

Newsletter

Volume 12 Issue 1
September 2014

CROW Comments

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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

Once again our Sprinkler Party in August was a huge success. We had a total of 501 participants. Thank you to all for your donations. We collected \$662.33 which will be sent to the Mill of Kintail and United Way.

Thank you to Mike Dean's grocery store in Almonte for the donation of popsicles. Thank you to the Mississippi Mills Fire Department for the fire truck.

We have a few changes to our **playgroup schedules**.

Almonte playgroups on Monday and Tuesday run from 9:30—noon. **Almonte** on Wednesday and Thursday run from 9:30—2p.m.

Perth playgroups at the Perth and District Union Library will run on Tuesday and Wednesday morning from 10-11:30.

Smiths Falls has added a Tuesday evening playgroup at Trinity United Church from 5—7 pm and an afternoon playgroup on Wednesdays at Trinity United Church from 1-2:30 p.m.

Kathy Boelsma, our Early Literacy Specialist will be attending some of the playgroups in the fall. She will be talking about literacy and doing some stories, songs and rhymes.

Bounce Back and Thrive, one of our programs offered at CROW, says, "Daily life as a parent of young children can be so busy and so full of demands that sometimes we feel like we are running on empty." Resiliency skills give us fuel and a map for steering through these obstacles. The next workshop is in Carleton Place starting October 7. Quote from a workshop participant: "...there is a lot of helpful information both for individual growth and parenting. Group dynamic was great." You must preregister for the workshops.

Our parent support calendar will be published in the Metroland Media (EMC) soon. Please check it out to see if there are any parenting workshops you are interested in attending. You must pre-register for our workshops.

Check our website for upcoming workshops and events at www.crowoeyc.com

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Building Partnerships with Families



Licensed Home Child Care

Create a welcoming atmosphere for your families.

Children feel more secure in their childcare setting when they see their family members and their childcare provider in a respectful relationship. They also learn social and communication skills by observing the adults around them talking and solving problems together.

Here are some ways to strengthen your partnership with parents in caring for their children.

Create a welcoming atmosphere

•meet parents and children at the door with a **smile and a pleasant greeting**. Let them know you are happy to see them.

•be aware of your body language; what does your posture and the way you move say about your attitude to families?
•let families know **your door is open**. Encourage them to participate in whatever way suits their schedule, interests and talents.

•look for ways to **bring together the families** whose children you care for, for example at an annual picnic, regular potluck suppers etc.

Communicate clearly and frankly

•**share information** about the child's day. Did they nap well? Was their appetite good? Any special activities, events or outings? Information can be shared in conversation, in writing, or with photos.

•**suggest topics of conversation** for parents with their children. For instance, "you may want to ask Joey about the bird we saw today." **Encourage families to do the same for**

you. This strengthens the link between home and childcare.

•**listen** to what parents say and let them know the information they give you about their child is important to you by acting on their suggestions whenever possible.

•offer a **positive observation** about the child everyday at pick-up time, even if it's been a difficult day. Share an amusing story or describe a new accomplishment. **Be specific**. For instance, "Mina put away all the blocks today," instead of "Mina was a good girl today."

•if you have something negative to report, use the **"sandwich" technique**. Start off with a positive remark, describe the problem behaviour, and finish by describing something positive the child has done. Express confidence the problem behaviour will improve with time.

•be aware other people are listening, both children and parents. **Save sensitive subjects** for more private conversations.

Respect differences

•**Validate families' culture and language**. If families are of a culture different from your own, ask them to suggest materials and activities you could use in your program that reflect their culture. Ask them to teach you words, simple phrases and children's songs in their language that you can use with the children.

Validate family diversity. Look for ways to show a variety of family structures in your activities and stories:

moving between separated parents, living with grandparents, having two mothers, living with half-brothers and half-sisters, etc.

Build on strengths

•**describe** back to families something you saw them doing well. For instance, you could say, "I noticed you handled your daughter's frustration quite smoothly this morning. You really helped her start our program activities more easily."

Notice families' efforts and show your appreciation. "I can see you're really working on the routine you decided on for leaving here in the morning. It's already making a difference."

•**Help families make the most of their strengths**. Ask, "tell me about a time when you have fun together and things go well." Then look for ways to apply those same strategies and characteristics to make problem situations go better.

