## Fluffy, Frosty Fun

A blizzard of playful activities that you can do outdoors and indoors.

By February, we’re rooting for the warmth of springtime. But the cold reality is, a chill remains in the air, and a blanket of snow still covers the ground in many backyards. Why not embrace winter’s wonders with your child? You can enjoy some activities on this page from the snugly comfort of your own kitchen. Others take you outside. All offer rich opportunities to spend time together and explore the season’s unique offerings.

### Create colorful icebergs.
Fill a variety of plastic containers with water and food dye; then set them in the freezer until they solidify. Remove the colorful icebergs from their containers and have your child place them on a tray lined with white paper towels. What happens when they start to melt? How do their shapes change? Let the paper dry to create unique art you can later hang on the wall or refrigerator.

### Make a “snowbox.”
Fill a large bucket or tin pan with snow and bring it inside for a winter variation on a miniature sandbox. Provide your child with gloves and digging tools to explore — how is playing with snow different from sand? Add a few colorful icebergs (above) as playthings.

### Let them melt.
Invite your child to experiment with basic principles of temperature by placing a few ice cubes in strategic places both outside and inside. Which cubes melt the fastest? Slowest? Will an ice cube melt outside? Your child may be surprised to discover the effect the sun has even on a cold day.

### Make indoor snowballs.
In your kitchen, make play dough by mixing together 2 cups of flour, 1 cup of salt, 2 tablespoons of vegetable oil, 1 1/2 cups of water, and a handful or two of glitter to make it shine. Pack the dough into snowballs of different sizes. What other “snow” sculptures can your child build with the dough? Try making mini snowmen, igloos, or snowflakes.

### Feed the birds.
Build a birdbath out of snow together and fill the basin with birdseed or bread crumbs. Then invite your child to draw pictures of the birds (and squirrels) as they eat or to identify them using a wildlife guide. It’s a lovely way to teach your child about the animals that live in your area.

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If you have any questions or comments regarding the UNM Carino EC TTAP Newsletter contact Malisa Kasparian.
Cognitive Development in 3-5 Year Olds by Michelle Anthony, PhD

The preschool period is a time of rapid growth along a number of developmental measures, especially children’s thinking abilities, or cognition. Across this time period, children learn to use symbolic thought, the hallmarks of which are language and symbol use, along with more advanced pretend play. Children this age show centration of thought, meaning their focus is limited to one aspect of a situation or object. Memory abilities come online and children show their own ways of categorizing, reasoning, and problem solving.

**Memory**
Memory is the ability to acquire, store, and recall information or experiences across time. It is not until age 3 that children can reliably do this, although they remain better at recognition than recall, and they do not show the ability to spontaneously use mnemonic strategies to assist remembering for a number of years. Preschoolers use language to encode and compare information for later retrieval; thus, talking about events increases children’s memory of them. Want to work on phonics and memory at the same time? Memories are more easily recalled when the child is a participant as opposed to an observer, or when something makes a significant impression. Children’s ability to create mental images of people or events also facilitates memory.

Children tend to use routines to define understanding of events, and to recall sequence, but preschoolers’ sense of time is very general (e.g., they may use the word “yesterday” to mean a month ago). Want to help develop your child’s sequencing skills? Pick a favorite book or 2 and read them over and over again. As a result of their fairly weak memory skills, when they repeatedly hear the same story over and over, they will be delighted when they can retell it and each time retelling is as if it is the first time.

**Vygotsky**
Russian researcher Lev Vygotsky believed cognition advanced through social interactions and problem solving. Vygotsky’s work demonstrates that with the support of a More Knowledgeable Other (MKO) (adult or skilled peer), children’s ability shows marked increase, as long as the interactions were not too advanced for the child’s present level of skill. He believed the right level of challenge would be in the child’s “Zone of Proximal Development (ZPD),” which would be optimized by scaffolding (support and guidance that the MKO would provide without taking over).

Vygotsky also noticed that, as children were moving towards independence with challenging tasks, they would talk to themselves. Termed private speech, this self-talk is highly prevalent in children ages 3-7. Thereafter, it mutates into inner speech or internal thought, although it is likely to resurface at challenging or confusing tasks. According to Vygotsky, children’s use of language in this way is the foundation of their executive function skills, including attention, memorization, planning, impulse control, etc.

**Preschool Thinking**
Preschoolers are firmly in the stage Piaget called the preoperational (pre-logical) period (from 2-7). While current researchers question if preschoolers are as illogical as Piaget posited, anyone who has spent time with them knows they think differently than adults! Notably, they are not able to reverse actions (e.g., understand that if 3+3=6, then 6-3=3, or worrying that if they break a bone, it cannot be fixed). In addition, they are unable to conserve (to recognize that objects that change in form do not change in amount). In his famous penny conservation experiment, Piaget demonstrated that until about the age of 6, children would say that the spread out row of pennies had more than the row with the (equal number) of more squished together pennies, even if they themselves counted each row. Piaget explains this contradiction by stating that children’s logic in this time period is ruled by perceptions as opposed to reasoning.

The idea of perceptually-based centration expands beyond conservation to the preschoolers’ larger world view. In general, children this age are egocentric; they cannot spontaneously and independently vary from their own perspective. For example, children may say that grass grows so that they do not get hurt when they fall or because they like chocolate, everyone must. As an extension, they believe that everyone shares the same viewpoint as them, so of course they should get the cookies if they think that, everybody does. As a component of egocentric thought, preschoolers show animism, the belief that nature...
UNM New Mexico Kids Child Care Resource & Referral Services

New Mexico Kids Child Care Resource and Referral 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.

CONTINUED FROM PAGE 2

and objects are alive with human-like characteristics (e.g., when your child says that the ground made them fall). The ability to decenter is one of the hallmarks of the completion of the preoperational stage.

