

Newsletter

Volume 12 Issue 6
February 2015

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

Family Day is February 16. We will be closed for Family Day.

On Family Day many people plan and take part in activities aimed at the whole family. These may include visiting art exhibitions, watching movies, skating on outdoor ice rinks, playing board games and taking part in craft activities. Whatever you do with your family be safe and have fun.

Did you know...

- ☺ did you know 11% of people are left handed
- ☺ did you know the average person falls asleep in 7 minutes
- ☺ did you know lemons contain more sugar than strawberries

Family life can be rushed and stressful, but it can also be full of moments for fun and laughter if you can step back and open yourself up to the funny side. These will be treasured memories for you and your children.

Children laugh easily and often, more than ten times as often as adults do. Children's laughter is a precious gift that can lighten our hearts and even improve our health when we laugh with them. At the same time, our laughter tells them what is funny and helps develop their sense of humour, for their benefit and our own. See page 5 of this newsletter for the full article on laughter in the family.





Routines and Children



Licensed Home Child Care

Letting children know what will happen next helps them better understand transitions.

Daily routines provide children with information about the world. Since routines are repeated on a regular basis, children have the opportunity to hear the same sequence of events, words, and phrases repeated over and over. The predictability of the routine is comforting to children. Routines present opportunities for the children to learn new words, concepts, and social language skills in a meaningful context.

The vocabulary you use to describe these routines is important for building the language skills of young children. Children learn social conventions and manners during meal routines. They share conversations during diapering and toileting routines. They learn how to take turns during play and at the snack table when serving themselves.

Supporting Learning Through Routines

•Develop and include routines

Include routines in your programming, whether you feel the children understand them or not. Use words to describe them. Many times adults do not talk about routines to children, especially babies, because they think the child will not understand the words. But children, especially babies, need to hear the words and phrases to be able to understand them and use them later.

•Use routines to spend time with each child

Some routines such as diapering, arrival and greeting, grooming and saying goodbye allow you to spend time with each child individually. Children can follow the sequence of routines more easily when they have your undivided attention. Pay attention to the child, and take turns talking with him/her. Crouch so you are at eye level with the child, so he can see your mouth and see you saying the words.

•Repeat words and phrases that describe the routine

Describe what is happening in the routine by repeating the words and actions in the same way each time. This lets children hear the same words over and over so they begin to imitate you and connect the words with the action. For example, “pants on” or “I want more, please.”

•Consistency helps children learn to predict

Repeat the same sequence of events for each routine, so the children can learn to predict what happens next. Predicting is an important concept they will use later to solve problems in math and reading.

•Let children know what will happen next

Letting children know what will happen next helps them better understand transitions (going from one activity to

another), sequences (the order in which activities occur), and language. For example, use a “transition song” when going outside for a walk. This will help children to move from one activity to another, and to predict what they are supposed to do when they hear the song. Use a sequence of pictures to show the order of activities, such as children playing, children washing their hands, and children eating their snack.

•Provide choices

Provide consistent choices in your routines so children have an opportunity to make some of the decisions. This supports independence, sense of self, and their ability to make choices. It also reinforces the importance of using language in an appropriate way to address needs and wants. (Children who aren't talking yet can choose by pointing to or reaching for what they want.)

Allow lots of time for each routine

Ensure you are allowing sufficient time for each routine to occur. Children need time to learn about the routine and the words that describe it. If a routine is too rushed children may have trouble grasping these concepts.

— adapted from HealthLink Alberta www.healthlinkalberta.ca



Ontario Early Years Centre



Literacy Page

Sing Songs and Say Rhymes

Learning to speak, read, write and communicate well begins at birth. Here's what you can do to build your children's language and literacy skills in fun everyday activities.

WHY?

Singing is fun and children learn a lot from songs and rhymes. Many songs and rhymes repeat the same words over and over, and this helps your child learn new words.

Your child will also hear the sounds that make up words, words that start with the same sounds, and words that rhyme. Research shows that knowing songs and rhymes at age three is related to how well a child reads at six!

Starting at Birth:

Sing: Your baby loves to hear your voice.

Sing anything: Sing songs you know, or make up songs about your baby. *"Happy bath time to you, happy bath time to you, happy bath time dear baby, happy bath time to you."*

Share rhymes: Say nursery rhymes to your

baby throughout the day - during face washing, diaper changing, dressing and undressing, in the car or on the bus.

Have fun: Use lots of expression and make sure your baby can see your face. Try bouncing or moving as you sing so your baby can feel the rhythm.

Additional Tips for Toddlers and Preschoolers:

Add actions: Include actions as you sing a song or say a rhyme.

Take turns: When your child knows a nursery rhyme or song, let her finish by filling in the words that you leave out. "Humpty Dumpty sat on a _____. Humpty Dumpty had a great _____."

