

Ontario Early Years Centre

Monthly Newsletter



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Ontario Early Years Centres



A Place For Parents And Their Children.

Helping Children Build a Solid Foundation

CROW is dedicated to supporting and strengthening childcare, family life, child development and community links in Lanark County

Website: www.crowoeyc.ca

Children's Resources on Wheels is a United Way Member Agency.



CROW would like to thank and recognize all of our valuable volunteers who share their time with us.

We will be honouring our volunteers at the **Annual General Meeting on April 21, 2010 at 7pm at the OEYC.**

Our volunteers provide their gifts at board meetings, at playgroups, at the main office, and at our annual Sprinkler Party. We appreciate whatever time our volunteers can spare. As Syndey Smiths says, *"It is the greatest of all mistakes to do nothing because you can do a little, do what you can."*

Notice: Our annual general meeting is Wednesday, April 21 at 7 p.m. at the OEYC. If you wish to attend please call and let us know.

Community Early Childhood Screening Clinics

If you have a child between the ages of birth and 5 years old and have questions about your child's behaviour, development, hearing, vision, learning, attention, readiness for school or speech and language, please join us at one of our drop-in clinics in your community.

We offer parents and their children a free 15-20 minute visit with an early childhood professional to talk about their questions or concerns.

The clinics are as follows:

Carleton Place: St. Gregory Catholic School, 176 Townline Road, April 21 9:30 – 11:30 a.m.

Lanark: Maple Grove School, 151 George Street, May 11 9:30 – 11:30 a.m.

Smiths Falls: St. James the Greater Catholic School , 5 Catherine Street May 18 9 – 11:30 a.m.

There is no charge for these screenings. You do not need to make an appointment. Visits are on a first come first served basis. Contact Monica Dando 613-257-7121 ext 247 or 1-800-667-2617 ext 247.

Please Note: No playgroups on Friday, April 2 and Monday, April 5.



The Ontario Early Years Centre & Licensed Child Care are programs of Children's Resources on Wheels (CROW)

Provider's Page
Submitted by CROW Licensed Child Care

Math With Kids Is Fun!

Have you ever sung a counting song with a baby? Asked a toddler, “which tower of blocks is higher?” Said, “one for you, one for your sister and one for me, as you passed out apple slices?” If so, you’ve been preparing that child for future success in studying mathematics at school.

Literacy means being able to read and understand words. Numeracy is an understanding of numbers and an ability to reason with them. Like literacy, numeracy starts in the very early years. Infants as young as six months can tell the difference between a pile of 12 toys and a pile of 24 toys. As a caregiver you build on this understanding when you introduce words like “more” and “less”. In an informal way, you are laying the groundwork for the concepts of addition and subtraction.

Basic Principles

Here are some principles to keep in mind when introducing children to numbers:

- Children learn through play. Keep an **attitude of play**, and follow what the child is interested in.
- Children learn **through their senses**. Use **real objects** they can see and touch.
- **Repetition** is the key to understanding. Take advantage of events that happen in **everyday routines** to make children aware of numbers and shapes that are all around them.
- Children’s abilities develop **slowly over time**, and each child develops at a **unique pace**. **Wait till a child is ready** before introducing more complex concepts.

A good foundation

You can use the following activities and opportunities to build a foundation that will prepare children for school. You don’t need any complicated equipment. You can count anything, starting with a child’s two hands!

Vocabulary – children need to know the words for mathematical ideas, and not just the numbers (one, two, three...). Talk to them about size (a big truck, a small ball), about quantity (a full cup, an empty bowl), and order (your turn first, my turn second.) Songs and fingerplays are fun ways to repeat these words over and over.

Counting – A four year old might be able to say the numbers up to 30, but chances are they can only think logically about five objects. It takes practice for children to learn counting means assigning one number to each object and the last number is the number of objects in the group. Start early to develop this awareness with a game of “Simon Says”. “Simon says, take two steps forward. One, two”? When you read a picture book, point to similar items on the page: “I see three trees. One, two, three. How many birds do you see?” For older children, cooperative board games give practice in moving a marker as many squares as the dots on a die.