Children’s illogical thinking extends across various domains. For example, in their classification abilities, they cannot yet understand that one object can be classified multiple ways. For example, children may say there are more girls than children in a co-ed class, or that they don’t want fruit for snack, they want a pear. In the same way, they will often over-generalize their category labels. For example, a child may call all animals with four legs “dogs,” or all people with gray hair “grandma.”

In addition, preschoolers often rely on transductive reasoning, whereby they believe the similarities between two objects or the sequence of events provides evidence of cause and effect. For example, if a child sees their teacher at school in the morning and again when they leave, they may believe their teacher must live there. Similarly, if their friend is Italian and eats pasta, they may believe that eating pasta will make someone Italian. In these examples, we see the way preschoolers’ thoughts are dominated by their perceptions. As an extension, preschoolers demonstrate magical thinking, whereby they believe that if they wish for something, they have the power to make it happen, including accidentally wishing harm on a sibling, or being the cause of their parent’s divorce.

Symbol Use
The time from 3-5 is the heart of symbol development in young children. Use of symbols entails the ability to use one thing to represent another, for example to have the letters ‘dog’ represent an actual dog, have a drawing/map stand for a location, or to have a checker represent a cookie in a game. Preschoolers learn to mentally use and represent tangible objects through images, words, and drawings. While children cannot yet manipulate these symbols, or represent abstract ideas, the ability to use symbols rather than engage in simple motor play is a defining characteristic of the preschool period.

In fact, imaginative play is related to cognitive growth and achievement. For example, preschoolers who engage in more complex pretend play demonstrate advanced general intellectual development and are seen as more socially competent by their teachers. Children who create imaginary friends, who previously would have been red-flagged as at risk for maladjustment, demonstrate more advanced mental representations and more sociability with their peers than those who do not.

While there is no denying the unique perspective that preschoolers view the world with, there are contexts and domains within which these very young children do in fact think logically. The key to this “hidden ability” is the amount of knowledge or experience the child has in the particular domain or area of study. Importantly, the way this knowledge is acquired—through investment, engagement, exploration, and discovery—is the means by which preschoolers advance in their thinking and reasoning skills.
Turn "Cabin Fever" Into Teachable Moments

January and February are "inside jobs." In many parts of the country, young children must spend more time than usual inside, which can lead to some stress and strain both in the classroom and at home . . . cabin fever!

As most teachers have discovered, the time you share indoors can provide important mental incubation time for children and adults. This is a delightful opportunity for you and your child to enjoy the simple pleasures of personal time, to share activities together, to go deep with ideas and feelings. But as every teacher and parent knows, the trick is to find enough things for your child to do so she or he doesn't get cabin fever.

**Magic mood-changers**
Teachers have discovered that this time of year is perfect doing short activities that can quickly change the mood of the day. These mini-events also grab children's attention and engage them in teachable moments. Studies have shown that the brain remembers the first and last part of a lesson better than the middle. That is why it is better to offer short episodes of learning where there are more beginnings and ends and fewer "middles"!

Here a few favorite mini-events teachers use to fight cabin fever in the classroom. You can try them at home too.

- **Music and movement games.** Can't play outside? Do it inside! Put on some of your favorite music and do a cooperative version of musical chairs. The object of the game is to get as many friends and family on the chairs as possible. Nobody is OUT! Each time one chair is removed, everyone has to work together to get each other on the chairs. More indoor games to try include: a kitchen utensil marching band, Simon Says, yoga, and jumping rope without a rope.

- **Winter picnic.** Is the wind blowing outside your door? You can still have a picnic. Collect the picnic basket, the beach towels, tablecloths, and folding chairs and spread them out in the living room! Involve your child in planning, preparing, and sharing the sandwiches and snacks for the event. Set everything up, put on some warm music, and invite the entire family. Don't forget your sunglasses. The best part: no ants!

- **Art projects.** Art is always a great calming activity for children and if you are willing to get a bit messy you can share some fun moments together. Make food-coloring ice cube paints by filling ice cube trays with different colors and place a Popsicle stick in each for handles. Freeze. Your child can rub the ice cube "brushes" on the paper and watch as the colors "paint" and mix together!

- **Quiet reflection.** We are such an active culture, and children's lives are getting more and more crowded by activities that require them to be on the go most of the time. Taking a moment to **not do** is almost unheard of. Yet, it is an essential part of creating peace both inside and out. Through quiet games, children can learn to calm their minds and bodies quickly and easily. Try this: Invite your child to sit comfortably. Then say: "Without talking, I want you to look around the room and notice something that interests you. Look at it carefully and notice everything about it without touching it." "Now pretend you can touch it. Think about how it would feel if you could touch it." This game is not only successful at home but is wonderful in a crowded waiting room or on line in the grocery store!

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**9 Ideas for a Home Science Center**

Encourage young children's natural curiosity about the world around them by keeping science-related materials handy.

1. Magnifying glasses, plastic mirrors, and prisms
2. Flashlights and colored cellophane
3. Magnets
4. Twigs, leaves, nuts, seeds, eggshells, feathers, and shells
5. Stones, minerals, and fossils
6. Lotto games and matching cards of plants and animals
7. Plants — small cacti in sand, ferns in peat moss, and dwarf citrus trees in sandy loam
8. Empty bird or insect nests
9. Beans, grains, rice, and coffee beans for sorting and exploring
When we step inside the early childhood classroom we might hear the phrases, “Wait your turn,” “wait for snack,” or “please, wait until I say so!” The act of waiting can be a difficult task for young learners. Even as adults, we may have difficulty waiting. The long line at the grocery store or the restless wait for our package to arrive can be a trying situation. Waiting requires self-regulation skills.