•**Avoid judging and blaming families**. If you find yourself thinking negatively about a family, reframe your thought from a judgement to curiosity: Ask yourself, "I wonder if there's some reason for their behaviour that I don't understand yet?" With this attitude, you will be more open to listening to them and they will be less defensive when talking to you.

It takes an open, respectful attitude and clear communication to build successful partnerships. On this solid base, you can work out common goals and share decision making with families. Together, you will be able to make the connections between home and childcare that will enhance children's development.

—adapted from Canadian Child Care Federation resource sheet #86



Literacy Page

Talking and Listening Together

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? We know the more language children hear as babies and toddlers, the larger their vocabularies will be in their preschool years and beyond. Children who know and use a lot of words will have more success in learning to read and write.

Starting at Birth: Talk with your baby all day long. During bath time, mealtime, diapering or on a walk, point and talk about what you are doing. ("Let's wash your tummy with water and soap. Water is wet!")

Be animated. Attract his/her attention and make sure he/she can see your face.

Take turns with your baby. When he/she babbles and coos, copy his/her sounds and actions and wait to see what he/she does. (When he/she puts his/her arms out to you, pick him/her up and say, "up, you want up.")

Additional Tips for Toddlers and Preschoolers:

Take turns...and wait. Talk about anything your child seems interested in. Say one thing then wait for your child to take his/her turn. Stay face-to-face while talking.

Join in pretend play. Encourage your child to talk and imagine during pretend play.

Use a variety of words. Try using **action** words (running, leap), **describing** words (cold, upset), **location** words (on, over, up), **how** words (softly, quickly), and **quantity** words (more, less, some).

Add words to what your child says. If he/she says "Mommy go?" you can say, "Yes, Mommy is going to work now".

Tell stories. Tell made-up and family stories and encourage your child to join in the storytelling. Talk about where, when, how and what happens first, next and last.

Additional Tips for Kindergarten Children:

Expand. Give your child additional information when talking to

him/her to expand on his/her understanding of how the world works.

Describe and predict. Encourage your child to use language to describe, to predict what will happen next, to share an opinion, to question, to talk about the past.

Plan. Talk about your daily schedule or planning activities that have a sequence. For example, "Let's plan your birthday party, what do we need to do first?"

Learning More Than One Language

Communicate, read to and teach your child in the language you speak best (Mom speaks French and Dad speaks English). Strong first language skills make it easier for children to learn another language. Find ways to expose your child to the language(s) you want them to learn (attend playgroups, community or library programs, provide CDs and books).

—adapted from Building Language and Literacy at Home—a project of the Sudbury Community Emergency Literacy Committee
Tip Sheet #2

The more language children hear as babies and toddlers, the larger their vocabularies will be in their preschool years and beyond.





Parenting Page

Getting Crafty with Your Toddler

September is here. The older kids are off to school. As you sit back and breathe a sigh of relief, you realize you no longer have them for your toddler to follow around! What to do with your little one now?

I was checking out posts on our face book page and realized that some of the most popular ones are the craft and activity ideas. Was this just a summer time fad? Apparently not. Watching the 324 children (not to mention the adults who haven't grown up...cough..me..cough) attending our sprinkler party on August 20, I was delighted to see so many thoroughly engaged in the activities. Painting on sheets, drawing in shaving cream, exploring magic mud and water, launching rockets. This is art at it's best! It started me thinking about art with toddlers.

I read a quote from Linda Gregson, an instructor in the early childhood education department at Douglas College in New Westminster, BC. She explains: "I do think exploring art is an important thing to do with very young children, but I wouldn't call the experience 'crafts' because that suggests a finished product." So, with a focus on the process rather than the

product, Gregson offers suggestions for easy first craft activities.

Paint experiments

- Collect rocks and paint them. Set them to dry on sheets of newspaper.
- Paint with different tools: fingers, brushes, small rollers (check the dollar store for inexpensive ones), sponges, feathers and other interesting items. Try running one of their little cars through a puddle of paint on the paper and see what effects you get.
- No paint? Use brushes and a bucket of water to paint the sidewalk, the driveway or outside walls.

Glue it together

- Make a collage with cut-out magazine pictures, abstract shapes, cotton balls, leaves, anything, even family photos. If you like the results, you can laminate it afterward to make a placemat.
- Cut or tear used wrapping paper into small pieces, and have your toddler glue them onto a box. Add some sparkles, stickers or ribbons.
- Foam stickers (from craft stores) are easier for toddler hands to manage, and make great additions to all kinds of art projects. (Supervise this activity closely — you don't want the stickers in their mouth or they could choke.)

