



Activities for Direct Care Giving Staff

The Early Childhood Education Center at Juniata College

The Early Childhood Education Center began in its current location around 1977. Howard Crouch, Professor of Education, had the vision and procured the funding. Jessiann McCartney was the first director/teacher. It began as a day care and was later changed to a nursery school model with half day sessions. At present, children may attend morning or afternoon sessions, or both.

The Center became licensed by the PA Department of Public Welfare in 1998 and accredited by NAEYC in 2000. Currently it is a STAR 4 accredited center. Keystone STARS has been a great help in upgrading learning materials and the facility!

The Juniata College Program operates jointly with the Tuscarora Intermediate Unit #11 (TIU) Early Intervention Program to form the Early Childhood Education Center. The TIU serves children with special needs within the regular preschool setting.

The Juniata College Program of The Early Childhood Education Center is part of the Education Department at Juniata College. The Center functions as a practicum site for students taking courses through the Education Department, Psychology Department, and others.

The TIU Early Intervention staff and the staff of the Juniata College Program have the same overarching philosophy and goal: to provide developmentally appropriate experiences and interactions for all children who are part of their programs. Our children and their families come from diverse cultural, familial, and ethnic backgrounds. The staff and the Center families work together to help all of the children participate successfully in the Center.

Cozy reading in the book area at the Early Childhood Education Center.

STANDARD 1.1.1: Learning to Read Independently– Purposes for Reading



IN THIS SECTION

- THE EARLY CHILDHOOD EDUCATION CENTER
- INFANT-TODDLER TIDBITS



CLASSROOM ACTIVITES

The art center is always open to support creativity!

STANDARD 9.1c.2: Production and Performance: Visual Arts-Construction



Investigating worms.

STANDARD 3.1a.9: Biological Sciences: Living and Non-Living— Sciences as Inquiry

The block area is a busy place!

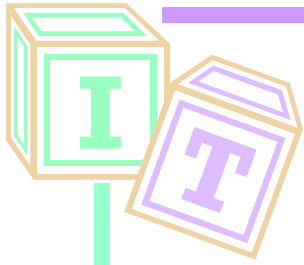
STANDARD 15.3.1: Applying Knowledge— Creativity, Flexibility and Invention



Visiting the campus observatory.

STANDARD 20.3.4: Supporting Children's Learning— Community Supports





INFANT-TODDLER TIDBITS

FEEDING TIME FOR LITTLE FOLKS

Your toddler is probably ready to try feeding herself. Expect a mess! This is not a time for manners. Young toddlers need to practice and experiment until their fingers, hands, arms and eyes all work together. Adults take these simple actions for granted, but baby is working very hard at this new task. Your goals during this stage are to make eating fun and to provide a healthy variety of foods. Prepare yourself for mealtime by spreading an old towel, tablecloth or newspapers on the floor for easy cleanup. Match your toddler's foods and utensils to his abilities. Foods that can be picked up with fingers cause less frustration. As your child begins to use a spoon, try the type with a thick, sturdy handle or molded grip. A deep bowl instead of a flat plate makes scooping foods easier, too. Make sure food is cut into small bite-size pieces. Many 1-year-olds still drink from a bottle, especially at bedtime. When a child falls asleep with milk (or other sweet liquid) in his mouth, the milk may cause dental cavities. Cavities in baby teeth may affect their permanent teeth later. If your child likes a bottle for comfort at bedtime, try substituting water or a pacifier. *Excerpt from 1-2-3 Grow 12-15 months*

ACTIVITIES/GAMES/TOYS

Dress-up Collect a box of old clothes, hats and shoes that your child can use to dress up. Let your child use his imagination to come up with different costumes and characters. Encourage imaginary play by playing along.

Make a Book You can make a book with your child using favorite pictures cut from magazines. Paste the pictures onto sturdy paper. Put the book together by punching holes in the paper and tying with yarn. Encourage your child to make up a story to go along with the pictures.

Finger Plays

Little Rabbit

*Run, little rabbit;
climb up here.
He is so hungry,
he nibbles in my ear.*
(Make fingers run up arm and gently pinch your ear.)

Excerpt from 1-2-3 Grow 34-36 mos

Jack-in-the-box

*Jack-in-the-box
sits so still.
Won't you come out?
Yes, I will.*
(Bury thumbs in fist, then pop them out, or child crouches on floor, then jumps up.)

The Butterfly

*One, two, three, four, five .
I caught a butterfly;
Six, seven, eight, nine, ten .
I let him go again.*
(Raise fingers on one hand as you count to five, then grab the butterfly.
Raise fingers again for six through 10, then throw hands up in air as though letting butterfly go.)

Do you, your site or the children you serve want to be featured in a future CRK publication?

If you answered yes, contact Michele Johnson at

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Or

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