Self-regulation is defined as the awareness of oneself and surroundings in order to manage one’s attention, emotions and behavior (Nagaoka, 2015). The foundations of self-regulation are described in the New Mexico Early Learning Guidelines (2014) as the ability to express feelings, regulate impulses requiring self-control, and to use proper strategies to regulate emotions. Essentially, self-regulation means learning how to tolerate the frustration of not getting what you want when you want it (Perry, n.d.).

According to Nagaoka et al. (2015) self-regulation is one of the four foundational components in child development and the second of six core strengths in healthy emotional development (Perry, n.d.). A child’s self-regulation skill level is linked to success in school and beyond (Zimmerman, 1994). Children who are not able to effectively regulate anxiety or discouragement tend to not engage in challenging learning activities (Florez, 2011). Children who are considered at risk for challenging behavior have difficulty with their self-regulation skills, including forming relationships and regulating their emotions (Fox et al., 2006). The way a child follows through with daily activities, expresses their needs, and recognizes the feelings of others are all linked to self-regulation skills. An educator who is prepared to support self-regulation through their teaching practices fosters an environment for developing actively engaged learners (Florez, 2011).

Self-regulation skills begin developing in infancy. Copple (2013) explains that the infant or toddler who is anxious cannot predict when or if their caregiver will respond to them. The child that has learned ways to self-soothe, is one who has learned which events they have to wait for, trusting that their caregiver will meet their needs, just not in that moment (Copple, 2013). Depending on the caregiver a child will receive different responses. A caregiver’s sensitivity to the child’s needs impacts the way the child learns to display self-regulation skills. As stated in the New Mexico Early Learning Guidelines (2014), development occurs in the context of relationships. To support educators in their nurturing of relationships with their students, educators need to allow for opportunities to experience and practice their self-regulation skills with adults and peers (Bronson, 2000).

There are constant changes in the home and classroom environments of our children and they must be able to adapt to the demands (Nagaoka, 2015). We have high expectations of our children and they must be able to adapt to the demands of our children and they must be able to adapt to the demands of our children and they must be able to adapt to the demands of our children and they must be able to adapt to the demands of our children and they must be able to adapt to the demands of our children. Children learn to wait their turn to play in centers, wait their turn to be line leader, and wait their turn for the educator’s attention. Knowing that waiting is a reality in our classrooms, how can we teach appropriate ways to demonstrate frustration when we have to wait?

Planning is an important part of self-regulation. If an educator can plan and teach alternative behaviors then students can make intentional choices. There is a balance that must be found in this teaching which includes not punishing a child for not being able to give their attention or calm themselves quickly (Florez, 2011). A way to help children cope with wait time is to help students develop an awareness of their thoughts and feelings. A child’s self-regulation skill level is not a matter of controlling their emotions alone, but also understanding how to express them appropriately (Copple, 2013). Providing an environment rich with a vocabulary of emotions will give the child references to adjust their behavior and emotional responses to the changes in their environment (Domain 1.1, Infant/Toddler, NMELG, 2014). When an educator models the important language and social skills needed for self-regulation, a child is able to recognize what is expected. In turn, the child is then able to choose an appropriate response based on what has been reinforced as a suitable response to have their needs met (Florez, 2011).

In order for self-regulation skills to be used regularly, they must be taught intentionally. Florez (2011) uses the analogy of riding a bike to explain self-regulation skills. Only once a child is able to practice and strengthen their coordination and balance, can a child ride a bike. Similarly, if a child is able to intentionally learn to regulate their thinking, emotions, and behavior, they will be able to handle experiences that make them “wait.”

In the early childhood classroom, self-regulation is demonstrated in a child’s ability to stop playing and calmly transition to cleanup time. Another skill, turn taking or sharing a toy with a peer takes self-regulated effort (Bronson, 2010). When a child has strong self-regulation skills they respond to challenging situations with age-appropriate solutions (Perry, n.d.). One resource to help educators identify age appropriate solutions for children, can be found on Vanderbilt’s Center on Social and Emotional Foundations for Early Learning located at http://csefel.vanderbilt.edu/resources/strategies.html. Using these visual cards will give both the educator and the child a visual reminder of what skill to use during interactions and activities that may challenge the student.
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 such as the FOCUS Intentional Teaching Series
- The Cariño South Valley trainings are listed on page 10 (see descriptions below)
- 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.

THE FULL PARTICIPATION OF EACH 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.

CARIÑO SOUTH VALLEY TRAININGS - SPANISH (see page 10)

EXPLORANDO MÚSICA EN LA EDUCACIÓN TEMPRANA
Vamos a aprender acerca de la importancia de utilizar música con los niños. También veremos como la música puede ayudar a fomentar varios dominios como la cognición, y la lengua. Discutiremos varios temas de cómo ayudar a los niños a que desarrollen un amor por la música y como ese interés puede ser fomentado.

INVOLUCRANDO A FAMILIAS EN EDUCACIÓN INFANTIL
Vamos a ver las diferentes maneras de involucrar a las familias dentro del salón. Discutiremos sobre varias estrategias para que los padres puedan ser una herramienta de aprendizaje dentro y fuera del salón. También vamos a ver cómo la participación activa de los padres puede afectar positivamente el rol de la maestro(a).

CRECIMIENTO PROFESIONAL EN LA EDUCACIÓN TEMPRANA
Veremos las diferentes etapas que conducen al profesionalismo. Tendremos una comprensión más amplia acerca de la naturaleza de nuestra profesión como educadores de la primera infancia así como nuestro compromiso moral y ético. También, veremos cómo los ideales del profesionalismo nos pueden ayudar en el día a día con nuestros niños. La meta es en como podemos llegar a nuestra meta como educadores de proveer mejor calidad educativa para nuestros niños y niñas.