Make noise: Clap or use noisemakers like a drum or shaker.

Say silly sounds: Make up silly names for the people your child knows using the same beginning sound. **"Dancing dinosaur daddy, messy marshmallow Mary."**

Additional Tips for Kindergarten Children:

Share rhymes: Make up your own silly rhymes together. Play rhyming games. "Willobee walla-bee woo, an elephant sat on me. Willobee walla-bee **wam**, an elephant sat on **Sam!**"

Talk about rhyming:

Tell your children that rhyming words have a different beginning, but the sound the same at the end. Say that the words "wam" and "Sam" rhyme. "I say **wam**, you say ____ (your child may say **Sam, ham, lamb, Pam**)"

For more suggestions of rhymes and song, please visit the Emergent Literacy link at www.sudburybeststart.ca

Learn more: Visit a library or community program (playgroup) to learn new songs and rhymes. For a list of our free playgroups see page 7.

—adapted from Building Language and Literacy at Home—a project of the Sudbury Community Emergency Literacy Committee Tip Sheet #9

Singing is fun and children learn a lot from songs and rhymes.





Parenting Page

Play For Connection

A strong connection between parent and child is essential for healthy child development. The quality of this attachment helps parents guide their children toward better behaviour and self-discipline. Studies show that attachment is strengthened by including short periods of “child-directed play” as part of a regular routine. This intentional way of playing can give you insight into your child and may lead to more cooperation at other times of the day.

Turn off the cell phone

When we are fully present in children's play we send them the message that we value our time with them. The biggest reward for children is the attention of the people they love. They feel it when our attention wanders away from them; sometimes they get our attention back by misbehaving. So turn off your cell phone, set aside your “to-do” list and let yourself relax into play.

Follow your child's lead

Your playtime will have the most impact if you let your child choose how to play. Schedule a regular time, even just five or ten minutes, when you can really focus on your child. Watch what your child does and let him/her set the direction. When you put on music, does he want to dance around or beat the rhythm on a pot? When you take out the blocks, does she want to build something or put them into a pail and dump them out?

Your contribution is to **compliment, reflect, imitate, describe** and be **enthusiastic**.

• **Compliment** means noticing things like, “You're taking your time pouring the water,”

and “Your barn is big enough for all the animals.”

• **Reflect** means repeating what the child says in a slightly different way. The child says, “I like playing with sand.” You say, “It's fun for you to play in the sandbox.”

• **Imitate** means copying what the child does. If he's building a tower with blocks, you take some blocks and build a tower too. If he complains that you are copying him, or compares your tower to his, you can use the blocks to build something different.

• **Describe** means saying what your child is doing, making occasional comments like, “You built a boat and now you're taking it apart.”

Showing your **enthusiasm** means making your facial expression and tone of voice say how happy you are to be spending this time together.

If your child chooses a destructive or harmful activity, you can't imitate it and the time for letting the child lead has to end. If your child's behaviour is just annoying (whining, being rude, complaining), focus on the play activity by describing and complimenting what is going well. Your attention will encourage positive behaviour.

While you follow your child's lead, try to **reduce your questions, orders and corrections**. Now is not the time

to ask, “What colour is this car?” or “Can you count how many blocks are in this tower?” Many children feel pressured by this kind of quiz. They get flustered and stop playing. Instructions like, “Put the block here, it will work better,” can have a similar effect. You may

just want to help, but your child is no longer directing the play. Even a remark like, “I think your airplane needs some wings,” can sound like a correction to sensitive children. They lose the sense of spontaneous play; it's not their game anymore. That's when children get upset, and things end badly.

Get down to your child's level

Getting down to your child's level means being **physically** at the same level, so you can play face to face and see each other's expression easily. It also means adjusting the level of play to your child's **developmental stage**. Offer materials that suit the child's capabilities. A toddler might want to pound playdough flat or make marks with different tools. An older child might want to make little people that become characters in a story. When you respect children's level of play, they can explore what suits their developmental stage.

Leave the plans at the office

To do child-directed play, you need to set aside your ideas about how things should turn out. Your child may take out a puzzle and decide to pile all the pieces up and then knock the pile over. Or she may use the pieces as cookies for a pretend tea party with her stuffed toys. There's a time for learning to put puzzles together, but your child is also learning by using the puzzle pieces in a novel and unexpected way. Let go of your goal-directed adult thinking and just enjoy each other's company. Your shared playtime will keep you connected for the rest of the day.

—adapted from
www.parentsmatter.ca

A strong connection between parent and child is essential for healthy child development.





Laughter in the Family

Children laugh easily and often, more than ten times as often as adults do. Children's laughter is a precious gift that can lighten our hearts and, even improve our health when we laugh with them. At the same time, our laughter tells them what is funny and helps develop their sense of humour, for their benefit and our own.

