

Newsletter

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March 2015

CROW Comments

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www.crowlanark.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

March is Nutrition month. **Did you know? Almost 40% of adult Canadians skip breakfast, increasing their risk for morning brain drain.** Rushed mornings can leave little time for breakfast. If you skip the morning meal, your body and brain will lack fuel. That means you might be less alert and unable to concentrate at work. You're also missing out on some big benefits. Eating a healthy breakfast is linked to:

*healthy weights and reduced weight gain over time

*improved appetite control so you can avoid the morning munchies

*better intake of key nutrients including calcium, vitamin D, potassium and fibre

— information from www.dietitians.ca

During the month of March at all our playgroups we will be collecting donations of food items (canned: beans, tomatoes, fruit, pasta—zoodles) or whatever you would like to donate. The food collected in each location will be given to the local food bank. Thank you for your support in making this successful.

See page 5 of this newsletter for tips on feeding your picky toddler or preschooler and for some make ahead breakfast ideas.

Measles in Ontario:

Leeds, Grenville Lanark Public Health Unit recommends:

Measles can easily be prevented through two doses of the measles-containing vaccine. The measles vaccine is part of the measles-mumps-rubella (MMR) immunization or measles-mumps-rubella-varicella (MMRV) immunization. In Ontario these combination vaccinations are given by needle to children at 12 to 15 months of age and again at 4 to 6 years of age. Measles vaccines are safe, effective and free.

Side effects of this vaccine are usually very mild. Your child's arm or thigh might be a bit red or sore where the needle went in. Your child may also:

- have a slight fever
- be fussy
- have a skin rash
- have swollen glands (sore or tender to the touch on either side of the neck)

These side effects usually happen 12 to 24 hours after the immunization and go away within a few days.

PLEASE NOTE: When there is inclement weather, all playgroups will be cancelled when school buses are cancelled. Playgroup cancellations will be announced on Jack FM, Majic 100 and Lake 88 radio stations. Cancellations will also be posted on our CROW facebook page.





Supporting Science Learning

As children grow, they acquire much of their understanding and attitudes about the natural and technological world from their home and daycare environments. Science is all around us. Children are naturally curious about the world they live in and hands-on, relevant activities with an emphasis on learning about the science in everyday life will help them form a deeper understanding of how the world works. The goal is for children to develop an awareness of their surroundings.

Teachable moments are learning opportunities that occur spontaneously everyday. Parents and providers are in the ideal position to seize these opportunities. You can't plan a teachable moment, but by planning ahead, you can ensure you are ready to take advantage of one when it occurs. A child may show particular interest in something or you may see an opportunity to point out something that is unique or worth sharing. Talk about how playing in the shade will be cooler on a hot, sunny day. Ask your daycare children questions or follow up on their questions. Conduct an experiment on the spot. Encourage them to ask questions and seek out their own answers. Investigate the concepts by doing further research together with the children.

How to Design an Experiment

Experiments don't have to be elaborate, but they need to be safe. Simple experiments may include the POE method (Predict, Observe, Explain).
•Have a child predict what they think may happen. Will it be hotter in the shade or the sun?

Do the experiment and observe what happens. Fill two glasses with water and put one in the shade and one in the sun.

•Ask a child whether their prediction was correct and try to explain what may have happened and why. Why was the glass of water in the sun warmer than the one in the shade? How did it get that way?

•Try to do the experiment in a different way and observe what happens. A correct explanation is not necessary right away. You can tell children you do not know the answer and then you can try to find out the answer together. Put the glass of water from the shade into the sun and see how long it takes to get as warm as the one already in the sun or mix the hot and cooler glasses of water together and feel the temperature of the resulting water.

Science is everywhere. You can turn almost any discussion into a science discovery. Just ask some simple questions:

- What do you think will happen?
- Let's try to measure how long, how big, how fast it is, etc.
- If we do it this way instead, let's watch what happens
- What does it feel like?

Try to relate previous experiences so a child makes links and builds knowledge. Most importantly, have fun, be safe and share the experience! Use the following as suggestions for activities you can do with your children.

January: make a snowball on a snowy day and talk about snow being frozen water. Bring the snowball inside

to watch it melt. Make different sized snowballs, guess which will produce more water when melted and measure.

February: make footprints in the snow or mud. Try to identify other footprints found. Measure the distance between objects using footprints - who uses more footprints, child or adult?

March: discuss the importance of brushing your teeth. Count the number of teeth - who has more, child or adult?

April: when riding in the car on a rainy day observe how the windshield wipers help you see. Count the number of times the wipers move in a period of time.