LOS EFECTOS DE TRAUMA EN LA EDUCACIÓN TEMPRANA
Veremos cómo se define el "Trauma" y sus efectos cerebrales, corporales y comportamientos, incluyendo estrategias e ideas para ayudar a nuestros niños. Tendremos la oportunidad de observar un video con un mensaje muy poderoso titulado “Sanando a Neen”. Utilizaremos este video para ilustrar los efectos del trauma en las persona. Veremos los efectos biológicos y sus consecuencias desde una perspectiva cerebral, de esta manera los participantes podrán darse cuenta que los comportamientos no son intencionales ni manipulados. También examinaremos la fuerza y resistencia que tienen las personas y la manera en que podemos “sanar” por medio de nuestras relaciones.

APRENDIZAJE ACTIVO PAR NIÑOS CON NECESIDADES DIFERENTES
Veremos diferentes maneras de como satisfacer las necesidades y modificar las actividades de los niños con necesidades diferentes. Tendremos la oportunidad de explorar como los niños pueden construir activamente sus conocimientos sobre el mundo a través de las experiencias e interacciones con otras personas, eventos, materiales, e ideas.
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.
- 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 Evening & Saturdays

BERNALILLO COUNTY:

1/4, 11 6:30-8:30pm Powerful Interactions - FOCUS Series - 2 Parts
(4 Hour Certificate - Competencies: 1-1hr, 5-3hrs)

1/5, 12, 19 10am-noon Math: Numbers, Shapes, SIZES, and More! - 3 Parts
(6 Hour Certificate - Competencies: 1-2hrs, 4-2hrs, 5-2hrs.)

1/5, 12, 19, 26 6:30-8:30pm Introduction 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.)

1/6, 13, 20, 27 6:30-8:30pm Intermediate Intentional Teaching - FOCUS Series - 5 Parts
Part 5, 2/3
(10 Hour Certificate - Competencies: 1-2hrs, 3-2.5hrs, 4-2hrs, 5-1.5hrs, 6-1.5hrs, 7-5hrs.)

1/7, 14, 21, 28 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.)

1/9 9-11am My Communication Style - Part 1

1/9 11:30-1:30pm Communication with Coworkers - Part 2

1/9 2-4pm Communication with Families - Part 3
(6 Hour Certificate - Competencies: 3-3hrs, 7-3hrs.)

1/13, 20, 27 6:30-8:30pm Quality Early Childhood Programs For All - 3 Parts
(6 Hour Certificate - Competencies: 3-2hrs, 4-1hrs, 5-1hr, 7-2hrs.)

1/14, 21, 28 6:30-8:30pm The Full Participation of Each Child - FOCUS Series - 3 Parts
(6 Hour Certificate - Competencies: 3-2.5hrs, 4-1.5hr, 7-2hrs.)

1/23 9-11am Stress in Early Childhood Settings - Part 1

1/23 11:30-1:30pm Stress in Early Childhood Settings - Part 2

1/23 2-4pm Stress in Early Childhood Settings - Part 3
(6 Hour Certificate - Competencies: 1-2hr, 2-2hrs, 7-2hrs.)

1/30 9-11am Child Development Through Play Ages 3-5 - Part 1

1/30 11:30-1:30pm Child Development Through Play Ages 3-5 - Part 2
(4 Hour Certificate - Competencies: 1-2hrs, 4-1hr, 5-1hr.)

SANDELILLIO COUNTY:

1/23 9-11am The Art of Play: Curriculum Development and Implementation - Part 1

1/23 11:30-1:30pm The Art of Play - Part 2

1/23 2-4pm The Art of Play - Part 3
(6 Hour Certificate - Competencies: 1-2hrs, 5-2hrs, 7-2hrs.)

SOCORRO & VALENCIA COUNTIES: 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!

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD EDUCATION COMPETENCY AREAS</th>
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<tbody>
<tr>
<td>1. Child Growth Development &amp; Learning</td>
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<tr>
<td>2. Health Safety &amp; Nutrition</td>
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<tr>
<td>3. Family Community Collaboration</td>
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<td>4. Developmentally Appropriate Content</td>
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<td>5. Learning Environment &amp; Curriculum Implem</td>
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<td>6. Assessment of Children &amp; Programs</td>
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<td>7. Professionalism</td>
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Cariño Early Childhood News
UNM Cariño Early Childhood TTAP Training Calendar

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FEBRUARY 2016 - SIGN-UPS BEGIN JANUARY 11th

