

Newsletter

Volume 11 Issue 8
April 2014

CROW Comments

Inside this issue:

Providers Page	2
Literacy Page	3
Parenting Page	4
Parenting Page	5
Songs/fingerplays	6
Playgroups	7
Workshops	8

www.crowoeyc.com

Children's Resources on Wheels (CROW) programs include :

Ontario Early Years Centre

Licensed Home Child Care

CROW is dedicated to supporting and strengthening childcare, family life, child development and community links in Lanark County

We Believe:
That programs and services for families should be open to everyone

Easter weekend is April 18—21. We will be closed on Friday, April 18 and Monday, April 21 .

We are seeking two members to join the CROW board. If you are interested or know of someone please feel free to contact Sue Cavanagh at edcrow@bellnet.ca

211: When you don't know where to turn call 211.

What is 211? 211 is an easy to remember, three-digit, non-emergency telephone number that connects callers to a full range of community, social, government and health service information. Bilingual and certified information and referral specialists answer 211 calls 24/7. 211 is FREE, confidential and multilingual (150 languages). The information is also available online at www.211ontario.ca

Mom to Mom Sale: Saturday, April 12 9am-1pm at the Almonte Civitan Hall. For more information or to book a table contact Kate at momsale@gmail.com

Do you or someone you know struggle with Depression? Understanding the “many shades of blue” we call depression can be as challenging as defining happiness. No one script works for everyone. Each of us experiences loss uniquely. A light shade of blue can prove to be no more difficult than waiting until the mood passes. But what of the gut wrenching, energy sapping, darker version? The impact of clinical or organic depression can stretch far beyond any specific event. The “black dog” can rob us of our confidence, zest and interest in life. Feelings of fear and isolation are not uncommon. No simple solution marks the path to recovery. And yet, our innate quest for happiness compels us to wrestle with depression, however complicated the challenges may be. The darker the shade, the greater the need for a variety of supports in the journey to wellness. Perhaps the first step along the way is one of accepting that being human means sometimes riding the roller coaster ride of depression. Only then are we able to recognize that happiness often rests with the capacity to cop and recover and not trying to stand alone. Mike Poulin, Director (retired) Lanark County Mental Health. Join us on Thursday, April 24, for an evening of information, discussion and a chance to ask questions presented by Lanark Mental Health. See workshop details on the last page of this newsletter.





Promoting Positive Behaviour



No one likes nagging, yelling and punishing, neither adults who do it nor children who are on the receiving end. Here are a few ways to encourage the kind of behaviour that can make the day go more smoothly for everyone.

Organize to prevent problems

- organize the environment to make it easy for children to do the right thing. For example, install coat hooks and toy storage shelves where children can reach them; put away breakables.
- provide enough appropriate supplies and materials for all.
- supervise carefully, be observant and act to change the situation before behaviour gets out of control.

Keep a routine

- establish some structure and routines throughout the day.
- prepare children for upcoming activities. "After the toys are put away, we will put on our jackets and go outside to play."
- make sure children have nutritious snacks and meals.
- avoid too much TV or any long periods of inactivity.

Decide what's negotiable and what is not

- set simple, firm, clean limits which apply to everyone
- once you have set limits stick to them
- within the limits you set, allow children to make choices that are appropriate to the situation and to their ages.

Keep your language positive

- show children how you want them to behave by setting a good example
- say what to do instead of what not to do: "use your quiet voice in the house." Avoid overuse of words such as "no", "don't", and "stop".
- show children you like being with them: smile, make eye contact, call them frequently by their name and use words of encouragement and hugs.
- use your voice as a teaching tool. Speak slowly, calmly, distinctly and directly.
- let children know you notice appropriate behaviour. A little positive feedback goes a long way!!

Pay attention to feelings

- listen for the feelings behind the children's words and actions and reflect them back: "it sounds like you are feeling...".
- remember that, just like adults, children sometimes have a bad day and that is OK.

Examine your attitude

- know what behaviour is typical for different ages. Let this guide you as you decide what you can reasonably expect from a particular child.
- choose activities you enjoy and do these with the children. Enthusiasm is contagious!
- be aware of your own stress level and take care of yourself.

—adapted from www.frp.ca

Change the situation before behaviour gets out of control.





Literacy Page

Phonological Awareness

Phonological Awareness is one of the early literacy skills that researchers say is important for children to have in order to learn to read. **Phonological Awareness is the ability to hear and play with the smaller sounds in words.**

Books:

- Books with rhymes
- Books with alliteration
- Books with sounds of animals and other things
- Song in book format
- Books of Mother Goose rhymes
- Poetry books
- Any book!

