

## Newsletter

Volume 12 Issue 2  
October 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

#### Message from the CROW Board of Directors

Since a Strategic Planning session in February of 2014, the Board of Directors has spent significant time evaluating the organizational structure of CROW. After much discussion we have made the difficult decision to change the organizational structure of CROW going forward. We feel the new structure will strengthen and unify the organization. Our decision is to have an Executive Director for the whole organization who reports to the Board of Directors and to eliminate the Director of Licensed Childcare position. This has not been an easy choice, but one which was unanimously approved by the board. The Board of Directors has extended the offer of Executive Director of Children's Resources on Wheels to Sue Cavanagh.

As a result of this organizational change, we regret to inform you that Kelli Cassidy is no longer an employee of CROW as of September 15, 2014. The Board of Directors would like to express our appreciation for the many years of dedicated service that Kelli has contributed to CROW and to Licensed Home Child Care. We wish her all the best in her future endeavours.

We would like to emphasize our commitment to the Licensed Home Child Care program and we pledge our ongoing support to the staff. We are confident in their ability to continue to provide this valuable program to families and children in Lanark County.

Please note that the CROW Licensed Home Child Care Program will continue operating as usual with Janice LePage, Home Visitor extension 306, Sherry Harder, Accounting and Admin Support extension 301 and Sue Cavanagh, Executive Director at extension 303.

**National Family Week is October 6—12.** Thousands of Canadians have celebrated National Family Week every fall since 1985, when it was proclaimed an official week by the Government of Canada. **National Family Week** is the ideal opportunity to acknowledge the tremendous work being done around the world with respect to the role of families in development, recent trends in family policy development, good practices in family policy making, challenges faced by families worldwide and recommended solutions. The theme this year is **Families and Finances - it just adds up!** Financial literacy is not just about money; it's an essential life skill. For families, it's an opportunity to learn together about setting goals, planning ahead, and making choices about needs versus wants. Financial literacy empowers families to make the best decisions for their financial well-being. For more information check out FRP Canada's website at [www.frp.ca/nfw](http://www.frp.ca/nfw).

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### Knowing What To Expect



Learning about child development helps you to become more patient.

“I found out toddlers are naturally curious and love to explore the world around them. Now I can be more patient when my 15-month-old gets into everything. Now I understand he/she’s not just doing it to make me mad; exploring is an important part of growing up.” The father who made this comment after taking a workshop in child development had learned an important lesson: if you know what you can realistically expect from children at different stages of development, you won’t feel as frustrated or disappointed. It gets easier to be patient.

**Development and discipline**  
Discipline becomes easier too, when you understand a child’s needs and capacities at different stages. For instance, the father of that 15 month old started directing her to places where she could explore without damaging anything. He filled the bottom drawer in the kitchen with safe appealing objects, putting in new ones every week. Because he understood what she was learning, he could satisfy her curiosity and his own need for order at the same time.

**Understanding difficult behaviour**  
Awareness of developmental stages can give useful insights into difficult behaviours. Many parents and providers find it upsetting when a 2 year old refuses to share toys with other children, but in this stage of their social development, they are discovering and practicing the meaning of “this is mine!” To minimize conflict, expect to

stay close to help children of this age get along when playing in a group. Learning to share will come when they’re older. Don’t be surprised when a 2 year old loses control and has a tantrum. At this age, children still have trouble controlling their strong emotions and are easily overwhelmed by frustration. They want to do things for themselves, but are physically unable. They want to do things their way, but may not have the words to tell you how. Let your understanding give you patience.

**Different timing, similar sequence**  
We know children reach developmental milestones at different ages: one child walks alone at 10 months and another at 15 months. However, the order in which they accomplish the various stages will be quite similar: a child must be able to walk alone before being able to run and kick a ball. Toddlers start by playing *beside* one another before they are ready to play *with* one another. Each stage builds on the one before.

**Individual differences**  
Individual differences means each child develops at his/her own pace. For instance, some children learn colours earlier than others. Moreover, the same child may be ahead of others in physical abilities (able to skate), but be slower in emotional development (ability to cope with frustration). Cultural variations in childcare will also make a difference. Recognizing this diversity, developmental

charts give an *age range* within which behaviours typically appear, rather than specifying an exact age.