You MUST attend all parts in a training series to receive a certificate

BERNALILLO COUNTY:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Training Title</th>
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<tbody>
<tr>
<td>2/1,8,15,22,29</td>
<td>6:30-8:30pm</td>
<td>Advanced Intentional Teaching - FOCUS Series - 5 Parts</td>
<td>10 hrs</td>
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<td>2/2,9,16</td>
<td>10am-noon</td>
<td>Catch the Energy: Release the Potential Series - 3 Parts</td>
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<td>2/2,9</td>
<td>6:30-8:30pm</td>
<td>Powerful Interactions - FOCUS Series - 2 Parts</td>
<td>4 hrs</td>
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<tr>
<td>2/3</td>
<td>6:30-8:30pm</td>
<td>Intermediate Intentional Teaching - FOCUS Series - Part 5 (Must attend all 5 parts)</td>
<td>10 hrs</td>
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<td>Pt. 5</td>
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<td>Orientation to Intentional Teaching - FOCUS Series - 4 Parts</td>
<td>8 hrs</td>
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<tr>
<td>2/4,11,18</td>
<td>6:30-8:30pm</td>
<td>Quality Early Childhood Programs For All - 3 Parts</td>
<td>6 hrs</td>
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<tr>
<td>2/4,11,18</td>
<td>6:30-8:30pm</td>
<td>Humor and Laughter in the Early Childhood Classroom - 3 Parts</td>
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<td>2/6</td>
<td>9-11am</td>
<td>Sensory Integration and Self-Regulation in Infants and Toddlers - Part 1</td>
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<tr>
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<td>11:30-1:30pm</td>
<td>Sensory Integration and Self-Regulation in Infants and Toddlers - Part 2</td>
<td>6 hrs</td>
</tr>
<tr>
<td>2/6</td>
<td>2-4pm</td>
<td>Sensory Integration and Self-Regulation in Infants and Toddlers - Part 3</td>
<td>6 hrs</td>
</tr>
<tr>
<td>2/16,23</td>
<td>6:30-8:30pm</td>
<td>Infant &amp; Toddler Development - 2 Parts</td>
<td>6 hrs</td>
</tr>
<tr>
<td>2/9,16</td>
<td>6:30-8:30pm</td>
<td>Language and Literacy - 2 Parts</td>
<td>4 hrs</td>
</tr>
<tr>
<td>2/10,17,24</td>
<td>6:30-8:30pm</td>
<td>The Full Participation of Each Child - FOCUS Series - 3 Parts</td>
<td>6 hrs</td>
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SOCORRO COUNTY:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Training Title</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/13</td>
<td>9-11am</td>
<td>Addressing Challenging Behaviors in the EC Classroom - Part 1</td>
<td>4 hrs</td>
</tr>
<tr>
<td>2/13</td>
<td>11:30-1:30pm</td>
<td>Addressing Challenging Behaviors in the EC Classroom - Part 2</td>
<td>4 hrs</td>
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SANDOVAL & 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

Page 8
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

**NEW!!!!**

**MARCH 2016 - SIGN-UPS BEGIN FEBRUARY 15th**

(You MUST attend all parts in a training series to receive a certificate)

**BERNALILLO COUNTY:**

<table>
<thead>
<tr>
<th>Date</th>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/1,8,15,22,29</td>
<td>6:30-8:30pm</td>
<td>Intermediate Intentional Teaching - FOCUS Series - 5 Parts</td>
</tr>
<tr>
<td>3/2,9</td>
<td>10-noon</td>
<td>How to Guide Infants and Toddlers with Positive Discipline - 2 Parts</td>
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<tr>
<td>3/3,10</td>
<td>6:30-8:30pm</td>
<td>Diversity in Early Childhood - 2 Parts</td>
</tr>
<tr>
<td>3/7,14,21,28</td>
<td>6:30-8:30pm</td>
<td>Orientation to Intentional Teaching - FOCUS Series 4 Parts</td>
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<tr>
<td>3/9,16,23</td>
<td>6:30-8:30pm</td>
<td>The Full Participation of Each Child - FOCUS Series 3 Parts</td>
</tr>
<tr>
<td>3/10,17,24</td>
<td>6:30-8:30pm</td>
<td>Quality Early Childhood Programs For All - 3 Parts</td>
</tr>
<tr>
<td>3/15,22,29</td>
<td>3-5pm</td>
<td>Early Development and the Brain - 3 Parts</td>
</tr>
<tr>
<td>3/16,23,30</td>
<td>6:30-8:30pm</td>
<td>Effects of Early Childhood Trauma and Toxic Stress - 3 Parts</td>
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<tr>
<td>3/17,24,31</td>
<td>6:30-8:30pm</td>
<td>Storytelling: Creativity with Language - 3 Parts</td>
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<tr>
<td>3/19</td>
<td>9-11am</td>
<td>Social-Emotional Strategies to Prevent Challenging Behaviors - Part 1</td>
</tr>
<tr>
<td>3/19</td>
<td>11:30-1:30pm</td>
<td>Social-Emotional Strategies to Prevent Challenging Behaviors - Part 2</td>
</tr>
<tr>
<td>3/19</td>
<td>2-4pm</td>
<td>Social-Emotional Strategies to Prevent Challenging Behaviors - Part 3</td>
</tr>
<tr>
<td>3/21,28</td>
<td>6:30-8:30pm</td>
<td>Powerful Interactions - FOCUS Series - 2 Parts</td>
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**VALENCIA COUNTY:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3/19</td>
<td>9-11am</td>
<td>Preventing Child Abuse and Neglect - Part 1</td>
</tr>
<tr>
<td>3/19</td>
<td>11:30-1:30pm</td>
<td>Preventing Child Abuse and Neglect - Part 2</td>
</tr>
<tr>
<td>3/19</td>
<td>2-4pm</td>
<td>Preventing Child Abuse and Neglect - Part 3</td>
</tr>
</tbody>
</table>

**SANDOVAL & SOCORRO COUNTIES:** 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!

**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

Cariño Early Childhood News
UNM Cariño SOUTH VALLEY Training Calendar – CNM SV Campus

- 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.
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- Inclement Weather/Training Cancellation Line 277-1371

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Cariño Early Childhood News

JANUARY 2016 - SIGN-UPS BEGIN DECEMBER 7th

(You MUST attend all parts in a training series to receive a certificate)

1/14, 21, 28 6:30-8:30pm Participación Integral de Cada Niño FOCUS series 3 Partes - CNM South Valley Campus
(6-Hour Certificate – Competencies: 1-1hr, 2-1hrs, 4-1hrs, 5-3hrs)

1/12, 19, 26 6:30-8:30pm Involucrando a Familias en Educación Infantil 3 Partes - CNM South Valley Campus
(6-Hour Certificate – Competencies: 2-1hr, 3-1hr, 4-3hrs)