Book Sharing:

- Whether or not the book rhymes, you and your child can make up rhyming words for any word in the book. Remember rhyming words do not have to make sense. They can be silly words.
- It is easier to recognize a

rhyme than to make a rhyme. If your child cannot say what word rhymes with one you give him, then see if he can tell you if two words you say rhyme. Then you can move on to “which two of these three words rhyme?”

- Choose a long word from the book and clap out the syllables
- Choose a word from the book and say the first sound very clearly. You and your child can say other words with the same starting sound.
- Play an “I spy” game using the pictures in the book. “I spy something in this picture. It is red and it rhymes with block.” “sock!” Or “let’s see how many things we can spy in this picture that starts with the “d” sound.

play games that highlight sounds in words with preschoolers help them develop phonological awareness.

—based on information from Every Child Ready to Read, a program of the Public Library Association and the Association for Library Service to Children.

www.ala.org/everychild



Research tell us:

Many preschoolers are not able to hear the smaller sounds in words. Adults who





Parenting Page

When the “Whys” drive you crazy!

Is **why** the most popular question in your preschoolers vocabulary?

Is why the most popular question in your preschoolers vocabulary? Okay maybe “No” comes first but this is probably a close second. From “Why can’t we get a puppy?” and “Why is the sky blue?,” to “Why does Grandpa have hair coming out of his nose?” and “Why can’t I have a baby brother?,” parents have been asked it all.

This questioning phase is part of exercising their brains imagination and creative thinking, both positive attributes that help them learn. It’s not about pushing your buttons or misbehaviour. Judy Arnall, parenting expert and author says, “Asking ‘why?’ shows a significant leap in brain development. Children only understand what is familiar in their life and what they can see, touch and hear. They ask questions to connect the dots.” They are curious and are trying to make sense of their world.

If that’s the case, it makes sense to answer their questions. Sometimes they seem endless. We have a large hill of rock on our farm in the middle of the cow pasture. My four year old nephew was fascinated by a cow standing on it. “Why is she up there? Can she get down? What if her calf wants her? Can it get up there too? Why doesn’t grass grow up there? How long will she stay there? Why is she there when there’s no grass to eat?” While it seemed annoying, he

was actually practicing empathy, looking at the world from the cow’s point of view. He then continued with the “What if?” questions, presenting different scenarios of what might happen. This is actually a great problem solving skill called forward thinking. It helps us develop an action plan for new situations. Arnall says parents should embrace their kids’ queries, no matter how aggravating, and make time to answer them. “Asking questions is the curiosity behind lifelong learning, and parents want to be careful not to stifle that inquisitiveness by rebuffing the child, or answering in sarcasm.” Remember that the inquiries will only get more difficult as they grow up. (Just wait until you hear, “Why can’t I pierce my tongue?”)

If you’re wondering if there are any questions that you should avoid responding to, Arnall says no topic is inappropriate to explain to a curious preschooler. “If you want your child to come to you when they are tweens and teens, lay the groundwork now. You want to give your child the message that no question is off the table.” It’s also okay to help them learn that there are other ways to find out information. Asking other people (Grampa knows a lot about cows!), looking for information on the computer or in books, or trying things hands on to see what

would happen (yes we mooed like calves to see what Mama cow would do). You can also turn the question back to the child, “That’s a great question. What do you think?” Sometimes that one helps end the conversation when you’ve had enough! It’s also okay to say “Wonderful questions. We’ll pick this up again when we have more time. Right now it’s time to...”

Parent tip: A great way to practice forward thinking is to play “The what if game”. Keep it fun! Set up a scenario. What if we went to the zoo? Then ask one question at a time. What animal would you like to bring home? Where would it sleep? What would it eat? Where can we get that food? Oh oh. If we feed it, it will poop! Who’s going to clean up the poop? What else do we need to do? Once the child knows how to play the game, it can be used for real life situations. It helps kids be prepared for new or challenging opportunities by walking them through the situation and helping them have an action plan, seeing options and choices they might not think about in the moment. Most kids handle life better if they can predict what might come next and feel they have some choices about it.

By Jane Paul – with quotes from [Lisa van de Geyn](#) Today's Parent December 2012





Parenting Page

How Well Do You Know Your Child?

What is your child's biggest fear? Proudest accomplishment? Favourite possession? The answers may surprise you. No matter how much time we spend with our children, there are always important or illuminating things we don't know about them. To find out how well you know your child, answer the following questions. Jot down the answers for each child on separate pieces of paper. Then schedule a time to sit down with your child to see how well you did. Not only will this give you an opportunity to grade yourself, but it can help you to learn more about your family.