Outside the box

- Empty boxes hold great allure for toddlers. Big boxes can become houses, stores, spaceships, pirate ships, cars, barns — the only limit is your toddler's imagination! You can help by cutting out the windows, your toddler can colour with crayons or markers or glue on shapes and stickers.

"Remember, toddlers are all individuals. Some enjoy fingerpainting, but others really don't like to get their hands dirty," Gregson says. Prepare for the mess. Have your child wear a smock and work on easy-to-clean surfaces, or cover everything with newspapers or an old shower curtain. In good weather, painting outside can be the best option. Don't rush things and don't take over. If you do the activity hand-over-hand for them, they don't get to really experience the exploration process for themselves. Encourage them to try it on their own. That's how they learn things like cause and effect, creativity, problem solving, decision making, coordination and confidence!

From Today's Parent (Oct 5, 2009 Teresa Pitman) Adapted By Jane Paul

Exploring art is an important thing to do with young children.





Parenting Page

Communicating With Children Who Have Special Needs

In describing a child with special needs, be sure to put the child before the disability. For example, say “a child with a learning disability” instead of a learning-disabled child.

Children with Intellectual Challenges

- address children using simple but not childish words
- state your request clearly and precisely
- stay calm and be ready to rephrase your request several ways
- use concrete examples frequently
- to confirm a child has understood your message, discreetly request he/she repeat it

Children With Visual Challenges

- speak and act in your usual way. Avoid using terms that imply sight, such as “Watch, I’ll show you how to do it.”
- avoid using references to “here” and “there”. These words are not useful references for the child who cannot see
- respond verbally to questions. Head movements and hand gestures will not be noticed. Make your words precise and before you use a figurative phrase, ensure the child will understand its meaning in its context
- do not increase the volume of your voice (unless you know from medical records this will help with an auditory concern). Avoid long pauses in your speech.
- provide the child with an orderly routine. Avoid doing things for the child, even if it

takes him/her longer than other children.

- always let the child know where you are: tell him/her where you are in relation to him/her and let them know when you are leaving

Children With Auditory Challenges

- speak clearly using your normal speed and tone, articulating carefully but without exaggeration
- make sure you have the child’s attention before you speak. Use all manner of gestures, facial expressions, actions and pictures to help the child understand language and gradually acquire it
- check frequently to make sure the child has understood. If not, rephrase your message, rather than merely saying it again
- hearing loss can cause delays in language development and difficulties with speech. You may have trouble understanding the child who has been deaf since birth. Don’t hesitate to ask him/her to repeat themselves. Your interest and encouragement will be motivators for future success
- rather than speaking for the child, give him many opportunities to express him/herself
- to avoid prejudice, openly discuss his/her auditory challenge with playmates and let them learn about his/her hearing aid
- make sure other children speak to the child calmly, clearly and one at a time

Children With Physical Challenges

- encourage children to express their own ideas and feelings
- encourage children to learn appropriate behaviours for the setting
- speak with the child about his/her physical challenge. Encourage him/her to explain to the other children how he/she deals with the disability and what the plans are for the future
- as much as you can, let the child take care of him/herself
- allow the child’s input into decisions that affect him/her, whenever possible
- discuss with all the children physical challenges in general. This way the child will not feel alone
- encourage children to come up with their own adaptations so they can make best use of the materials and resources
- help children concentrate their efforts on realistic, doable outcomes and channel their energies toward activities they have chosen as goals and priorities.

—adapted from Canadian Child Care Federation Resource Sheet #38

Some children have special needs.



Crafts

Submitted by Lori Wintle

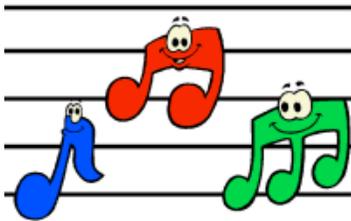
Make a Tissue Paper Tree

This tissue paper tree lets kids use their creativity to mix colours and create their own tree showing off the beautiful colours of fall.

You need: blue, green and brown construction paper, tissue paper, scissors, pencil, glue. Cut a tree shape with branches out of brown construction paper. Glue the tree shape to a piece of blue construction paper. Use some green construction paper as the grass. Crumple some tissue paper for the leaves and glue them onto the tree branches.



