop into older kids and into their teens.

- Meeting other parents – Playgroups doesn’t just benefit Infants and toddlers but also parents, as a dad I also get to enjoy the benefits of adult interaction, meeting and engaging with other mums and dads, learning new things and seeing how my own children cope in different environments and situations, which helps me to understand their needs better.

- Meeting their mental and physical needs – Playgroups are great for encouraging stimulation in Infants and toddlers, and as parents we know how important stimulation is both mentally and in meeting children’s physical needs.

- Give your children a head start for pre-school – Finally, the benefits of taking your child to playgroups is that it prepares and gives them a good head start for pre-school amongst other things.

Los padres tienen diferentes puntos de vista y opiniones sobre el envío de sus bebés y niños pequeños para grupos de juego para niños pequeños y niños de centros, si usted está pensando en tomar a su hijo a un grupo de juego local, este post va a delinear 5 beneficios de hacerlo.

Porque los Grupos de Juego son Buenos para los Bebés y Niños pequeños (y los padres y madres)

- Interacción Social - Los bebés y niños pequeños se benefician de la oportunidad de interactuar socialmente con otros niños de la misma edad que ellos, esto será de gran ayuda a comprender, adaptarse y hacer frente a situaciones diferentes, situaciones que no pueden ser utilizados para dentro de su propio hogar.

- Edificio confiante - Los niños parecen tener una capacidad natural para estar seguros. Usted puede colocarse un niño en frente de una audiencia y pedirles que cantar una canción, y por lo general estaría feliz, sino como un adulto que puede ser mucho más difícil, supongo que porque somos más conscientes de las cosas nosotros y lo que otros podrían estar pensando. De todos modos, la interacción social dentro de los grupos de juego estimula mucho de la construcción de confianza, que en mi mente es esencial para los niños, especialmente en lo que se convierten en niños mayores y en la adolescencia.

- Reunión de otros padres - Los grupos de juego no sólo beneficia a los bebés y niños pequeños, sino también a los padres, como un padre que también llegar a disfrutar de los beneficios de la interacción adulto, sesión y participar con otros padres y madres, aprender cosas nuevas y ver cómo mi propia los niños a enfrentarse en diferentes entornos y situaciones, lo que me ayuda a entender mejor sus necesidades.

- Al satisfacer sus necesidades físicas y mentales - Los grupos de juego son grandes para el fomento de la estimulación en bebés y niños pequeños, y como padres sabemos lo importante es la estimulación tanto mental como para satisfacer las necesidades físicas de los niños.

- Dé a sus hijos una ventaja inicial para preescolar - Por último, los beneficios de tomar a su hijo a grupos de juego es que se prepara y les da una buena ventaja para el preescolar, entre otras cosas.

www.justicefordadsuk.com
Parent Play Groups!

The UNM Cariño Toy Lending & Resource Library is now offering a wide variety of playgroups in our beautiful library. Our play space is filled with educational toys, games, materials, and supportive supplies, and book allowing children to make choices and providing many learning opportunities.

Parents and caregivers of young children (birth to 5 years of age) are invited to bring their youngsters and join together to play, read, create, sing, and have snacks. Participation in all playgroups is free and requires no prior registration, you can simply drop in. A library staff member or volunteer will facilitate the playgroups. Our play space is also available for use by children accompanied by an adult when there is no playgroup/organized activity in session.

If You Have Questions Please Call
Paloma Gonzalez-Delgado at 505-224-5018

Grupos de Juego Para Padres!

La Biblioteca de Juguetes y Recursos de UNM Cariño está ofreciendo una amplia variedad de grupos de juego en nuestra hermosa biblioteca. Nuestro espacio de juego cuenta con juguetes educativos, materiales, recursos de apoyo, y libros que ofrecen a los niños varias opciones y muchas oportunidades de aprendizaje. Se invita a los padres y educadores de niños pequeños (desde el nacimiento hasta los 5 años de edad) que traigan a sus niños y se unan para jugar, leer, crear, cantar y disfrutar de aperitivos. La participación en todos los grupos de juego es gratis y no requiere inscripción previa, sólo tiene que presentarse, y un miembro del personal de la biblioteca o voluntario le facilitará los grupos de juego. Nuestro espacio de juego también está disponible para el uso de niños acompañados por un adulto cuando no hay grupo de juego u actividad organizada en sesión.

Si Tiene Alguna Pregunta Por Favor Llame a
Paloma González-Delgado 505-224-5018
UNM Cariño Early Childhood TTAP Toy & Resource Lending Library

The library toys encompass all areas, ages and stages of development. Additionally, the library features a well-rounded resource section, which offers early care providers supportive literature and activity ideas to further child development, and most importantly, make learning fun!

Location:
CNM South Valley Campus
5816 Isleta Blvd SW
Albuquerque, NM 87105
224-5018

Hours of Operation:
Tuesday and Thursday 12 pm - 7 pm
Friday 9 am - 4:30 pm

First Saturday of each month from 9 am - 1 pm