May: watch a bird build a nest and talk about the materials it uses. What other kinds of homes do animals make?

June: Plant a vegetable garden with the children and help them take care of it. Count the number of days before different plants sprout. Which plant grows fastest?

July: Talk about why you put sunblock lotion on children when they go outside on a sunny day.

August: Bounce different types of balls and see which one bounces higher. Make predictions first and then measure height.

September: Play with bubbles and experiment with different materials used as bubble wands.

October: Visit a pumpkin patch to see how pumpkins grow on vines. Compare the sizes of different pumpkins.

November: Go to the grocery store and find both fresh vegetables and canned vegetables. Talk about the farm where the food may have been grown.

December: Bake a cake with the children and talk about how it changes from a liquid to a solid in the hot oven.

- adapted from Canadian Child Care Federation sheet #72



Licensed Home Child Care

Science is everywhere.
You can turn almost any discussion into a science discovery.



Ontario Early Years Centre

Literacy Page

Point Out Print

Children who have experience with books and print have an easier time learning to read and write.

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? During the pre-school years, children need to become aware of print. They learn print is different from pictures, words have meaning, and that we read words. Children who have experience with books and print have an easier time learning to read and write.

Starting at Birth:

Share books with your baby. Babies love board books or cloth books that are easy for them to handle.

Additional Tips for Toddlers and Preschoolers:

Talk about the cover. Point out the title and the pictures and talk about what the book might be about. Soon your child will recognize favourite books.

Let your child hold the book. He/she can turn

the pages as you read. Occasionally, use your finger or his/her finger to follow the words as you read so your child learns that print is what we read.

Point out words. If a book that has some words that repeat, point to these words as you read and let your child say them with you.

Look for print. Print is everywhere. Point out letters and words on food boxes, signs, menus, building...

Talk about how print is used. Point to a stop sign and say, "*We need to stop when we see a stop sign.*"

Additional Tips for Kindergarten Children:

Read favourite books again and again. When your child knows the story, have him/her pretend to read it to you.

Make books with your child. Let your child draw or cut out pictures then add print to make a book.

Write together. Make a grocery list or send a card and your child will learn that we can write

what we say.

Find print. Make a game of looking for familiar words everywhere.

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 Ontario Early Years playgroups, community or library programs, provide CD's and books).

Adapted from Building Language and Literacy at Home - a project of the Sudbury Community Emergency Literacy Committee Tip Sheet #6.





Parenting Page

When Children are rushed...

We live a busy life in a busy world. There are many reasons why we are pushed for time: appointments, kid's sports activities, family obligations, trying to get to work on time, meeting the school bus, not to mention undressing a toddler who has decided they need to pee after all! Sometimes you have to rush to get it done. Unfortunately it comes at a price.

It Ramps us up: At first it energizes us. Go, go, go! Then it becomes stressful and adrenalin and cortisol take their toll on our bodies. Children get grumpy, The thinking part of their brain shuts down and emotional control comes at a higher price resulting in temper tantrums and power struggles. Chronic stress affects the immune system and brain development. Dr. Laura Markham states, "Some neurologists hypothesize that reinforcing neural pathways in a daily context of stress creates a brain with a life-long tendency to anxiety."

Kids feel pushed and controlled: Instead of cooperating they ending up fighting to get their needs met. With so much emo-

tional stuff going on, thinking slows down and learning takes a back seat. It often ends up taking more time than the original slower pace and skills aren't learned for next time.

Emotions aren't dealt with: Kids are left with a full emotional backpack and more meltdowns ensue. There is also a sense of incompleteness when kids don't get a chance to work through a skill or task. They can miss out on the joy of accomplishment that leads to energy and natural curiosity.

Leads to a need for busyness: Kids become easily bored and don't learn how to entertain themselves while waiting. Often the busyness of electronic stimulation is wanted instead.

Overrides their natural inclination to "do it myself," Having someone else do it for you sabotages the development of skills and competence. Children need time to master a skill.

Keeps them from discovering and pursuing their own passions: Again, kids need time. When they experiment and dabble, they discover what

they enjoy doing. It can also be a major stress reliever and stimulates curiosity, the drive for learning.

What do we do about this? Dr. Markham suggests, this week notice how often you rush yourself and your child and ask: What can you change to slow things down (start sooner)? How can you build more time into transitions (prepare backpacks/lunches ahead of time)? What can you do to take time to connect, have fun and enjoy each other (moments of quiet cuddling, practice thanks for what/who you have, be silly)?

By Jane Paul, Parent Education Coordinator with information from: 11 Ways Our Children Lose When We Rush Them Through Life by Dr. Laura Markham

There is a sense of incompleteness when kids don't get a chance to work through a skill or task.