Do you know what your child's favourite subject in school is?

1. Who is your child's best friend?
2. What colour would your child like his/her room to be?
3. Who is your child's hero?
4. What embarrasses your child most?
5. What is your child's biggest fear?
6. What makes your child really angry?
7. What are your child's favourite and least favourite subjects in school?
8. In gym, would your child rather play basketball, do exercises or run relays?
9. What is your child's nickname in school?
10. What is your child's favourite music?
11. What is your child's biggest complaint about the family?
12. If you could buy your child anything in the world, what would be his/her first choice?
13. What is your child's favourite TV show?
14. What accomplishment is your child proudest of?
15. What was the biggest disappointment in your child's life in the past year?
16. What is your child's favourite sport?
17. What non-school book has your child most enjoyed recently?
18. Which of these chores is disliked most: drying dishes, cleaning his/her room or taking out the garbage?
19. Does your child feel too small or too big for his/her age?
20. What would your child like to be as a grown-up?
21. What gift from you has been cherished most?
22. Does your child prefer to do homework after school, after supper, or in the morning before school?
23. Who is your child's favourite teacher?
24. What person outside the family has most influenced your child's life?
25. What is your child's favourite family occasion?
26. Does your child feel liked by the children at school?
27. Would your child's first choice for a vacation be a camping trip, a visit to a big city or a boat trip?
28. What foods does your child like and dislike most?
29. Which would your child prefer as a pet: a cat, a dog, a bird or a fish?
30. What is your child's most prized possession?

Scoring

30-25 You listen well to your child. Keep up the good work.

24-14 Although you know quite a bit about your child, perhaps you need to fine tune your listening.

Below 14 You need to improve communication. Start talking more. Listen more.

Adapted from Canadian Child Care Federation Resource Sheet #7



Crafts

Submitted by Lori Wintle

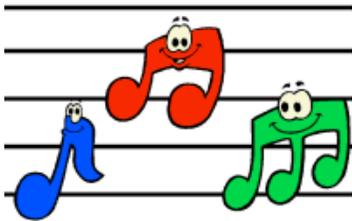
Buzzing Bumblebee
What you need: One toilet paper roll, construction paper (yellow, black, white), scissors, stapler, glue, markers or crayons
What to do: Cut out a yellow strip of construction paper the length and width of the toilet paper roll. Staple or glue the strip around the toilet paper roll. Cut out a circle for the head from yellow construction paper. Cut out the rest of the bee parts - wings, and antennae. Cut three strips of black construction paper to place on the bee's body. Draw a face on the yellow circle. Staple or glue the stripes to the toilet paper roll. Staple the wings to the back of the toilet paper roll. Glue the bee's face to the top front of the toilet paper roll. Glue the antennae to the back of the bee's head.

Buzzing Buzzing Bumblebee (tune – London Bridge)
 Buzzing buzzing bumblebee, bumblebee, bumblebee
 Buzzing buzzing bumblebee
 Buzzing on your nose.
 Repeat several times and have the bumblebee buzz on different parts of your child's body



Some fun ideas for
 bumblebees and caterpillars.

Creeping Caterpillar
What you need: Big piece of light coloured paper, finger paint or tempera paints, pipe cleaners, wiggly eyes-or draw them in
What to do:
 Have your child make three hand prints from the paints and put them on the big piece of paper. Turn the paper upside down. Make a head by finger painting a circle attached to the upside down hand prints. When the paint is dry, cut the caterpillar out and attach pipe clean antennae. Add wiggly eyes or draw them on the head. You can draw a mouth too.



The Caterpillar is Growing (Tune - "If you're happy and you know it")
 I'm a tiny caterpillar just for you (munch, munch)
 I'm a tiny caterpillar just for you (munch, munch)
 I am tiny and I'm small watch me crawl on the wall
 I'm a tiny caterpillar just for you (munch, munch)
 I'm a medium caterpillar just for you (munch, munch)
 I'm a medium caterpillar just for you (munch, munch)
 I'm not too big and I'm not too small
 I'm a medium caterpillar just for you (munch, munch)
 I'm a big caterpillar just for you (munch, munch)
 I'm a big caterpillar just for you (munch, munch)
 I ate too much food, now I have to make a cocoon
 I'm a big caterpillar just for you (munch, munch)



Playgroups

Please Note: All playgroups are closed on Friday, April 18 and Monday, April 21.

