

# Ontario Early Years Centre

## Monthly Newsletter



Volume 7, Issue 6 Feb. 2010

### THIS ISSUE

Provider's Page ..... 2  
 Literacy Page ..... 3  
 Parent Page..... 4  
 Toddlers and Aggression .....5  
 Crafts ..... 6  
 Songs and fingerplays..... 6  
 Playgroups, workshops..... 7  
 How to reach us..... 8

### 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](http://www.crowoeyc.ca)

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



**KinderCare in Lanark closing March 31, 2010:**

With deep regret the Board of Directors of CROW announces the closure of its KinderCare and School Age Program located at Maple Grove School in Lanark on March 31, 2010. Over the past few years CROW has found the financial viability of the program increasingly difficult and we have now reached the point where we are unable to continue. The closing of the program has no reflection on the quality of the work of the staff. The Board of Directors recognizes their level of hard work and commitment to the development of a quality Child Care program and their efforts in striving to keep this program viable.

**Montague Playgroup- Change of Venue:**

Montague Playgroup on Tuesday mornings will be held at the Old Smiths Falls High School on Gould Street, until further notice.

**Please Note:**

No playgroups on February 3 because this is a PA day.  
 No playgroups on February 15 – Family Day. Our office is closed.

**Illness/Sickness:** Please do not attend playgroup if you or your children are sick or have a cough, fever or any flu symptoms. People will be asked to leave the playgroup if they or their children are sick or are symptomatic. Please use hand sanitizer, which will be provided, upon arrival at the playgroups. For more information go to [www.fightflu.ca](http://www.fightflu.ca)

**Please Note:** If you would like to receive the newsletter electronically please send an email to [oevclanark@bellnet.ca](mailto:oevclanark@bellnet.ca) or give us a call with your email address.

Children's Resources on Wheels is happy to announce that we have a new website. Check it out at [www.crowoeyc.ca](http://www.crowoeyc.ca) You will find a current listing of web links, announcements, newsletter, licensed child care, and much much more.



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

## **Enhancing Children's Self-Esteem: How We Can Help Children Build Positive Self-Esteem**

We can help children build healthy self-esteem in many ways.

Help the child recognize his/her abilities and strengths. Encourage the idea we all share strengths in some areas, and need improvements in others. Tell children about your own strengths and weakness.

Help children find their area of excellence. Build on their interests to help them find what they are really good at. Areas of strength could be a sport, a creative art or academics.

Help children set realistic goals. Encourage them to plan ahead and follow through to completion. Start small and build on previous success. For example, help a preschooler make a collage for a parent's birthday gift. The child could select the theme based on the parent's interests, cut pictures out of magazines or flyers and glue them on paper.

Set up situations where children can succeed. Break larger tasks into smaller, more easily managed pieces. Children generally prefer to be involved in real activities. Involve them in everyday chores around the house. Preschoolers will often enjoy helping you with cleaning duties. You could provide a small broom and dust pan and ask the child to help sweep the floor. Older children might like to help prepare lunch by setting the table or filling the glasses with milk. Assign each child an age appropriate chore to be completed on a regular basis.

Let children know you value them for who they are, not for what they do or how they behave. Unconditional acceptance of children sends a powerful message. As well, children need to know being unhappy with their behaviour does not mean you disapprove of them.

Demonstrate your active listening skills with children so they know their thoughts and ideas are important. Get down to the child's eye level, ask questions and rephrase statements to show you are actively listening. Modelling good listening behaviour will often result in the child using their learned listening skills with you. Being a good listener is always described as a good personality trait!

Let children know it's OK to make mistakes, we all make them and nobody is perfect. Help children to understand we can learn from mistakes. Be sure they know your positive feelings about them do not change based on their successes or failures. If they are taught how to handle one disappointment, they might not find the next as devastating.

Allow children choices and opportunities to make decisions for themselves. By providing choices, you are investing in a child's sense of independence. Younger children can be offered the choice between two pairs of pants to wear, or a choice of two or three items they want for a snack. Older children can choose the after-school movie or extra-curricular activity they would like to participate in. Involve children in the planning of your day.

Encourage children to be independent in their daily living. Let them do things for themselves. One of the best ways to build inner feelings of esteem is to provide children with skills so they feel competent. For example, allow a toddler to put his socks and shoes on independently, teach a six year old to tie his laces etc.