1/23 9-11am Los Efectos de Tauma en la Educación Temprana - Parte 1 – CNM South Valley Campus
1/23 11:30-1:30pm Los Efectos de Tauma en la Educación Temprana - Parte 2
1/23 2-4pm Los Efectos de Tauma en la Educación Temprana - Parte 3
(6-Hour Certificate – Competencies: 2-1hrs, 3-1hr, 4-3hrs)

FEBRUARY 2016 - SIGN-UPS BEGIN JANUARY 11th

(You MUST attend all parts in a training series to receive a certificate)

2/2, 2/9 6:30-8:30pm Interacciones Poderosas 2 Partes FOCUS series 2 Partes - CNM South Valley Campus
(4 Hour Certificate – Competencies: 1-1hrs, 5-3hrs)

2/4, 11, 18 3-5pm Pirámide del comportamiento infante/niño pequeño 3 Partes - CNM South Valley Campus
(6 Hour Certificate - Competencies: 4-2hrs, 5-3hrs, 6-1hr)

2/9, 16, 23 6:30-8:30pm Crecimiento Profesional en la Educación Temprana 3 Partes - CNM South Valley Campus
(6 Hour Certificate – Competencies: 3-2hrs, 7-4hrs)

2/17, 24 6:30-8:30pm Como Guiar a Los Bebes y Niños Pequeños con Amor y Disciplina Positiva 2 Partes - CNM SV Campus
(4 Hour Certificate – Competencies: 1-2hrs, 4-2hrs)

2/25, 3/3 3-5pm Andamiaje del aprendizaje 2 Partes - CNM South Valley Campus
(4 Hour Certificate – Competencies: 1-2hrs, 5-2hrs)

MARCH 2016 - SIGN-UPS BEGIN FEBRUARY 15th

(You MUST attend all parts in a training series to receive a certificate)

3/1, 8, 15 3-5pm Pirámide del comportamiento preescolar 3 Partes - CNM South Valley Campus
(6 Hour Certificate - Competencies: 4-2hrs, 5-3hrs, 6-1hr)

3/19 9-11am Aprendizaje Activo para Niños con Necesidades Diferentes - Parte 1 - CNM South Valley Campus
3/19 11:30-1:30pm Aprendizaje Activo para Niños con Necesidades Diferentes - Parte 2
3/19 2-4pm Aprendizaje Activo para Niños con Necesidades Diferentes - Parte 3
(6 Hour Certificate – Competencies: 1-1hr, 2-1hr, 4-1hr, 5-3hrs)

3/26 9-11am Exploring Music in Early Childhood Education - Parte 1 - CNM South Valley Campus
3/26 11:30-1:30pm Exploring Music in Early Childhood Education - Parte 2
3/26 2-4pm Exploring Music in Early Childhood Education - Parte 3
(6 Hour Certificate – Competencies: 1-2hrs, 4-2hrs, 5-2hrs)

Parking is available in the front and rear of the CNM South Valley Campus.
If you need an escort after class contact CNM security at 505-224-3002.

AREAS DE COMPETENCIA EN LA EDUCACION INFANTIL

1. Crecimiento, Aprendizaje y Desarrollo Infantil
2. Salud, Seguridad y Nutricion
3. Colaboración de la Familia y la Comunidad
4. Contenido Apropiado para el Desarrollo
5. Entorno de Aprendizaje e Implementacion del Curriculo
6. Evaluacion de los Niños y los Programas
7. Profesionalismo

Page 10
Other Cariño EC TTAP Learning Opportunities

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

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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!!
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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 Workforce 45 Hour Courses & Early Childhood Credit Courses
Contact CNM Registration at 224-3000 for more information.

UNM Continuing Education Early Childhood Services Center ONLINE EC COURSES—NEW!!!
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; this is because we as early childhood professionals, 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.
CONTINUED FROM PAGE 5

Self-regulation skills develop gradually, it is important that educators hold developmentally appropriate expectations for children’s behavior (Florez, 2011). The role of the child care educator is to provide consistent opportunities for positive developmental experiences. The most effective way that educators can help children learn self-regulation skills is by modeling the skills themselves (Florez, 2011). Teaching self-regulation skills does not mean that educators need a separate curriculum, rather it takes monitoring of their own self-regulated behavior to strengthen the children’s self-regulation skills. When a child has consistent, predictable and reliable adults to learn from, they are able to internalize the skills that are modeled (New Mexico Early Learning Guidelines, 2014). The words and actions that an educator uses when frustrated sets the example for the students (Perry, n.d.). For educators, it is a process of acknowledging that the situation may be difficult, but that they are able to do it if they keep trying.

Some students require more explicit hints or cues to explain how or when to regulate their emotions, attention and behavior (Florez, 2011). This could take the form of the educator calling attention to opportunities for practice. Eventually the children will attend and recognize the situation on their own and in future situations. When an educator provides structure and predictability there is less flexibility for uncontrolled behaviors (Perry, n.d.). Remember, just like riding a bike, learning how to self-regulate takes practice. As the educator, you must allow for repeated opportunities to role-play and problem solve possible alternatives and solutions.

References
- Florez, I.R. (2011) Developing Young Children’s Self-Regulation through Everyday Experiences. Reprinted from Young Children. NAEYC 1, 2, 3. p. 46–51

Sesame Street creates media resources that are aimed at self-regulation.

These videos can be used to scaffold instruction in the classroom. The videos featured are a new celebrity edition that meet the interests of children and adults alike.

These resources support educators and parents in teaching the foundations of self-regulation including expressing feelings, regulating impulses (self-control), and focusing on their emotions and behavior.

Use the videos as prompts for discussion, as a virtual coach, and model for role play as you have these conversations with your students. Most importantly have fun in practice and implementation of the videos!