Shape recognition – Craft activities are a chance to talk about geometric shapes: “here’s a circle for the face. Can you choose two circles for the eyes?” Help children get familiar with the shape of number symbols by using playdough to make the numbers from one to five for them to trace with their finger.

Comparison – Get children interested in comparisons by talking about them: “your fingers are longer than the baby’s.” “Your pants are longer than your shorts.” “You and I have the same number of toes, let’s count them.”

Sequence – Putting things in order is an important mathematical skill. Children can practice this by doing simple clapping games. Take turns setting a short pattern of slow and quick claps. The other person must repeat the same pattern. You can also practice putting things in order of size by making a row of cans from the tallest to shortest.

Matching and grouping – You can combine matching and grouping with household chores. Get children to help sort socks into pairs. When it’s time to put toys away, suggest they put all the blocks into one box and the toy cars into another.

Measuring – At first, children can measure things with their bodies. “How many times can you put your hands across the book?” Show them how to place the second hand next to the first hand, not overlapping. Cooking together provides lots of opportunities for measuring, though you might want to have a preschooler put that spoonful of salt into a small bowl before adding it to your sauce, just in case the measurement skills aren’t accurate yet.

Get inspired and make up your own activities to enrich playtime and your daycare routine. With the attitudes that math is fun, the children will be on the road to future success with handling the mathematics of daily life.

Literacy Page

Giving Your Child A Great Start For Life – Getting Ready For Kindergarten

How Your Child Learns

Each one of us learns in different ways. Each one of us takes in and remembers information in different ways. **This is called our learning style.**

Being aware of how our children learns helps us to know about our child's strengths and abilities.

The three most common learning styles are:

1. **Seeing:** you learn by seeing
2. **Hearing:** you learn best by hearing
3. **Doing:** you learn best by doing

If your child learns by **hearing:**

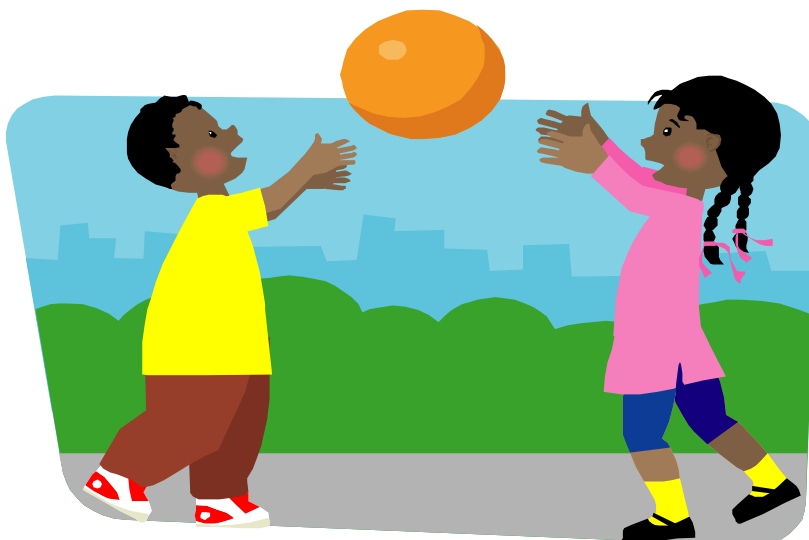
- ¶ Allow them to talk out loud when they are thinking
- ¶ They may need quiet. Sounds can distract them.
- ¶ Repeat instructions or have your child repeat things you want them to remember.

If your child learns by **seeing:**

- ¶ They picture what people are saying.
- ¶ Use pictures and colours to help them learn and remember.
- ¶ Show them what to do while you are telling them.

If your child learns by **doing:**

- ¶ They work best in short spurts.
- ¶ Their body may be in constant motion and they have high energy.
- ¶ Let them touch things.
- ¶ Use movement, games, songs or silly rhymes to help them remember and learn new things.
- ¶ Give them different things to do for short periods of time.



Parenting Page

Building Active Habits

As parents, we teach children healthy habits while they are young, habits like brushing their teeth, buckling up in the car and choosing healthy food. Daily physical activity is another habit we want to become so automatic that children won't feel quite right unless they've done it. If your children think going to play outdoors means taking their pocket video game out on the porch, it may be time to rethink the habits they're forming.