Benefits of laughter

It's fun to laugh, which is reason enough to make space for humour in our lives. Some of the benefits of laughing are:

For children, a good sense of humour supports healthy development in several ways.

- **Cognitively**, humour develops the ability to see two sides of the same picture and think creatively.
- Exploring and playing with words improves **language** skills.
- Humour is a **social skill** that helps children make friends and feel part of a group.
- **Self-esteem** and confidence grow when children see they can make others laugh and feel good.
- A sense of humour helps children step back from fears and disappointments to see the funny side. This builds the capacity for **resilience** in the face of difficult emotions.

It doesn't hurt adults to laugh either.

- Many health benefits are claimed for daily laughter: lower blood pressure, better digestion, greater resistance to illness.
- At the end of a hard day at work, laughing with your children can be the best stress reduction around. Finally, shared humour strengthens the family.

• Laughing together builds

family bonds to help carry you through other more difficult times.

- Sharing jokes can take the edge off some of the normal tensions between siblings.
- Humour is a gentle way to guide children's behaviour and have fun while you're doing it. Instead of getting angry, try getting funny. Make a joke about where a sock goes. (On your nose? On your ear?) Your antics could turn an uncooperative toddler into one who's giggling and eager to correct your mistake... and get dressed in the process!

Developing a sense of humour

A child's sense of humour goes through a number of stages. In the beginning, babies laugh in imitation of our laughter. They also respond spontaneously to **tickle games and bouncing rhymes**. Later, once children have learned a bit about how the world normally works, they laugh at the **unexpected** (like the sock on the nose). They also enjoy games that play on the **edge of anxieties**. Peek-a-boo and hide-and-go-seek awaken the fear of losing the parent... and then everyone laughs when the parent is found again. Later still, children like to **play with words**. They enjoy silly songs, with lots of repetition. They like the surprise of substituting nonsense words in familiar rhymes. **Visual surprises** in picture books make them laugh too: a horse up in a tree, a duck on someone's head. **Slapstick** humour appeals to them as well.

Around age six, children

start to turn their word play into jokes and riddles. At first, their delivery may fall a bit flat, but they'll be pleased if you laugh at their efforts. They discover words that have two meanings can be a source of fun. (What's the best month for a parade? March, of course!) Let them give you the punch line, even if you know it. This is a time when it's easy to allow them to feel they're in control of the situation.

Setting limits

Occasionally, you need to set limits on children's sense of humour. Four year olds often like to play with bathroom words. You probably want them to know that these jokes are inappropriate in polite company. Also, fun is only fun if everyone's laughing. Tickling your brother isn't funny when it starts to hurt. Saying mean things about someone else is never funny. Help children learn the difference between laughing with someone else and laughing at them. Preteens are often so self-conscious that they easily think they're the target of other people's attempts at humour. They'll be able to get some distance on their experience when they're older, but during this phase, it's better to let them do the joking.

A gift for life

Family life can be rushed and stressful, but it can also be full of moments for fun and laughter if you can step back and open yourself up to the funny side. These will be treasured memories for you and your children.

—adapted from
www.parentsmatter.ca

Children's laughter is
a precious gift!



Crafts

Submitted by Andrea Snyder

Modeling Clay

Cooking can help young kids learn and practice some basic math concepts and build language skills. Have fun creating Valentine crafts with your child by using rolling pins, forks, heart shaped cookie cutters and other household items. Your child can help you measure and you do the stove part.

Materials: 2 cups salt, 2/3 cups water, Saucepan, 1 cup cornstarch, 1/2 cup cold water

Directions: Stir salt and water in a saucepan over heat 4-5 minutes. Remove from heat; add cornstarch and cold water. Stir until smooth; return to heat and cook until thick. Allow the clay to cool, then shape as desired. When dry, decorate with paint, markers, glitter, and so on.

If you like, finish with clear acrylic spray or clear nail polish. Store unused clay in a Ziploc bag.

Ten Little Valentines (Sung To: 'Ten Little Indians')

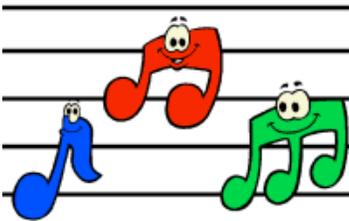
One little, two little, three little valentines.

Four little, five little, six little valentines.

Seven little, eight little, nine little valentines.

Ten Valentines in a row!

Cooking helps children learn
some basic math skills.



Sock Sort

Sorting is an important skill for young children. It helps strengthen visual discrimination skills, compare and contrast, and is a pre-math skill that will help build the skill to be able to group numbers together. Try this one on laundry day: As you fold the clothes, set aside the socks. Ask your child to help find the match for each sock. You may have to help at first, or start with 2 pairs versus 10, but this is a great way to initiate help with the household chores and make a learning game out of it.

Five Little Valentines At The Store Fingerplay

Five little Valentines at the Store (hold up 5 fingers)

(Child's name) bought one and then there were four! (put one finger down)

Four little Valentines, oh can you see?

(Child's name) bought one and then there were three. (put one finger down)

Three little Valentines that look so blue

(Child's name) bought one and then there were two. (put one finger down)

Two little valentines, having lots of fun,

(Child's name) bought one and then there was one! (put one finger down)

One little valentine, having lots of fun!

(Child's name) bought one and then there were none! (hold up your fist)



Ontario Early Years Centre

Playgroups

Please Note: Family Day is February 16. We will be closed on Family Day.

The Tuesday evening playgroup at Holy Name School is cancelled for the month of February.

Day	Location	Time	Staff	Dates
Monday	Almonte - Holy Name of Mary School	9:30 am - noon	Linda	February 2, 9, 23
Monday	Carleton Place—Carambeck Community Centre	10:00 - 11:30 am	Issie	February 2, 9, 23
Monday	Smiths Falls - Duncan J. Schouler School	9:30 -11:30 am	Andrea	February 2, 9, 23
Monday	Perth—Dance Studio	9:30 -11:30 am	Cindy	February 2, 9, 23
Tuesday	Almonte - Naismith School	9:30 am - noon	Linda	February 3, 10, 17, 24
Tuesday	Almonte - Holy Name of Mary School	6 -7:30pm Cancelled	Cancelled	Cancelled
Tuesday	Carleton Place - Arena, 75 Neelin Street	10:00 - 11:30 am	Issie	February 3, 10, 17, 24
Tuesday	Montague — Montague Centennial Hall	9:30 - 11:30 am	Andrea	February 3, 10, 17, 24
Tuesday	Smiths Falls - OEYC	9:00 -12:00 noon	Lori	February 3, 10, 17, 24
Tuesday	Smiths Falls—Trinity United Church	5:00 -7:00 pm	Lori	February 3, 10, 17, 24
Wednesday	Almonte - Holy Name of Mary School	9:30 am -2:00pm	Linda	February 4, 11, 18, 25
Wednesday	Carleton Place - Carambeck Community Centre	10:00 - 11:30 am	Issie	February 4, 11, 18, 25
Wednesday	Lanark—Maple Grove School	9:30 - 11:30 am	Andrea	February 4, 11, 18, 25
Wednesday	Perth—Perth & District Union Library	10:00 -11:30 am	Cindy	February 4, 11, 18, 25
Wednesday	Smiths Falls - Trinity United Church	9:00 - noon	Lori	February 4, 11, 18, 25
Wednesday	Smiths Falls—OEYC	9:00 -noon	Parent run	February 4, 11, 18, 25
Thursday	Almonte - Naismith School	9:30 am -2:00pm	Linda	February 5, 12, 19, 26
Thursday	Carleton Place - Arena	10:00 - 11:30 am	Issie	February 5, 12, 19, 26
Thursday	Lanark - Maple Grove School	9:30 -11:30 am	Andrea	February 5, 12, 19, 26
Thursday	Perth—Perth & District Union Library	10:00-11:30 am	Cindy	February 5, 12, 19, 26
Thursday	Smiths Falls - Trinity United Church	9:00 - noon	Lori	February 5, 12, 19, 26
Friday	Smiths Falls - OEYC	9:00 - noon	Parent Run	February 6, 13, 20, 27



Workshops

Workshop—Pre-registration is necessary— call OEYC ext 300	Date	Time	Location
Kids Have Stress Too	Wed. Feb. 25	6:30 - 8:30 pm	CROW, Smiths Falls
Bounce Back & Thrive Free childcare	10 Wednesdays Mar. 4– May 13	9:30-11:30am	CROW, Smiths Falls
Gym Jam	Thurs. Mar. 5	6:30 - 8pm	Carambeck Community Centre, Carleton Place
Positive Parenting	Mon. Mar. 10	6:30 - 8:30pm	Arklan School, Carleton Place

Staff Directory

Ontario Early Years Centre	Ext	Licensed Home Child Care	Ext
Diane Bennett, Executive Assistant	313	Sherry Rodger, Accounting & Admin Support	301
Kathy Boelsma, Early Literacy Specialist	312	Janice LePage, Home Visitor	306
Linda Cybulski, Playgroup Facilitator	304	 <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 hcccrow@bellnet.ca</p>	
Jan Forsythe, Finance Manager	302		
Cindy Goodfellow, Playgroup Facilitator	307		
Janet Wheeler, 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		