Tips on Feeding Your Picky Toddler or Preschooler

We all want the best for our children and that includes good eating habits. A child may refuse to eat part or all of the family meal or only certain foods. This can be frustrating or worrisome. If mealtimes are a struggle, see the tips below which may help your child develop better eating habits.

Sharing the responsibility
Parents and children have different jobs in feeding.

The parent's/provider's job is to decide:

•**What food and drinks to serve.**

Make one family meal, not different meals. When you eat and serve a variety of healthy foods your child will learn to eat these healthy foods too.

•**When food is served.** When children eat at set times they are more likely to come to the table hungry and try new foods.

•**Where food is served.** Children will eat healthier when you eat together at the table.

The child's job is to decide:

•**If and how much to eat from the food and drinks you have served.** Trust that your child knows when he/she is hungry or full.

Steps you can take

1. Eat together as often as possible. This helps to teach your child healthy eating habits, table manners and how to use utensils. It also provides a time to role model healthy eating.
2. Keep mealtimes pleasant and relaxed. Let your child eat with his/her fingers.

3. Set regular meal and snack times. Offer 3 meals and 2-3 snacks at regular times each day. Offer only water in between meals and snacks. If your child refuses a meal or does not eat anything in about 10-15 minutes, calmly remove the food. Let him/her down from the table to play quietly while the rest of the family finishes eating. Offer only 1/2 cup milk at a meal or snack. If child is still thirsty offer water.
4. Seat the child at the table securely in a high-chair or booster seat for meals and snacks. Avoid distractions such as TV, computer, radio and toys at the table.
5. Don't make separate meals for your child. Your child will not learn to eat a variety of food if you only serve what he/she likes to eat. Always serve one food you know your child will eat (bread, milk, rice, potatoes) so he won't go hungry.
6. Let your child decide if and how much to eat from the food you serve. Trust that his/her body will know when he/she is hungry or full. Give him/her smaller portions and let them ask for more. As he/she gets older they can serve themselves.
7. Avoid pressure, praise, rewards, tricks or punishment. Children do not eat well when they are pressured to eat.
8. Offer a variety of foods at each meal. Serve new foods:
 - in small amounts along with familiar food
 - when your child is healthy and hungry
 - in different ways: carrots can be mashed, soft cooked or grated into muffins or meat loaf. Don't be discouraged if your child does not like new foods on the first try. Sometimes it can take 8-10 tastes before a child likes a new food.
9. Grow, pick, cook and shop for food together.

Following are some suggestions for make ahead breakfasts for working parents.

- ☉ make barley, quinoa or oat porridge and refrigerate in portions. Reheat adding fruit and seeds.
- ☉ bake and freeze whole grain muffins, pancakes and mini frittatas
- ☉ stock up on ready-to-eat items such as fruit and yogurt, and pack individual portions of trail mix to grab 'n' go
- ☉ make hard boiled eggs and refrigerate for up to one week.
- ☉ Mix muesli with toasted oats, dates, coconut and almonds to enjoy with fruit and yogurt

—adapted from www.dietitians.ca

Make one family meal, not different meals. When you eat and serve a variety of healthy foods your child will learn to eat these healthy foods too.



Crafts

Submitted by Linda Lalonde

Liquid But Not!

Take a cup of cornstarch add to a bowl...

Take a cup of baking soda add it to the bowl...

Take 1/2 cup of water and add it to the bowl...

Mix with your hands - they will get messy a bit and the "Liquid but not" will harden - then soften - then drip while you form and play with it. It will wash off with a little soap and water!

Slimish Goop!

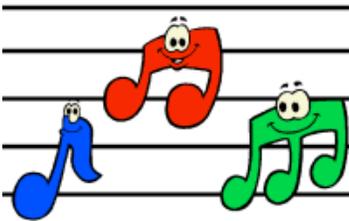
Mix 1 cup of cornstarch with 1 cup of water. Use your hands to mix it until it is a smooth texture. You can change the texture by adding a 2nd cup of cornstarch. Kids can add food colouring or liquid paint to this mixture.

These two goops are very similar. The first one is more firm/hard. The second recipe is much slimier. For either of these activities, add drops of water as needed to keep the consistency as desired. You'll find that for any of these 'experiments' adjustments will be needed - which is OK. It's science!!

Some science experiments for you to try with your children.

Spring Almost

The sunshine gleams so bright and warm,
The sky is blue and clear.
I run outdoors without a coat,
And spring is almost here.
Then before I know it,
Small clouds have blown together,
Till the sun just can't get through them,
And again, it's mitten weather.