Expect Activity –Your expectations send powerful messages. Welcome children's activity and let them know you expect them to like to move, whether they are two or sixteen years old, girl or boy, talented at sports or not.

Honour individuality –Not everyone can develop a high level of skill. Not everyone wants to be part of a team. But everyone can find a physical activity they enjoy on a regular basis. Help your children discover activities to suit their abilities and interests.

Show your approval – Children thrive on positive feedback so give them lots of encouragement for being active. Help them notice how good they feel when they move their body. Emphasize their effort and progress. Be accepting of the action and noise that comes with physical activity. Make sure children get opportunities to run around.

Get involved – Your involvement will make activities more fun for children. Play hide-and-seek with your toddler, throw the ball back and forth with your preschooler, walk the dog with your eight year old, shoot baskets with your teenager. Plan an active family vacation around hiking and swimming. By sharing these fun times with your children, you demonstrate the importance you put on activity at the same time you strengthen family ties.

Make it easy to be active – You don't have to enroll your children in a course every day of the week to encourage activity. In fact, free play is more in tune with young children's development and they will usually choose to move. However, you cannot count on your older children getting enough physical activity in school, especially if they take the bus. Here are some ways you can help build active habits:

- **Provide suitable space** – make a safe place where children can play actively. Go often to the park, local rink and swimming pool.
- **Make time** – leave some time unscheduled so there's room for free, unstructured play. Limit TV, computer and video games. If you can't find a long block of time for physical activity, look for a few 10 minute periods each day.
- **Provide equipment** –simple, low cost equipment like balls, skipping ropes, frisbees will stimulate active play. An obstacle course, built with boxes, hoops and boards, can also get children moving in different ways. Make sure you supply the necessary protective gear (bike helmet, hockey pads, etc) for whatever activity they are doing.
- **Teach skills** at a young age, give your children opportunities to learn and practice basic skills like running, jumping, climbing, throwing, catching, biking, swimming and skating.
- **Provide supervision** – when you're not doing the activity with your children, you want to be sure they are safe. Get together with other parents to see if you can take turns supervising.

Be active yourself – your example speaks more loudly to children than your words. They will understand adults like to move too when they see you go for a walk, take a yoga class or go dancing.

Have fun – everyone finds it easier to keep doing something when it's fun. If one activity does not work, try another till you find something that suits you and your family. You're building active habits that will last a lifetime.

--adapted from FRP Canada sheet

Comparing Increases Sibling Rivalry

Comparing one child to another increases sibling rivalry, by creating a win/lose relationship. It pits siblings against each other for a sense of self worth. Yet, even the most well meaning parents find themselves comparing at one time or another. How does comparing lead to trouble between siblings? What can you do when you are tempted to compare?

One mom said to her daughter, “Shawne, your room is a mess. Lori would never leave her room like that. Go to your room and don’t come out until it’s as clean as Lori’s.” Shawne begins cleaning her room. The comparison seems to lead to positive results, but let’s take a closer look. If you could read Shawne’s mind as she heads off to her room, what would she be thinking? “I’m so glad I have a sister like Lori. Thanks to her, I know exactly how clean my room needs to be,” or “Lori is always getting me into trouble. I wish I didn’t have a sister. I’ll make her pay for this.” When you look at a comparison from the child’s point of view, it’s no surprise that hostile feelings are created.

The hostility one child feels for another, after being compared, can poison the sibling relationship. Good feelings are replaced with resentment and frustration, and sometimes fantasies of revenge. Worse, yet, children learn to value themselves based on their sibling’s behaviours and attributes instead of their own.

Replace unfavourable comparisons with a specific description of how you feel or what you need from the individual child. Instead of comparing: “You would get better grades, if you worked as hard as your sister,” describe how you feel about this child: “I feel confident that more study time will help you improve your grades.” Instead of comparing describe what you need from this child. For example, “I expect you to tell me how angry you are without raising your voice.”

We compare because it seems like a good way to motivate. In reality, children often feel less motivated than ever. Kids who believe that they can’t live up to a sibling accomplishments, stop trying. If they can’t be best at being good, they may decide to be best at being bad. This negative outcome can be sidestepped by eliminating comparisons.