<table>
<thead>
<tr>
<th>Category</th>
<th>YouTube Video Title</th>
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</thead>
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<tr>
<td>Feelings</td>
<td>Sesame Street: Dave Matthews and Grover Sing about Feelings</td>
</tr>
<tr>
<td></td>
<td>Sesame Street: Mindy Kaling and Elmo are Very Enthusiastic!</td>
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<tr>
<td></td>
<td>Sesame Street: Zach Braff and Telly are Anxious</td>
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<td>Sesame Street: Cobie Smulders shows Grover how to be Courteous</td>
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<td>Sesame Street: Elmo and Jesse Williams explain Furious</td>
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<td>Sesame Street: Me Want It (But Me Wait)</td>
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<td>Sesame Street: Ian McKellen Teaches Cookie Monster to Resist</td>
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<td>Sesame Street: Lena Headey helps Murray Relax</td>
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<td>Sesame Street: Zac Efron and Elmo - Patience</td>
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<td>Sesame Street: Common and Colbie Caillat - “Belly Breathe” with Elmo</td>
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<td>Sesame Street: Elmo and Dwight Howard make a Strategy</td>
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<td>Sesame Street: Robin Williams: Conflict</td>
</tr>
<tr>
<td>Self-control</td>
<td>Sesame Street: Abby and Emmy Rossum Stay Focused!</td>
</tr>
<tr>
<td></td>
<td>Sesame Street: Bruno Mars: Don’t Give Up</td>
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<tr>
<td></td>
<td>Sesame Street: Hugh Jackman: Concentrate</td>
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</tbody>
</table>
A classroom favorite of both students and teachers, Magna-Tiles® serve as a great learning tool for children three years and up. The versatile magnetic tiles engage children in creative play and help them learn and practice a variety of skills and concepts. Whether you already have a set of Magna-Tiles® in your classroom or not, these tips on the various ways Magna-Tiles® can be used in the classroom will have you and your students wanting several sets!

1. **Name Those Shapes**
Having children identify shapes is just one way you can use Magna-Tiles® to teach children math concepts. From sorting and counting to angles and geometry, children of all ages can learn the math skills they need while creating fun creations.

2. **Explore Science Concepts**
Magna-Tiles® are a lot harder to knock over than traditional building blocks thanks to each tile having magnets on all sides. Children can start learning about magnetic principles, gravity, and other science concepts.

3. **Build 3-D Structures**
Children will also learn basic engineering skills as they use Magna-Tiles® to build a variety of simple and complex 3-D structures.

4. **Encourage Creativity**
Whether they’re building a house or their own unique design, children can use Magna-Tiles® to create a variety of structures and designs. You can also ask children about the structures they build to help them practice their literacy skills.

5. **Develop Fine Motor Skills**
Magna-Tiles® also serve as a great manipulative for children, because they can have fun building structures as they develop the fine motor skills they need.

6. **Learn Self-Control**
Everyone won’t be able to play with them at the same time, so use Magna-Tiles® as a way to help children learn self-control as they practice waiting their turn and sharing with classmates.

7. **Teach Critical Thinking**
Learning how to build a variety of Magna-Tiles® creations will help children develop critical thinking and problem-solving skills.

8. **Promote Teamwork**
Working together in small groups to build a structure with Magna-Tiles® helps children develop the social skills they need to be team players and shows them the value of teamwork.

Ocho maneras de utilizar los azulejos Magna-Tiles® en el salón

Ocho maneras de utilizar los azulejos Magna-Tiles® en el salón de clases o no, estos consejos sobre las diferentes maneras que los azulejos Magna-Tiles® pueden ser utilizado en el aula le tendrán a usted y sus estudiantes interesados en obtener varios conjuntos para su aula!

1. **Nombre Esas formas**
Pedirle a los niños que identifiquen las figuras es sólo una forma que pueden utilizar los azulejos magnéticos de esta forma estará enseñando a los niños varios conceptos matemáticos. Desde contar y clasificar a identificar los ángulos y la geometría, los niños de todas las edades pueden aprender las habilidades matemáticas que necesitan mediante la creación de divertidas figuras con los azulejos magnéticos de Magna-Tiles®

2. **Explora Conceptos de la Ciencia**
Los azulejos magnéticos de Magna-Tiles® son mucho más difíciles de derribar que los tradicionales bloques de construcción, gracias a los imanes contenidos en todos los lados de las diferentes figuras. Los niños pueden comenzar a aprender acerca de los principios magnéticos, la gravedad y otros conceptos de la ciencia.

3. **Construir estructuras 3-D**
Los niños también aprenderán habilidades básicas de ingeniería, ya que utilizaran los azulejos magnéticos de Magna-Tiles® para construir una variedad de estructuras simples y complejas en 3D.

4. **Fomentar la Creatividad**
Ya sea que estén construyendo una casa o su propio diseño único, los niños pueden utilizar los azulejos magnéticos de Magna-Tiles® para crear una variedad de estructuras y diseños. También pueden pedir a los niños sobre las estructuras que están construyendo, de esta manera estará ayudándoles a practicar sus habilidades de alfabetización.

5. **Desarrollo de las Motricidad Fina**
Los azulejos magnéticos de Magna-Tiles® también sirven como un gran manipulador para los niños, ya que pueden divertirse mientras construyen diferentes estructuras a medida que desarrollan las motricidad finas que necesitan.

6. **Aprenda el Autocontrol**
No todos los niños tendrán la oportunidad de jugar con los azulejos magnéticos de Magna-Tiles® al mismo tiempo, así que utilice los azulejos magnéticos de Magna-Tiles® como una manera de ayudar a los niños a que aprendan el autocontrol, ya que pueden practicar la espera de su turno y compartir la actividad con sus compañeros.