I'm a Little Leprechaun (tune: I'm a Little Teapot)

I'm a little leprechaun (hands on hips)
Dressed in green, (point to shirt)
The tiniest man (hold thumb and index finger an inch apart)
That you have seen. (point to other people)
If you ever catch me, so it's told, (make a motion like you're grabbing at a leprechaun)
I'll give you my big pot of gold. (make a motion like you're giving something away)



Playgroups

Please Note: March Break is March 16—20. Outreach Playgroups will be closed for this week. Come to our Smiths Falls location, 91 Cornelia Street on Monday, Wednesday and Friday from 9 am to noon.

Day	Location	Time	Staff	Dates
Monday	Almonte - Holy Name of Mary School	9:30 am - noon	Linda	March 2, 9, 23, 30
Monday	Carleton Place - Carambeck Community Centre	10:00 - 11:30 am	Issie	March 2, 9, 23, 30
Monday	Smith Falls - Duncan J. Schouler School	9:30 -11:30 am	Andrea	March 2, 9, 23, 30
Monday	Perth - Dance Studio	9:30 -11:30 am	Cindy	March 2, 9, 23, 30
Tuesday	Almonte - Naismith School	9:30 am - noon	Linda	March 3, 10, 24, 31
Tuesday	Almonte - Holy Name of Mary School evening	6:00 -7:30pm	Linda	March 3, 10, 24, 31
Tuesday	Carleton Place - Arena, 75 Neelin Street	10:00 - 11:30 am	Issie	March 3, 10, 24, 31
Tuesday	Montague - Montague Centennial Hall	9:30 - 11:30 am	Andrea	March 3, 10, 24, 31
Tuesday	Smith Falls - OEYC	9:00 -12:00 noon	Lori	March 3, 10, 17, 24, 31
Tuesday	Smiths Falls - Trinity United Church	5:00 -7:00 pm	Lori	March 3, 10, 24, 31
Wednesday	Almonte - Holy Name of Mary School	9:30 am -2:00pm	Linda	March 4, 11, 25
Wednesday	Carleton Place - Carambeck Community Centre	10:00 - 11:30 am	Issie	March 4, 11, 25
Wednesday	Lanark - Maple Grove School	9:30 - 11:30 am	Andrea	March 4, 11, 25
Wednesday	Perth - Perth & District Union Library	10:00 -11:30 am	Cindy	March 4, 11, 25
Wednesday	Smiths Falls - Trinity United Church	9:00 - noon	Lori	March 4, 11, 25
Wednesday	Smiths Falls — OEYC	9:00 - noon	Parent run	March 4, 11, 18, 25
Thursday	Almonte - Naismith School	9:30 am -2:00pm	Linda	March 5, 12, 26
Thursday	Carleton Place - Arena	10:00 - 11:30 am	Issie	March 5, 12, 26
Thursday	Lanark - Maple Grove School	9:30 -11:30 am	Andrea	March 5, 12, 26
Thursday	Perth - Perth & District Union Library	10:00-11:30 am	Cindy	March 5, 12, 26
Thursday	Smiths Falls - Trinity United Church	9:00 - noon	Lori	March 5, 12, 26
Friday	Smiths Falls - OEYC	9:00 - noon	Parent Run	March 6, 13, 20, 27



Workshops

Workshop—Pre-registration is necessary— call OEYC ext 300	Date	Time	Location
Positive Parenting	Tuesday, March 10	6:30 - 8:30 pm	Arklan School, Carleton Place
Gym Jam	Thursday, March 26	6:30 - 8:00 pm	Carambeck Community Centre, Carleton Place
Good Discipline Good Kids - 2 session workshop	Wednesdays, April 1 & 8	6:30 - 8:30 pm	CROW, Smiths Falls
How To Talk So Kids Will Listen - 3 session workshop	Tuesdays, April 14, 21, 28	6:30 - 8:30 pm	Stewart School, Perth

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
Emily Cassell, Data Analysis Coordinator	316	 <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>	
Sue Cavanagh, Executive Director	303		
Linda Cybulski, Playgroup Facilitator	304		
Jan Forsythe, Finance Manager	302		
Cindy Goodfellow, Playgroup Facilitator	307		
Linda Lalonde, Reception/Office Manager	300		
Issie Mullen, Playgroup Facilitator	311		
Jane Paul, Parent Education Coordinator	305		
Andrea Snyder, Playgroup Facilitator	318		
Janet Wheeler, Resource	311		
Lori Wintle, Playgroup Facilitator	310		