On the surface favourable comparisons seem harmless. However, parents have shared the following reactions to being compared favourable to their siblings:

- “I felt superior to my siblings and they still resent me for it.”
- “To this day, I feel pressured to be the responsible one.”
- “I was the smarter one. I did everything I could to make my younger brother look stupid. I was afraid I wouldn’t be special anymore if he got attention for being smart too.”
- “I felt sorry for my sister, and guilty for being favoured.”
- “I felt uncomfortable hearing my brother criticized. I wondered if they ever criticized me behind my back.”

Making a child feel good at another sibling’s expense, creates a backlash of hurtful feelings. Replace favourable comparisons with a specific description of what you notice or appreciate about your child as an individual. For example, “It’s nice to see how much you value your education.” Thanks for being ready on time.” Your hair is a pleasure to look at.”

By eliminating comparisons, you increase effective communication, and decrease hostility between siblings. Instead of comparing, describe specifically what you see, feel, or need from each child individually, with no mention of a sibling. Eliminating comparisons alone, may not turn bitter rivals into loving buddies, but it does reduce friction, allowing friendly feelings to grow.

Songs, fingerplays and crafts

Space Theme

Alien Painting

Fold a piece of paper in half and open it up again. Drop spots of watered down paint onto it with pipettes or spoons. Fold the paper in half again and rub it all over with your hand. Open it up and check out your alien... or is it a rocket ship?

Moon Painting

Tape a sheet of recycled bubble wrap to the table. Use a variety of brushes rollers to paint it. Place a sheet of paper on top and gently rub with your hand. Peel off and sprinkle with moon dust (sparkles/sand/salt...)

Blow and Go Rockets

(Easy) Take a cone shaped drinking cup and turn it upside down. Glue thin paper streamers along the drinking edge. Decorate with markers/stickers. Practice "r" for rocket. Don't make it too heavy. Insert a drinking straw into the upside down cup and blow to launch!! (A bendable straw makes it easier for little ones to keep the rocket on the straw.)

Flying High

(Tune: London bridge is falling down...a great follow me game)

See the rockets in the sky,
flying fast, flying high.
See the rockets slowing down,
Landing on the ground.

What else flies in the sky? Planes, helicopters, hot air balloons, birds, dragonflies!

The Moon Is Round (traditional tickle)

The moon is round,
As round can be,
Two eyes, a nose,
And a mouth like me!

Parachutes

Cut a recycled plastic bag (grocery size) into a square. Tape one 12 inch (30cm) thread onto each corner. Tape the threads to the side of a film canister or another type of weight. Decorate the chute (bag) with stickers or permanent markers.

To launch, hold the weight in the air with the chute hanging down and smooth the chute inside your curled fist. Loosely roll up the chute and threads and hold them in your hand. Throw the whole thing as high into the air as possible. The chute will open as it descends. If you have access to a stage or stairwell, it can be launched by dropping the open, unrolled chute from as high as possible.

The film canister can hold whatever you want to launch into space.

Hurry, Hurry, Fly That Space Ship

(tune: Hurry, hurry, drive that fire truck)

Hurry hurry fly that space ship,
Hurry, hurry, fly that space ship,
Hurry, hurry, fly that space ship,
Zoom, zoom, zoom, zoom, zoom.

...Put on that space suit...
...take a moon walk...
...climb that ladder...
...fly back home...