The leaves will soon be
changing colours.



Handprint Fall Tree

You will need red, brown, orange and yellow washable paint, paintbrush, white construction paper, 3 containers. Pour the red, orange and yellow paint into the three containers. Help the children to put their hands in the paint one colour at a time and then place them on their white construction paper to form a tree. Give them some brown paint and a paintbrush to paint the trunk of the tree under their handprints.

Let dry.



Autumn Leaves (tune: Mulberry Bush)

Autumn leaves are turning colours
 Turning colours, turning colours
 Autumn leaves are turning colours, all day long (turn around)
 Autumn leaves are falling down
 Falling down, falling down
 Autumn leaves are falling down, all day long (lower self to floor)
 Autumn leaves are dancing
 Dancing, dancing
 Autumn leaves are dancing, all day long (dance)
 Autumn leaves are being raked
 Being raked, being raked
 Autumn leaves are being raked, all day long (pretend to rake the leaves)



Ontario Early Years Centre

Playgroups

Please Note: Almonte playgroup times have changed. Perth Library playgroups are now Tuesday and Wednesday. Smiths Falls has added an evening playgroup at Trinity United Church from 5—7 pm on Tuesday and an afternoon playgroup on Wednesday from 1-2:30 pm

Day	Location	Time	Staff	Dates
Monday	Almonte - Holy Name of Mary School	9:30 am—noon	Linda	Sept. 8, 15, 22, 29
Monday	Carleton Place—Carambeck Community Centre	10:00—11:30 am	Issie	Sept. 8, 15, 22, 29
Monday	Smith Falls - Duncan J. Schoular School	9:30—11:30 am	Andrea	Sept. 8, 15, 22, 29
Monday	Perth—Dance Studio	9:30—11:30 am	Cindy	Sept. 8, 15, 22, 29
Tuesday	Almonte - Naismith School	9:30 am -noon	Linda	Sept. 9, 16, 23, 30
Tuesday	Almonte - Holy Name of Mary School evening	6—7:30 pm	Linda	Sept. 9, 16, 23, 30
Tuesday	Carleton Place - Arena, 75 Neelin Street	10:00 - 11:30 am	Issie	Sept. 9, 16, 23, 30
Tuesday	Montague — Montague Centennial Hall	9:30 - 11:30 am	Andrea	Sept. 9, 16, 23, 30
Tuesday	Perth - Perth & District Union Library	10:00 - 11:30 am	Cindy	Sept. 9, 16, 23, 30
Tuesday	Smith Falls - OEYC	9:00-12:00 noon	Lori	Sept. 9, 16, 23, 30
Tuesday	Smiths Falls—Trinity United Church	5:00—7:00 pm	Lori	Sept. 9, 16, 23, 30
Wednesday	Almonte - Holy Name of Mary School	9:30 am—2:00pm	Linda	Sept. 10, 17, 24
Wednesday	Carleton Place - Carambeck Community Centre	10:00 - 11:30 am	Issie	Sept. 10, 17, 24
Wednesday	Lanark—Maple Grove School	9:30—11:30 am	Andrea	Sept. 10, 17, 24
Wednesday	Perth—Perth & District Union Library	10:00—11:30 am	Cindy	Sept. 10, 17, 24
Wednesday	Smiths Falls - Trinity United Church	9:00 - noon and 1:00-2:30pm	Lori	Sept. 10, 17, 24
Wednesday	Smiths Falls—OEYC	9:00—noon	Parent run	Sept. 10, 17, 24
Thursday	Almonte - Naismith School	9:30 am—2:00pm	Linda	Sept. 11, 18, 25
Thursday	Carleton Place - Arena	10:00 - 11:30 am	Issie	Sept. 11, 18, 25
Thursday	Lanark—Maple Grove	9:30—11:30 am	Andrea	Sept. 11, 18, 25
Thursday	Smiths Falls - Trinity United Church	9:00 - noon	Lori	Sept. 11, 18, 25
Friday	Smiths Falls - OEYC	9:00—noon	Parent Run	Sept. 12, 19, 26





CROW

Children's Resources on Wheels

Workshops

Workshop—Pre-registration is necessary— call OEYC ext 300	Date	Time	Location
Story & Craft: Down on the farm	Thurs. Oct. 2	1:30-2:30pm	Sacred Heart School, Lanark
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 a.m.	Maple Grove School, Lanark

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, 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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