7. **Desarrolla el Pensamiento Crítico**
El aprender a construir una variedad de creaciones con los azulejos de Magna-Tiles® ayudará a los niños a desarrollar el pensamiento crítico y las habilidades para resolver problemas.

8. **Promueve el trabajo en equipo**
El trabajar juntos en pequeños grupos para construir una estructura con los azulejos magnéticos de Magna-Tiles® ayuda a que los niños desarrollen sus habilidades sociales que necesitan para ser miembros de un equipo y valorar el trabajo en equipo.
Learning During Winter Break

Winter break means a well-deserved reprieve from homework and daily obligations. But before you know it, the holidays will be over and it will be back to the bus stop. To prepare for a smooth re-entry and a successful second semester, don’t let school skills like reading, writing, and math slide completely during winter vacation. Try these family-friendly activities to keep skills sharp:

- **Read for pleasure.** Whether your child is in the mood for holiday stories like *The Night Before Christmas* or the newest installment from his favorite series, winter break provides the perfect opportunity to stash schoolbooks and read for fun. Encourage relatives to give books as holiday gifts or gather in front of the fire (big kids tool!) to take turns reading from classic tales.

- **Have a family game night.** Invite your child into the kitchen to help you whip up a special dish — from Christmas cookies to potato pancakes. All of those half-tablespoon and quarter-cup measurements are great practice with fractions.

- **Cook up an easy lesson.** Invite your child into the kitchen to help you whip up a special dish — from Christmas cookies to potato pancakes. All of those half-tablespoon and quarter-cup measurements are great practice with fractions.

- **Write thank-you notes.** Penning notes of appreciation to gift-givers teaches gratitude and helps polish writing and spelling skills. Not sure what to say? Check out our thank-you note template for wording. One final tip: a mug of hot cocoa can make this task feel more festive!

- **Make the most of car rides.** Turn the drive to or from a holiday get-together into an opportunity to practice letters and numbers. You can look for license plates from different states, try to find the alphabet on the license plates, or count the number of red (or white or green) cars you see.

- **Maintain reasonable bedtimes.** With no school to get up for in the morning, it can be tempting to let kids become night owls. A few days before school starts up again, ease back into the regular bedtime schedule so your child can start the year bright-eyed.

- **Ask for grocery list assistance.** Have your child help choose what to buy, decide how much you need, check your supplies to see what you’ve already got, write or draw pictures on the list, and sort coupons.

- **Let kids help with online shopping.** Need a last-minute gift for Grandma or Uncle Joe? Log onto your favorite shopping sites and let your child help you select presents. This helps children work on their computer and research skills.

- **Have a family game night.** Chances are many of your family’s favorite board and card games reinforce skills such as counting, reading, and drawing. Gather the group to play games you usually don’t have time for on school nights.

- **Lea por placer.** Ya sea que su hijo este animado para las historias de las festividades tales como *La Pesadilla Antes de Navidad* o la nueva versión de su serie favorita, las festividades de invierno ofrecen la oportunidad perfecta para coleccionar libros y leerlos por diversión. Motive a los familiares para que den libros como regalos o para reunirse alrededor de una fogata o chimenea (incluyendo también a los adolescentes)! Ya en grupo tomen turnos para leer algunos cuentos clásicos.

- **Cocine algo fácil.** Invite a sus hijos a la cocina para que le ayuden a preparar un platillo especial — desde galletas de Navidad a buñuelos. Todas esas medidas utilizadas durante el proceso de la cocina serán de gran práctica para fomentar sus experiencias con las fracciones.

- **Escriba tarjetas de agradecimiento.** El escribir notas de agradecimiento enseña la gratitud y ayuda a pulir las habilidades de escritura y ortografía. ¿No está seguro de qué escribir? Busque algunas ideas en el internet que puedan ayudarle. ¡Un último consejo: una taza de chocolate caliente puede hacer de esta actividad una experiencia más festiva!

- **Aproveche al máximo los viajes en coche.** Aproveche el paseo o el viaje de las vacaciones como una oportunidad para practicar las letras y los números. Mientras viajan pueden observar las placas de los diferentes estados en otro automóvil, practique el abecedario que se encuentra en las placas de los automóviles, o cuente el número de coches de color rojo (blancos o verdes) que vean.

- **Mantenga horario para dormir razonables.** Sin ninguna preocupación por levantarse temprano para asistir a la escuela, puede ser tentador dejar que los niños se conviertan en búhos. Unos días antes de que empiece la escuela comience a implementar nuevamente el horario para dormir que utiliza durante la temporada escolar para que su hijo puede empezar el año con los ojos muy abiertos.

- **Pidale a sus hijos que le ayuden con la lista de compras.** Pidale a sus niños le ayuden a elegir qué comprar, decidir la cantidad que necesitan, ver su presupuesto, identificar lo que ya tienen, escribir o hacer dibujos en la lista, y organizar los cupones.

- **Deje que los niños ayuden con las compras en línea.** ¿Necesitas un regalo de última hora para la abuela o el tío Joel? Inicie una sesión en sus sitios favoritos de compras y deje que sus hijos le ayuden a seleccionar los regalos. Esto ayuda a que los niños trabajen en sus conocimientos de informática y de investigación.

- **Tenga una noche de juegos en familia.** Es probable que muchos de los juegos de mesa y de cartas favoritos de su familia puedan reforzar las habilidades tales como contar, leer y dibujar. Reúna a toda la familia para jugar juegos que normalmente no tiene tiempo de jugar durante las noches escolares.
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 teachers, providers and caregivers supportive literature and activity ideas to further child development, and most importantly, make learning fun!

Location:
CNM South Valley Campus: Room SV-51

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