**Development through play**  
Young children achieve their developmental potential through play. Adults help most by giving children the opportunity to experiment with materials and activities appropriate to their developmental stage, whether in their home or in group settings. A simple obstacle course of boxes and chairs for a crawler, tumbling mats and a small slide for a toddler, a more complex climber for an active preschooler—all these allow children to practice their physical abilities at their developmental level.

**Identifying problems**  
Some differences in rate of development are considered normal. On the other hand, certain milestones are important enough that children who do not achieve them within the expected age range should be checked by a professional. If there is an underlying problem, the earlier it is identified, the more effective help will be.

**Being informed**  
You can learn about child development in many ways: book, magazines, parenting courses/workshops, videos, websites. Ask at a family resource program or your local library to find resources in your community. Learning about how children develop will help you respond to their needs and support their growth.

—adapted from FRP Canada [www.frp.ca](http://www.frp.ca)





## Literacy Page

### Math is all around us!

*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?** Numeracy, like literacy, begins at birth. Numeracy is much more than just numbers. It includes skills such as shape recognition, comparison, matching, grouping, measuring, and sequencing. Young children learn many important math skills through their everyday experiences. Children learn math best through play and exploration. As a parent, your attitude that math is fun will help your child gain confidence and be successful in learning math at school.

#### Starting at birth:

**Talk and sing.** Have fun with counting songs and fingerplays.

#### Additional Tips for Toddlers and Preschoolers:

**Use "Math Talk" in everyday conversations.** Use words like more/less, full/empty, bigger/smaller, older/younger, nearer/farther, etc. Talk about size, height, weight, distance etc.

**Count with your child.** Point to items

with your child one at a time and count them out loud. Show your child each item can only be counted once. Pause and ask your child "What comes next?"

#### Cook with your child.

Talk about the steps in a recipe, practice measuring, use a timer, count ingredients, estimate how many you can make.

#### Play board games that involve counting.

Count the dots on the die and spaces on the board in games like "snakes and ladders".

#### Point out the numbers around you.

Show your child telephone numbers, prices, house numbers etc.

**Problem solving:** Provide opportunities for your child to solve simple math problems (ie: we have two guests coming, how many plates do we need? We have four toy cars and two friends, how can we divide them?)

**Find shapes:** Talk about circles, squares, triangles and rectangles with your child in books and in the world around you.

#### Sorting and Matching:

Do everyday sorting and matching activities (ie: sort toys in different ways—by type, size, shape or colour, match socks, mittens, cutlery).

#### Additional Tips for Kindergarten Children:

**Play with a number line.** Make a simple number line with a long strip of paper (0-10). Have your child use it to count small items by placing one on each number starting at one.

**Sequencing.** Put things in order based on different characteristics (darkest to lightest, smallest to largest, steps to make a snowman.

**Have fun with patterns.** Help your child find simple repeating patterns in nature, clothing, song and pictures. Create simple patterns with toys and everyday items so your child can learn to copy, continue and create their own simple patterns (black rock, white rock, black rock, white rock...)

**Use more math words and introduce new ideas.** Use words like half, quarters, thirds. Talk about adding and subtracting. Start with words like "and one more makes", "take one away", and "how many do you have now?"

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

Numeracy, like literacy, begins at birth.





## Parenting Page

### Problem-Solving Skills—Enhancing Children's Resilience

Young children need support to develop skills and abilities that will help them solve problems, deal with conflict and bounce back from disappointment. These life skills build a child's self-esteem, a sense of competence and contribute to social and emotional wellbeing. When children have relationships with responsive adults who model a calm, flexible approach to handling life's challenges, they learn by example how to face their own frustrations and setbacks.

#### Critical Abilities and Resilience

Research show several critical abilities that help us to develop resilience:

#### •Being in charge of our emotions

—keeping calm in stressful situations so we can express our feelings in a way that helps rather than hurts the situation

#### •Controlling our impulses

—stopping to think before we act, and finding ways to wait, even though we want something right now

#### •Analyzing the cause of problems

—figuring out the “root” of the problem

#### •Being a “realistic” optimist

—seeing the situation “as it is” and at the same time, keeping a bright outlook by doing what we can to make the best of it

#### •Believing in our competence

—having faith in our ability to tackle life's problems and bounce back

•Reaching out —asking for help when we need it, offering assistance to others and taking opportunities that present themselves.