Playgroups

Day	Location	Time	Staff	Dates
Monday	Almonte – Holy Name of Mary	10:00 - 11:30	Linda	April 12, 19, 26
Monday	Beckwith – Beckwith Town Hall	9:30 – 11:30	Leanne	April 12, 19, 26
Monday	Carleton Place – St. Gregory	10:00 – 11:30	Issie	April 12, 19, 26
Monday	Perth – Old Stewart School	9:30 – 11:30	Jane	April 12, 19, 26
Monday	Smiths Falls	9:00 – 11:00	Lori	April 12, 19, 26
Tuesday	Almonte – Naismith School	9:30 – 11:00	Linda	April 6, 13, 20, 27
Tuesday	Carleton Place - Arena	10:00 – 11:30	Issie	April 6, 13, 20, 27
Tuesday	Lanark	9:30 – 11:30	Jane	April 6, 13, 20, 27
Tuesday	Montague –Old Smiths Falls Highschool	9:30 – 11:00	Leanne	April 6, 13, 20, 27
Tuesday	Smiths Falls	9:00 – 11:00 4:30 – 6:30	Lori	April 6, 13, 20, 27
Wednesday	Carleton Place – St. Gregory	10:00 – 11:30	Issie	April 7, 14, 21, 28
Wednesday	Lanark	9:30 – 11:30	Jane	April 7, 14, 21, 28
Wednesday	Ramsay	10:00 – 11:30	Linda/Janet	April 7, 14, 21, 28
Wednesday	Smiths Falls	9:00 – 11:00	Lori	April 7, 14, 21, 28
Thursday	Carleton Place - Arena	10:00 – 11:30	Issie	April 1, 8, 15, 22, 29
Thursday	Clayton	10:00 – 11:30	Linda	April 1, 8, 15, 22, 29
Thursday	Perth – Old Stewart School	9:30 – 11:30	Leanne	April 1, 8, 15, 22, 29
Thursday	Smiths Falls – old High School	9:30 – 11:30	Lori	April 1, 8, 15, 22, 29
Thursday	Smiths Falls	9:00 – 11:00	Parent run	April 1, 8, 15, 22, 29
Thursday	Perth – St. James Anglican Church	4:30 – 7 p.m.	Peter	April 1, 8, 15, 22, 29
Friday	Smiths Falls	9:00 – 11:00	Parent run	April 9, 16, 23, 30

Please Note: No playgroups April 2 or 5: Good Friday and Easter Monday

Food Sensitivities: Playgroup participants!! Please avoid bringing snack foods that contain or may contain traces of nuts.

Workshops

Topic: Mother Goose on the Loose (0-12 months)	Date: Wednesdays, April 7, 14, 21, 28
Place: St. Gregory Catholic School, Carleton Place	Time: 1 – 2 p.m.
Topic: Book and Blanket	Date: Tuesday, April 13
Place: Holy Name of Mary School, Almonte	Time: 6 – 7 p.m.
Topic: Book and Blanket	Date: Thursday, April 15
Place: Read’s Bookstore, Carleton Place	Time: 7-7:30 p.m.
Topic: Book and Blanket	Date: Thursday, April 22
Place: Glen Tay Public School, Perth	Time: 6 – 7 p.m.
Topic: Baby Sign Language – 4session workshop	Date: Wednesdays, May 5, 12, 19, 26
Place: Carleton Place Child Care Centre (childcare is available for this workshop)	Time: 10 – 11:30 a.m.

Pre-registration is necessary. Please call 283-0095 or 1-800-267-9252 to register.

The Back Page

Dad’s Playgroup for children ages 0 – 6 years.

Come out for some fun play, activities, supper and circle time.
Please join us on Thursdays at St. James Anglican Church in Perth from 4:30 – 7 p.m.
We will be in the gym of the church. Please contact Peter McCracken 613-264-1458
or by email at peter.dad1@yahoo.ca. No playgroup April 15.

Children’s Resources on Wheels Staff	
Ontario Early Years Centre	Licensed Child Care
<p style="text-align: right;">EXT</p> <p>Diane Bennett, Administrative Assistant.....313 Kathy Boelsma, Early Literacy.....312 Emily Cassell, Data Analysis316 Sue Cavanagh, Executive Director303 Linda Cybulski, Playgroup Facilitator304 Leanne Dwyer, Playgroup Facilitator318 Janet Wheeler Lackey, Resource311 Linda Lalonde, Reception300 Deb McGuire, Parent Ed.....307 Issie Mullen, Playgroup Facilitator311 Jane Paul, Playgroup Facilitator305 Lori Wintle, Playgroup Facilitator310</p>	<p style="text-align: center;">EXT</p> <p>Kelli Cassidy, Director 309 Sherry Harder, Administrative Assistant 301 Janice LePage, Home Visitor 306</p> <p style="text-align: center;">Lanark County Child Care Programs</p> <p>Licensed Home Child Care offers home based care throughout Lanark County for children ages 6 weeks – 12 years.</p> <p style="text-align: center;">Caregivers Needed</p> <p>We are currently taking applications throughout Lanark County. Contact us for more information.</p>

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