Strike a balance between overprotecting and allowing them too much freedom. Setting achievable limits is a great tool for helping children build their self-esteem.

Give encouragement throughout children's activities rather than waiting for tasks to be completed. Recognize and support their ongoing efforts.

Work on your own self-esteem. If you feel good about yourself, it will show and the attitude you radiate will rub off on the children in your care.

--adapted from Canadian Child Care Federation Resource Sheet

## Literacy Page

### Ontario Early Years Literacy

#### Did you know....?

#### **Research shows that children who have larger vocabularies are better readers?**

Vocabulary is one of the six essential skills children need to learn to read, and vocabulary continues to impact reading comprehension throughout elementary and secondary school.

#### **What can parents do to help children learn new words?**

- ¶ Explore new places together. Words like “llama” , for example, may look or sound strange to a child, but after watching a llama at a farm, ranch or zoo, the word becomes meaningful.
- ¶ Listen to your child’s questions and give clear answers. Point to and label objects and pictures with your toddler. When your older child asks you to define or explain something that is unfamiliar, take the time to look it up in the dictionary, book or internet... You may both be surprised to discover that baby llamas are called “crias”.
- ¶ Ask your child questions. As well as helping children solidify their knowledge, children feel affirmed when adults show genuine interest in hearing what they have just learned... “Do you know why llamas spit?”
- ¶ Share books daily. Sharing books may mean reading the story or text, but it also includes talking about the pictures or ideas in the book. It involves talking about how ideas in the book relate to your child’s life.

Learning new vocabulary helps children understand the meaning of the words they see in print.

#### **Please read my story**

Your preschool child hands you a paper which has lots of crayon squiggles on it and says, “Daddy, I wrote a story, please read it to me”. The wonderful thing about this example is your child is showing you he has come to the great understanding that language can be written down and read. But, how should you respond?

Tell your child you are very happy to see the story she has written and ask her to tell it to you and then read it together. This way, you will not make an error by misinterpreting the marks on the page and, you will give value to your child’s efforts by showing your interest. Your positive responses to your preschooler or school-age child’s writing will play an important part in the writing she attempts next.

## Parenting Page

### Singing Through The Day

Children start hearing and responding to sounds before they are born. In fact, even in the first few days of life, they recognize their own mother's voice.

Connections have already been made in their brain that will help them understand and speak, but in the next few years, they need lots more opportunities to hear and practice language. Songs give children those opportunities in a way that is fun for everyone.

#### **“Baby Talk”**

Adults seem to have a special way of talking to babies. We make our voice higher, use simple words and sentences, speak more slowly, pause between sentences, and repeat the same phrase over and over, often in a sing song voice. This kind of “baby talk” gets infants' attention because it fits with their ability to hear higher pitched sounds better than lower pitched sounds. Babies understand more easily what people are talking about when adults use simple words and repeat them often. Simple words, repetition, lilting tone...that could be a description of many children's songs. Indeed, songs have a special place in communication with babies, from playtime to bedtime, and they continue to be important as children grow.

#### **Get Active**

Songs that include gestures and movement allow children to join in, even before they can say the words. Take the song “Head and Shoulders, knees and toes”. At first you will move your baby's hands to point to the different parts of his/her body. Later, your little one will participate by imitating your hand and body movements. Then gradually, he/she will be able to add more and more words until finally you're singing along together.

#### **Rhythm, rhyme and repetition**

Music and songs develop listening skills. In songs, rhythm and rhyme make the important words stand out so they are easier to hear. Also, because many songs have a chorus that is repeated several times, children get a chance to practice and therefore remember words and whole sentences.

#### **Emphasize the rhythm**

Rhythm is what first attracts young children to music and songs. Maybe it reminds them of the beat of their mother's heart, probably one of the first sounds they heard. You can emphasize the rhythm by bouncing a baby on your knee or by clapping and swaying with older children. If you feel like it, why not dance together!

#### **Make songs easy to learn**

You can make it easier for children to learn a new song by singing it very slowly at first. Once children become familiar with a song, you can pause to let them fill in the next word. Often, the rhyme will help them remember the last word in a line, for instance.

#### **Learning songs from tapes**

If you need to, borrow tapes from your local library. But don't just listen to the songs. Take a bit of time and learn to sing them with the children. No tape can adapt the songs to the age and interests of your particular children the way you can.