#### Tips to help children develop resilience

°Talk “out loud” when facing daily challenges. “I can't get the lid off the paste jar. This is frustrating! I'm going to take a few deep breaths and try one more time. There! I did it. Sometimes we just need to calm down a bit when we are having trouble.”

°Offer a different point of view.

Simon sighed and put the scissors back on the table. “I'm so stupid. I can't even cut anything.” His mom gently replied, “You're not stupid. Lots of kids have trouble using scissors at first. You just need a little practice. Remember how proud you felt when you practiced and learned to kick the soccer ball.”

°Help children see many disappointments and setbacks are temporary and don't have to affect their whole day. For example, when a child says, “I never get to play with Kalem. Now my whole day is ruined,” acknowledge his feelings, then gently help him gain perspective. “You really wanted to play with Kalem. It's disappointing because you had so much fun together this morning. Let's get you started on something else that will be fun.”

°Regularly encourage children to talk about the events in their day. Some children will initially focus only on the negative things that happened to them. Acknowledge the child's feelings about the hard parts of their day and then encourage them to look for the positive parts. Finding these “goodtime

nuggets” is one way children can develop a sense of realistic optimism.

°Give children plenty of opportunities to explore what's causing the problem, how they feel about it and what they can do about it. Initially, help them to identify the problem and think about possible solutions. “There is a problem here because you both want to play with the same toy. That's making you feel pretty frustrated. Let's think of some ideas to solve the problem.”

°Step back. Once you've given children structure and guidance to solve problems, it's important to let them try out their solutions and see the results for themselves.

°Model making mistakes is simply part of the learning process. Help them persevere in their problem-solving efforts by showing them it often takes time and effort to find solutions that work.

°Foster an “I can do it” attitude in children by giving them accurate and specific feedback that describes their effort and accomplishment, e.g., “You decided to take turns with the fire truck. That's a good solution. Now you both feel happy.”

—adapted from Canadian Child Care Federation resource sheet #90

CROW is offering a six session **Bounce Back and Thrive** workshop starting Oct. 7 in Carleton Place at 30 Bennett Street from 9:30-11:30am. You must pre-register for this workshop.

Young children need support to develop skills to solve problems.





# CROW

## Children's Resources on Wheels

### Parenting Page

#### Learning Good Financial Habits

As parents, you teach your children habits to keep them safe and healthy as they grow into adulthood—wash your hands and brush your teeth, eat a balanced diet. But what about your children's future financial health? Who will teach them the habits to help them manage their money? Children learn most of their attitudes to money in the home, and the lessons can start early.

#### Lessons about money and budgeting

Here are some aspects of money and budgeting children can learn growing up.

**\*Recognition and relative value**—preschoolers can learn to identify and name coins and bills of different values.

**\*Uses and sources**—children learn what money is used for when they see you handing over bills and coins at stores and getting something in return. But they don't get accurate information about where those bills come from when you take money out of an ATM. Young children think the machine makes an endless supply of money. They need your help to understand how money is earned and that the supply is limited.

**\*Needs and wants**—even young children can learn to make a difference between needs and wants. They *need* a new coat; they *want* the expensive one with a cartoon character on it. Budgeting means making a plan to take care of needs before accommodating wants.

**\*Spending and saving**—school age children know if they spend all their money at once, there won't be any left. They also understand making

plans for the future; they can set a goal which helps them wait till they've saved up to pay for what they want. Many parents guide children to divide any money they receive into two parts: spending and saving.

**\*Values**—Many parents teach their children to divide money into three parts: to spend, to save and to give. Giving may mean presents for people or it may mean contributions to an organization reflecting the child's values and interests.

**\*Investment and debt**—When children have enough money saved to open a bank account, they can learn about interest by seeing the bank adds money to their account. Before they get their first credit card, teenagers need to understand how compound interest works: the longer you save, the faster your savings grow. The longer you carry debt, the faster the debt will grow.