Day	Location	Time	Staff	Dates
Monday	Almonte - Holy Name of Mary School	9:00 am—noon	Linda	April 7, 14, 28
Monday	Carleton Place—Carambeck Community Centre	10:00—11:30 am	Issie	April 7, 14, 28
Monday	Smith Falls - Duncan J. Schoular School	10:00—11:30 am	Andrea	April 7, 14, 28
Monday	Perth—Dance Studio	9:30—11:30 am	Cindy	April 7, 14, 28
Monday	Smith Falls - OEYC	9:00-12:00 noon		April 7, 14, 28
Tuesday	Almonte - Naismith School	9:00 am -noon	Linda	April 1, 8, 15, 22, 29
Tuesday	Almonte - Holy Name of Mary School evening	6—7:30 pm	Linda	April 1, 8, 15, 22, 29
Tuesday	Carleton Place - Arena, 75 Neelin Street	10:00 - 11:30 am	Issie	April 1, 8, 15, 22, 29
Tuesday	Montague — Rosedale Hall	9:30 - 11:30 am	Andrea	April 1, 8, 15, 22, 29
Tuesday	Smith Falls - OEYC	9:00-12:00 noon	Lori	April 1, 8, 15, 22, 29
Wednesday	Almonte - Holy Name of Mary School	9:00 am—2:30pm	Linda	April 2, 9, 16, 23, 30
Wednesday	Carleton Place - Carambeck Community Centre	10:00 - 11:30 am	Issie	April 2, 9, 16, 23, 30
Wednesday	Lanark—Maple Grove School	9:30—11:30 am	Andrea	April 2, 9, 16, 23, 30
Wednesday	Perth—Perth Library	10:00—11:30 am	Cindy	April 2, 9, 16, 23, 30
Wednesday	Smiths Falls - Trinity United Church	9:30 - noon	Lori	April 2, 9, 16, 23, 30
Wednesday	Smiths Falls—OEYC	9—noon	Parent run	April 2, 9, 16, 23, 30
Thursday	Almonte - Naismith School	9:00 am—2:30pm	Linda	April 3, 10, 17, 24
Thursday	Carleton Place - Arena	10:00 - 11:30 am	Issie	April 3, 10, 17, 24
Thursday	Lanark—Maple Grove	9:30—11:30 am	Andrea	April 3, 10, 17, 24
Thursday	Perth - Perth Library	10:00 - 11:30 am	Cindy	April 3, 10, 17, 24
Thursday	Smiths Falls - Trinity United Church	9:30 - noon	Lori	April 3, 10, 17, 24
Friday	Smiths Falls - OEYC	9:00—11:00 am	Parent Run	April 4, 11, 25



Workshops

Workshop—Pre-registration is necessary— call OEYC ext 300	Date	Time	Location
Playdate With Your Preschooler	Thurs., Apr. 10	10—11 a.m.	Perth Library
Depression	Thurs., Apr. 24	6:30-8:30 p.m.	Arklan School, Carleton Place
Family Math—3 session workshop	Tues., Apr. 29, May 6, 13	6—7:30 p.m.	Taycare Senior Childcare Centre, Perth
Positive Parenting	Wed, May 7	6:30-8:30 p.m.	Ontario Early Years Centre
Siblings Without Rivalry	Wed. May 21, 28 June 4	6:30-8:30 p.m.	Almonte Library

Staff Directory

Ontario Early Years Centre	Ext	Licensed Home Child Care	Ext
Diane Bennett, Executive Assistant	313	Kelli Cassidy, Director	309
Kathy Boelsma, Early Literacy Specialist	312	Sherry Harder, Accounting & Admin Support	301
Emily Cassell, Data Analysis Coordinator	316	Janice LePage, Home Visitor	306
Sue Cavanagh, Executive Director	303	 <p>CROW Licensed Home Child Care A Program of Children's Resources on Wheels</p> <p>Do you need child care? Would you like to be a child care provider?</p> <p>Contact Us: 613-283-0095 hccrow@bellnet.ca</p>	
Linda Cybulski, Playgroup Facilitator	304		
Jan Forsythe, Finance Manager	302		
Cindy Goodfellow, Playgroup Facilitator	307		
Janet Wheeler Lackey, Resource	311		
Linda Lalonde, Reception/Office Manager	300		
Issie Mullen, Playgroup Facilitator	311		
Jane Paul, Parent Education Coordinator	305		
Andrea Snyder, Playgroup Facilitator	318		
Lori Wintle, Playgroup Facilitator	310		