#### **Making up new songs**

One way to get children's attention is by using their names in a song. Make up new words for familiar songs to accompany your routines and activities. For example, when it's time to leave a friend's house, try singing “time to leave, say good-bye” to the tune of “Frere Jacques”. Some children find moving from one activity to another very stressful. A made-up song like this can help by changing the mood and by giving the signal for what will happen next.

A song sometimes gets better results than an order. Try announcing mealtime with “if you're hungry and you know it, come and eat”, sung to “If you're happy and you know it”.

#### **Songs for all occasions**

There are songs for all occasions: for describing familiar activities; for making routines go more smoothly; for changing a bad mood; and for relaxing before nap time. Sharing music can build bonds and add good times to everyone's day.

## Toddlers and Aggression

Aggression in toddlers is normal and more frequently driven by frustration and the impulse to get what they want, than by the intent to hurt someone. Toddlers tend to fight over possessions; they just know they want something and they want it now!

Learning to control their emotions is a challenge at this stage. Tantrums are quite common and sometimes go with aggression. Toddlers can easily use aggression to gain attention. They do it spontaneously or imitate others and experiment with different behaviours. “**NO**” is a word toddlers love to use to assert their growing independence.

While physical aggression increases with age – generally speaking between the second and third birthdays – the good news is somewhere around age three, the frequency of physical aggression should begin to decrease.

When emotions turn into aggressive behaviour, help your child learn how to channel those feelings into acceptable behaviour.

### Comfort:

- **Respond to aggression with words of acceptance for what he/she is feeling, e.g. “I know you are angry.”** He/she needs to know someone understands him/her.
- **Talk about what might be making your child feel the way he/she is feeling, e.g. “I can see you are angry because I won’t let you eat that. Let’s talk about it.”** Your toddler needs to know you care about his/her feelings and you will help him/her to cope with them.
- **The life of a toddler can be full of “no’s”.** Be sure to notice and reward his good behaviour.

### Play:

- **Provide opportunities for pretend play during which your child can experiment with and express different emotions.** Join in the play so you can act out different emotions and show your child ways to work out challenging ones, without becoming aggressive.
- **Have play dates with other children on a consistent basis and be present so you can help your child deal more positively with any frustrating experiences that might lead to aggressive behaviour.**


### Teach:

- **If your toddler hurts someone, get involved immediately.** Toddlers need your help to understand what is wrong and how to repair the harm. Stay calm and avoid overreacting as this can actually increase aggression in children who are using aggression to gain attention.
- **Look into your child’s eyes and speak calmly, but firmly.** You might say, “No hitting/pushing/biting people!” and point out, “Look, you hurt him and he’s crying.” Young children need to learn the consequences of their aggression.
- **As things calm down, give a short explanation of what went wrong,** acknowledging your toddlers feelings. “I know you were mad, but what you did hurts. We don’t hurt people.”
- **Teach your child to say “I’m sorry”,** and help your child learn how to patch things up.
- **Encourage your toddler to use words to describe his/her emotions** through activities such as pretend play or reading books together. Language offers children an alternative to expressing anger and frustration through aggression.
- **During daily routines and activities talk about your own emotions** or those your toddler may be feeling and expressing.

To cope with aggression, remember it’s not helpful to be harsh, but it is necessary to be firm and consistent. Be a good example in handling your own anger and frustration. Set a positive tone for your toddler’s behaviour through your own actions, those of your other children and by choosing friends for your toddler who will be good models to copy. Provide lots of reminders about what is and is not acceptable behaviour. It can be frustrating having to tell your child something over and over again, but some children need to be told many times before they fully understand you.

**Songs, fingerplays and crafts**

**Valentines Day Wreath**  
 For each child, cut a large hole in a paper plate. Show the children how to cut hearts from red and pink paper. Let them glue them to the paper plate. They can add names or sayings like “be mine”, to their hearts. Sprinkle with glitter and hang it up.



**Valentines Day Card Box**  
 Cut a cereal box in half for each child. Keep the bottom half. Let the children cover their box by gluing on red construction paper. Help the children to draw and cut out six hearts from red, pink, white, or purple construction paper. You will need two of each colour chosen. Help the children to write short phrases on the hearts with glitter glue. An example could be “Be Mine”, “I Love You” etc. Allow the glitter glue to dry completely – this can take several hours. Glue three hearts – one of each colour – to one side of the box, overlapping the hearts. The tops of the hearts should stick out above the top of the box. Do the same on the other side of the box.  
 Variation: you could use foam sheets instead of construction paper.

**Valentines Day Bubbles!**  
 Mix 1 cup dish soap, 1 cup water and red or pink food colouring together. Beat the mixture with egg beaters to make bubbles.

**Love, Love, Love**  
 (tune: Three Blind Mice)  
 Love, love, love  
 Love, love, love  
 See how it grows  
 See how it grows  
 I love my friends and they love me  
 We love others and then, you see  
 There’s more than enough for a big family  
 Love, love, love.  
 Love, love, love.

**You Are My Valentine**  
 (tune: You Are My Sunshine)  
 You are my Valentine  
 My special Valentine  
 And I love you  
 Yes I do.  
 You are my Valentine  
 My special Valentine  
 Please say you love me too!

**I’m a Little Valentine**  
 (tune: I’m a little teapot)  
 I’m a little Valentine  
 Red and white  
 With ribbons and lace  
 I’m a beautiful sight  
 I can say I love you  
 On Valentine’s Day  
 Just put me in an envelope  
 And give me away.

**Valentine Smile**  
 On Valentine’s Day we think of those  
 Who make our lives worthwhile,  
 Those lovely, friendly people who  
 We think of with a smile.  
 I am fortunate to know you,  
 That’s why I want to say,  
 To a rare and special person:  
 “Happy Valentine’s Day”

**Playgroups**

Day	Location	Time	Staff	Dates
Monday	Almonte – Holy Name of Mary	10:00 - 11:30	Linda	February 1, 8, 22
Monday	Beckwith – Beckwith Town Hall	9:30 – 11:30	Leanne	February 1, 8, 22
Monday	Carleton Place – St. Gregory	10:00 – 11:30	Issie	February 1, 8, 22
Monday	Perth – Old Stewart School	9:30 – 11:30	Jane	February 1, 8, 22
Monday	Smiths Falls	9:00 – 11:00	Lori	February 1, 8, 22
Tuesday	Almonte – Naismith School	9:30 – 11:00	Linda	February 2, 9, 16, 23
Tuesday	Carleton Place - Arena	10:00 – 11:30	Issie	February 2, 9, 16, 23
Tuesday	Lanark	9:30 – 11:30	Jane	February 2, 9, 16, 23
Tuesday	Montague –Old Smiths Falls Highschool	9:30 – 11:00	Leanne	February 2, 9, 16, 23
Tuesday	Smiths Falls	9:00 – 11:00 4:30 – 6:30	Lori	February 2, 9, 16, 23
Wednesday	Carleton Place – St. Gregory	10:00 – 11:30	Issie	February 3, 10, 17, 24
Wednesday	Lanark	9:30 – 11:30	Jane	February 3, 10, 17, 24
Wednesday	Ramsay	10:00 – 11:30	Linda/Janet	February 3, 10, 17, 24
Wednesday	Smiths Falls	9:00 – 11:00	Lori	February 3, 10, 17, 24
Thursday	Carleton Place - Arena	10:00 – 11:30	Issie	February 4, 11, 18, 25
Thursday	Clayton	10:00 – 11:30	Linda	February 4, 11, 18, 25
Thursday	Perth – Old Stewart School	9:30 – 11:30	Leanne	February 4, 11, 18, 25
Thursday	Smiths Falls – old High School	9:30 – 11:30	Lori	February 4, 11, 18, 25
Thursday	Smiths Falls	9:00 – 11:00	Parent run	February 4, 11, 18, 25
Thursday	Perth – St. James Anglican Church	4:30 – 7 p.m.	Peter	February 4, 11, 25
Friday	Smiths Falls	9:00 – 11:00	Parent run	February 5, 12, 19, 26

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

**Workshops**

<b>Topic:</b> How To Talk So Kids Will Listen (3 sessions)	<b>Date:</b> Tuesday, February 2, 9, 16
<b>Place:</b> St. Gregory School- Carleton Place	<b>Time:</b> 6:30 – 8 p.m.
<b>Topic:</b> Book and Blanket	<b>Date:</b> Tuesday, February 9
<b>Place:</b> Holy Name of Mary School, Almonte	<b>Time:</b> 6 – 7 p.m.
<b>Topic:</b> Kids have Stress Too	<b>Date:</b> Wednesday, February 10
<b>Place:</b> Holy Name of Mary School, Almonte	<b>Time:</b> 6:30 – 8:30 p.m.
<b>Topic:</b> Book and Blanket	<b>Date:</b> