

# Newsletter

Volume 11 Issue 9  
May 2014

## CROW Comments

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[www.crowoeyc.com](http://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

### Mother's Day is May 11

Mother's Day is an annual holiday intended to recognize the important contribution mothers make to their families and society as a whole. It is celebrated on the second Sunday of every May and the traditional gift for mom is flowers.

☺ Mother's Day is the third most popular holiday, after Christmas and then Easter.

☺ The carnation is the special flower for Mother's Day. Tradition calls for wearing a red one if one's mother is alive, and white if she had died.

☺ Mother's Day is the third biggest day of the year for sending cards

☺ Mother's Day is the busiest day of the year for restaurants.

"Mothers hold their children's hands for a short while, but their hearts forever".—author unknown

"A mom's hug lasts long after she lets go". - author unknown

"A mother's heart is a patchwork of love".—author unknown

**Stepmother's Day:** There is now officially a Stepmother's Day. This day is observed the Sunday after Mother's Day. This year it will be May 18.

Do you have more than one child to parent? Check out our three session "Siblings Without Rivalry" workshop on May 21, 28 and June 4 from 6:30-8:30pm at the Almonte Library. We'll discuss what to do when kids fight, how to keep children separate and unequal and how to stop hurtful behaviour. We'll look at our well meaning comments and why they sometimes backfire on us!! Come to the workshop we'll add some more skills to your parenting toolbox and have a few laughs along the way.

**Playgroup cancellation:** Playgroups at the Perth Library on June 4 and 5 are cancelled. The library is getting some new carpets on those days. Please join us on June 11 and 12.





### Understanding Learning Styles

People learn in different ways. Some learn best by seeing, others by hearing, and still others by touching. Knowing our preferred learning style helps us learn and remember new things.

There are three basic learning styles:

- Auditory (hearing the information)
- Visual (seeing the information)
- Kinesthetic-tactile (touching, participating)

When parents and caregivers know a child's best way to learn, they can help the child learn more effectively. It is just as important for you to know your own learning style. Adults usually teach in their preferred learning style, which may be different from a child's. This can be frustrating for both adult and child. For example, imagine you are a strong auditory learner and try to verbally explain the rules of baseball to a child who is more visual and really has to see the various moves in a diagram! Even though we have a preferred learning style, we can still learn in other ways. People have varying degrees of preference—some are highly auditory, some are highly visual, some are highly kinesthetic-tactile (k-t), while others seem to have a moderate preference for all three styles of learning. At any age, a child will learn more easily using his preferred learning style, but this doesn't mean he can't and won't learn any other way. In fact, he should be encouraged to use and improve all modes of learning. The more senses we

use to learn about something, the more information we get! A good guideline is to allow a child to use his preferred style when learning essential information (e.g. road safety) and to practice using other learning modes for things that are not as important (e.g. words to songs you sing on car trips). The auditory learner will enjoy listening to tape-recorded songs: the visual learner will enjoy reading the words as he hears them sung; the k-t learner will enjoy dancing or acting as the music conductor.

Young children are all kinesthetic-tactile learners. Watch a baby put everything in her mouth and a toddler reach out to touch and explore his world. Visual and auditory preferences may emerge later. Schools have traditionally used visual and auditory teaching styles, especially in the upper grades. Children who learn easily through these modes are usually successful in school, while k-t learners often find school difficult. Most of us—not only young children—learn better if we are actively involved in our own learning. Of course, all future learning is affected by early learning experiences. If these experiences are positive and satisfying, the foundations are formed for enthusiastic lifelong learning. Attention to learning styles when a child is young will help to make learning positive and enjoyable. As she matures, she will better understand and facilitate her lifelong learning. For

example, a visual learner who must remember information given at a lecture (auditory model), will know that she needs to take notes, make sketches or read a book on the topic to reinforce the lecture content.

Observe a child at play. Does she already show a preferred way to learn? Remember young children are still developing and most are very tactile—they want and need to be actively involved in order to understand things. Make sure your child/ren have many opportunities to use all of the learning styles so that they can develop to their full potential.

#### Learning Style Checklist

Auditory learners often:

- \*enjoy oral discussion
- \*remember by talking out loud
- \*need to have things explained orally
- \*have trouble with written instructions
- \*talk to themselves while learning something new

Visual learners often:

- \*remember visual details
- \*prefer to see what they are learning
- \*like to have paper and pens handy
- \*doodle while listening
- \*have trouble following lectures
- \*like to write down instructions or telephone numbers

Kinesthetic-tactile learners often:

- \*prefer activities
- \*want to actually do whatever is being talked about or learned
- \*like to move around while listening or talking
- \*often "talk" with their hands
- \*like to touch things in order to learn about them
- \*remember things by recalling who did what rather than who said what.

—adapted from Canadian Child Care Federation Resource Sheet #45



Licensed Home Child Care

There are three basic learning styles.



Ontario Early Years Centre



## Literacy Page

### Narrative Skills

**Narrative Skills** is one of the early literacy skills that researchers say is important for children to have in order to learn to read. Narrative skills help children understand what they hear and read.

**Narrative skills is expressive language, including being able to describe things, to tell events in order, and to retell stories.**

#### Books:

- Books with a repeated phrase
- Books with repetition as part of the story
- Books that tell a cumulative tale
- Books with a natural sequence
- Any book!

#### Book Sharing:

- Encourage participation, saying a repeated phrase together.
- Re-read books so that your child can become familiar

with the story, making it easier to retell the story.

- Have your child retell the story.
- Encourage your child to tell you something from her own experience related to what happened in the book.
- Use props to tell the story to help your child remember it.
- Have your child use props to help retell the story.
- Encourage your child to talk about the pictures in the book even if what she says is not in the story. Follow your child's lead as your child talks about what is going on in a picture. Ask open-ended questions, ones that cannot be answered with yes or no.
- Talk about the pictures in the book and let your child tell you his thoughts and experiences.
- Have your child draw pictures of the story and retell it or make up her own story.

#### Research tell us:

**While reading books, give additional information and relate the pictures and story to the child's experiences. This is strongly related to later early literacy development.**

—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](http://www.ala.org/everychild)





### Parenting Page

#### 4 Steps to becoming a more Patient Parent

Ok, so you lost it. You blew your cool. You totally flipped your lid. And when you think about it, you find you're doing this more and more often. You'd like to be a more patient parent, but how? You're in luck. Here's a four-step plan to "patient-hood."

##### 1 Befriend your impatience

Acknowledge that it's there for a reason. Emotions let us know what's going on in our lives. They are internal regulators. In this case impatience is sounding the alarm that something is wrong. Instead of pushing it away (Why am I like this? I'm such a bad Mom/Dad) realize that it is telling you something. We can then respond to the situation instead of just reacting to it.

##### 2. Diagnose

Once we accept that our emotions are signalling a problem, we need to figure out what the problem is. A couple of common parental patience-pitfalls are power struggles and ploys for attention. So, if you are locked in combat with your son (everything seems to be a battle), then he's telling you, with his behaviour, that he's ready for more independence, decision making and choices in his life. This is a time to

pick your battles. Those choices and freedoms must be age appropriate. A two year old may pick which foot to put their boot on but not whether or not to hold your hand when they cross the street. An eight year old might be able to visit a friend after school but not choose an eleven o'clock bedtime. And if you find yourself in a state of constant irritation with your daughter's attention-getting ploys (whining, clinginess), then it may be a good idea to start spending more time with her, not necessarily while she's whining but make it a part of the bigger plan.

##### 3 Identify triggers

Children's behaviours aren't the only things to trip us up. Sometimes we react because of past hurts and resentments. We need to sort old anger from new anger. Is the mess of **hockey** equipment in the hall really the cause of your **anger**, or is "being treated like the maid" a sore spot for you from way back? Is the **kids'** sibling bickering truly the source of your frustration, or are you worried your children will drift apart the way you and your sister did? If it's old anger, we need to rec-

ognize that, shelve it for the moment and focus on this moment's problem. The hockey gear needs to be put away. Make time to deal with the "old anger" at a later date when your patience isn't running thin. If you need help with this, talk about it with a friend or professional.

##### 4. Fill your bucket

We lose the ability to regulate our emotions when our inner reserves are empty. If you're running on fumes, then it's no wonder you're easily frustrated. Take a minute to consider what fills you up. Walks in nature? Cocktails with the girls? A **movie and dinner** with your main squeeze? Now, ask yourself this: When was the last time you did any of those things? You can't take care of others if you don't take care of yourself. Mutually respectful **relationships** require us to be self-respecting, too. So practice some self-care.

Adapted from Today's Parent - Mar 12, 2014 Liza Finlay, Psychotherapist

Here is a four step plan to helping you become a more patient parent.





### Parenting Page

#### Sunshine—Approach With Caution

With the growing concern of a thinning ozone layer and UV-B's association with a steady increase in skin cancer, parents and childcare providers need to be cautious about exposing children—and themselves—to the sun. Because it takes several hours for a sunburn to show, do not use reddening of the skin as an indicator of too much time spent in the sun. Don't let cloudy days fool you! UV rays do penetrate clouds. In addition, keep in mind that water and sand reflect the sun's rays and can therefore increase the danger of sunburn.

When a child has a sunburn, do not apply medication to the skin unless you have consulted with a physician. There is no cure for sunburn. You can reduce the sting by applying a cool wet cloth to the affected area four times a day for 15-20 minutes at a time. Children under 6 months of age should never be exposed to direct sunlight; always put them under an umbrella. In addition, sunscreen is not recommended for very young children.

#### PRECAUTIONS

1. Wear non-transparent clothing (fabrics with tight weave) and a wide brimmed hat. Baseball caps are inadequate be-

cause they leave the neck and the delicate rim of the ear exposed. Always protect babies under 6 months from the sun with shade, hats and clothing. Sun block cream is not recommended for babies under 6 months as they can rub it into their eyes or put it in their mouths.

2. Where skin is exposed, use a broad-spectrum sunblock (one that block both UVA and UVB) of at least 30 SPF and no PABA. Test sunscreen on the inner part of the child's arm allergic reaction. If the area becomes irritated, switch brands. Products with milk or cream are recommended over products that contain alcohol. Apply sunscreen 15-20 minutes before going outside.
3. Pay particular attention to behind the knees and the bottom of the feet. Even if the child is wearing a t-shirt, sunscreen should still be applied to the neck, shoulder, chest and head. The sun penetrates light fabrics, especially

when they are wet. Sunscreen needs to be reapplied after water play.

4. Minimize time spent in sun between 10am and 4pm when the sun's rays are their strongest and most harmful. Ensure outdoor play areas have some shade protection.
5. Wear high-quality sunglasses when outdoors in bright sunlight.
6. Childcare providers who apply lotion on several children should wash their hands after each application, especially if a child has cuts.
7. In a childcare setting, have parents complete an authorization form stating the brand of sunscreen to be used.
8. Always have liquid refreshments available before, during and after playtime.
9. Set a good example. Follow these precautions yourself.

\_\_adapted from Canadian Childcare Federation Resource Sheet #20  
[www.cccf-fcsge.ca](http://www.cccf-fcsge.ca)

Children should stay out of the sun between 10am and 4pm



## Crafts

Submitted by Linda Cybulski

### MAY 1 - May Day

May Day can be a fun celebration of flowers and spring with the growth of life coming back into the world after a long cold winter.

#### CRAFT: Tabletop May Pole

paper towel roll, cardboard piece, paint, ribbon, cellophane tape, paint brush, scissors

Paint your paper towel roll, let it dry

Tape one end of the roll onto a small piece of cardboard so it stands up straight

Paint everything that's unpainted

After it dries, wrap ribbon around your pole and secure with tape

Cut lengths of ribbon to hang on the outside of your pole

Tape the ribbon to the inside of the top edge of the paper towel roll.

Decorate!

### MAY 11 - Mother's Day

Millions of people across the globe take this day as an opportunity to honor their mothers, thank them for their efforts in giving them life, raising them and being their constant support and well wisher.

#### I Love My Mommy (Sing to tune of "Up on the Housetop")

I love my mommy, Yessiree!

She is very good to me!

Her hugs and kisses are oh so sweet,

I think my Mommy is really neat.

Oh, oh, oh, who wouldn't know,

Oh, oh, oh, who wouldn't know,

That I love my mommy and she loves me,

That's the way it's supposed to be!

Some ideas for some fun May days.

### MAY 14 Dance Like a Chicken Day

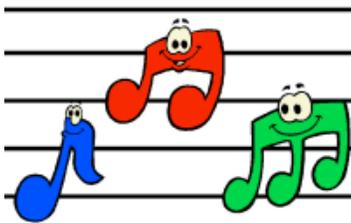
Anyone who's not chicken, stand in a circle facing each other. When the music starts, hold your hands out in front of you and open and close them like a chicken beak four times. Put your thumbs in your armpits and flap your wings four times. Place your arms and hands like the tail feathers of a chicken and wiggle down to the floor four times. Clap four times. Repeat steps 1-5 four times. After the fourth time take the hands of the people on either side of you and everyone move in a circle. When you get dizzy, switch directions. Repeat until the end of the music or until you fall on the floor.

### MAY 9 - Child Care Provider Day

It is a special day to recognize child care providers, teachers and other educators of young children everywhere

### MAY 19 - Victoria Day (Canada)

Victoria Day celebrates Queen Victoria's birthday (May 24th). Canada is still a member of the Commonwealth of Nations, of which the Queen is head.



### MAY 23 - World Turtle Day

#### RHYME: BABY TURTLES

One baby turtle alone and new, finds a friend, then there are two.

Two baby turtles crawl down to the sea, they find another, now there are three.

Three baby turtles crawl along the shore, they find another, now there are four.

Four baby turtles go in for a dive, up swims another, then there are five.

Five baby turtles having lots of fun, playing with their friends in the afternoon sun.

## Playgroups

**Please Note: All playgroups are closed on Monday, May 19.**

Day	Location	Time	Staff	Dates
Monday	Almonte - Holy Name of Mary School	9:00 am—noon	Linda	May 5, 12, 26
Monday	Carleton Place—Carambeck Community Centre	10:00—11:30 am	Issie	May 5, 12, 26
Monday	Smith Falls - Duncan J. Schouler School	10:00—11:30 am	Andrea	May 5, 12, 26
Monday	Perth—Dance Studio	9:30—11:30 am	Cindy	May 5, 12, 26
Monday	Smith Falls - OEYC	9:00-12:00 noon		May 5, 12, 26
Tuesday	Almonte - Naismith School	9:00 am -noon	Linda	May 6, 13, 20, 27
Tuesday	Almonte - Holy Name of Mary School evening	6—7:30 pm	Linda	May 6, 13, 20, 27
Tuesday	Carleton Place - Arena, 75 Neelin Street	10:00 - 11:30 am	Issie	May 6, 13, 20, 27
Tuesday	Montague — Rosedale Hall	9:30 - 11:30 am	Andrea	May 6, 13, 20, 27
Tuesday	Smith Falls - OEYC	9:00-12:00 noon	Lori	May 6, 13, 20, 27
Wednesday	Almonte - Holy Name of Mary School	9:00 am—2:30pm	Linda	May 7, 14, 21, 28
Wednesday	Carleton Place - Carambeck Community Centre	10:00 - 11:30 am	Issie	May 7, 14, 21, 28
Wednesday	Lanark—Maple Grove School	9:30—11:30 am	Andrea	May 7, 14, 21, 28
Wednesday	Perth—Perth Library	10:00—11:30 am	Cindy	May 7, 14, 21, 28
Wednesday	Smiths Falls - Trinity United Church	9:30 - noon	Lori	May 7, 14, 21, 28
Wednesday	Smiths Falls—OEYC	9—noon	Parent run	May 7, 14, 21, 28
Thursday	Almonte - Naismith School	9:00 am—2:30pm	Linda	May 1, 8, 15, 22, 29
Thursday	Carleton Place - Arena	10:00 - 11:30 am	Issie	May 1, 8, 15, 22, 29
Thursday	Lanark—Maple Grove	9:30—11:30 am	Andrea	May 1, 8, 15, 22, 29
Thursday	Perth - Perth Library	10:00 - 11:30 am	Cindy	May 1, 8, 15, 22, 29
Thursday	Smiths Falls - Trinity United Church	9:30 - noon	Lori	May 1, 8, 15, 22, 29
Friday	Smiths Falls - OEYC	9:00—11:00 am	Parent Run	May 2, 9, 16, 23, 30



## Workshops

Workshop—Pre-registration is necessary— call OEYC ext 300	Date	Time	Location
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><b>CROW Licensed Home Child Care</b> 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>	
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		