#### Teaching Tools

All these lessons can be taught in the course of normal family life, adapting the methods to the age and maturity of the child.

**\*Play**—Preschoolers may assume a nickel is worth more than a dime, because it is bigger! Make piles of coins to show that two nickels equal a dime, two loonies make a toonie, etc. Make or buy some play money children can use to "pay" when they play store or restaurant. **Practice**—When shopping let your child give the cashier a bill and receive the change. Count the change together afterwards and explain it represents the differ-

ence between the cost and the amount they gave the cashier.

**Allowance**—An allowance is a sum of money, paid regularly, adjusted to child's needs and responsibilities and to the family's resources. With a predictable flow of money, children can learn lessons about budgeting for needs and want. They can set goals for spending, saving and giving. Experts generally advise parents not to use an allowance to reward good behaviour or pay for regular household chores. Paying for these things sends the message the only reason to follow rules and help in the family is for money.

**Paid work**—Children can learn the relationship between work and money by taking on extra jobs around the house (beyond their regular chores) and later by working outside the home, for instance babysitting or dog walking.

**Modelling**—Your children will learn healthy financial habits the way they learn other habits: by watching what you do. Make a list before you shop. Let your children hear you thinking aloud about the family's needs and wants while deciding on what to buy. Talk about what you are saving for and how you have budgeted for future purchases or paying off debt. Discuss how you set aside money for gifts and donations. Your example is the most powerful teaching tool you have.

—adapted from FRP Canada  
[www.parentsmatter.ca](http://www.parentsmatter.ca)

Teaching how to handle money can start early.



Ontario Early Years Centre

## Crafts

Submitted by Linda Cybulski

### Paper Strip Pumpkins

You need: orange construction paper cut into 1" strips, 1" strip of brown construction paper, 2 leaves cut out of green construction paper, 2 brads, hole punch .  
Stack the orange strips of paper together. Use the hole punch to put holes in the end of the strips. Depending on how many strips you are trying to punch through, you may need to do it a few pieces at a time. Take one brad, poke it through the hole, and fasten the strips together. Fold the brown strip in half {for the stem} and use the hole punch to punch through the stem, leaves, and the strips on the opposite end. Push another brad through and fasten. Spread or 'fluff' out the paper strips until it forms a round pumpkin shape.



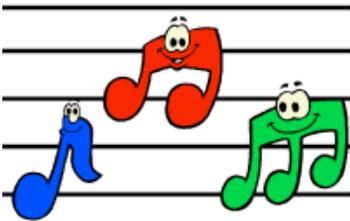
### Five Little Monsters

Five little monsters by the light of the moon  
Stirring pudding with a wooden pudding spoon.  
The first one says, "It mustn't be runny."  
The second one says, "That would make it taste funny."  
The third one says, "It mustn't be lumpy."  
The fourth one says, "That would make me grumpy."  
The fifth one smiles, hums a little tune,  
And licks all the drippings from the wooden pudding spoon!

Children love masking tape.

### Little Turkey (Tune: This Old Man)

Little turkeys walking by,  
They can move from side to side,  
With a wobble-wobble here and a wobble-wobble there  
They can wobble-wobble everywhere.  
Little turkeys making sounds.  
They can talk as they move around  
With a gobble-gobble here and a gobble-gobble there,  
They can gobble-gobble everywhere.



### Masking tape mummy

You will need some black paper, masking tape, a white crayon, scissors, glue, and googly eyes.

Start by drawing the outline of a body. Cut or rip strips of tape off the roll and stick to the edge of the table. Older kids should be encouraged to cut their own tape. Add the tape to the outline. When they are sure that they have added all the tape they want to add cut it out. Grab the glue and add some eyes!



## Playgroups

**Please Note: No playgroups on October 13. We are closed for Thanksgiving.**

Day	Location	Time	Staff	Dates
Monday	Almonte - Holy Name of Mary School	9:30 am—noon	Linda	October 6, 20, 27
Monday	Carleton Place—Carambeck Community Centre	10:00—11:30 am	Issie	October 6, 20, 27
Monday	Smiths Falls - Duncan J. Schoular School	9:30—11:30 am	Andrea	October 6, 20, 27
Monday	Perth—Dance Studio	9:30—11:30 am	Cindy	October 6, 20, 27
Tuesday	Almonte - Naismith School	9:30 am -noon	Linda	October 7, 14, 21, 28
Tuesday	Almonte - Holy Name of Mary School evening	6—7:30 pm	Linda	October 7, 14, 21, 28
Tuesday	Carleton Place - Arena, 75 Neelin Street	10:00 - 11:30 am	Issie	October 7, 14, 21, 28
Tuesday	Montague — Montague Centennial Hall	9:30 - 11:30 am	Andrea	October 7, 14, 21, 28
Tuesday	Smiths Falls - OEYC	9:00-12:00 noon	Lori	October 7, 14, 21, 28
Tuesday	Smiths Falls—Trinity United Church	5:00—7:00 pm	Lori	October 7, 14, 21, 28
Wednesday	Almonte - Holy Name of Mary School	9:30 am—2:00pm	Linda	October 1, 8, 15, 22, 29
Wednesday	Carleton Place - Carambeck Community Centre	10:00 - 11:30 am	Issie	October 1, 8, 15, 22, 29
Wednesday	Lanark—Maple Grove School	9:30—11:30 am	Andrea	October 1, 8, 15, 22, 29
Wednesday	Perth—Perth & District Union Library	10:00—11:30 am	Cindy	October 1, 8, 15, 22, 29
Wednesday	Smiths Falls - Trinity United Church	9:00 - noon and	Lori	October 1, 8, 15, 22, 29
Wednesday	Smiths Falls—OEYC	9:00—noon	Parent run	October 1, 8, 15, 22, 29
Thursday	Almonte - Naismith School	9:30 am—2:00pm	Linda	October 2, 9, 16, 23, 30
Thursday	Carleton Place - Arena	10:00 - 11:30 am	Issie	October 2, 9, 16, 23, 30
Thursday	Lanark—Maple Grove	9:30—11:30 am	Andrea	October 2, 9, 16, 23, 30
Thursday	Perth—Perth & District Union Library	10L00-11L30 am	Cindy	October 2, 9, 16, 23, 30
Thursday	Smiths Falls - Trinity United Church	9:00 - noon	Lori	October 2, 9, 16, 23, 30
Friday	Smiths Falls - OEYC	9:00—noon	Parent Run	October 3, 10, 17, 24, 31





# CROW

## Children's Resources on Wheels

### Workshops

Workshop—Pre-registration is necessary— call OEYC ext 300	Date	Time	Location
Bounce Back & Thrive—a six session workshop	Tuesdays Oct. 7— Nov. 11	9:30-11:30 am	Lanark Health & Community Programs, Carleton Place
Kids Have Stress Too	Tues. Oct. 7	6:30-8:30 pm	Stewart School, Perth
Toddler Boogie	Wed. Oct. 8	1—2 pm	Carambeck Community Centre, Carleton Place
Workshop about Depression	Thurs. Oct. 9	6—9 pm	Smiths Falls—Ontario Early Years Centre
Baby Picasso	Wed. Oct. 15	10—11 am	Maple Grove School, Lanark
Playdate with your preschooler	Thurs. Oct. 16	10-11 am	Perth & District Union Library
Good Discipline, Good Kids	Mon. Oct. 20, 27	6:30-8:30 pm	Carleton Place Childcare Services
Family Math—3 session workshop	Tues, Oct. 21, 28, Nov. 4	6-7:30pm	St. Gregory School, Carleton Place

### Staff Directory

Ontario Early Years Centre	Ext	Licensed Home Child Care	Ext
Diane Bennett, Executive Assistant	313	Sherry Harder, Accounting & Admin Support	301
Kathy Boelsma, Early Literacy Specialist	312	Janice LePage, Home Visitor	306
Linda Cybulski, Playgroup Facilitator	304	 <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><b>Contact Us</b>      613-283-0095      <a href="mailto:hccrow@bellnet.ca">hccrow@bellnet.ca</a></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		



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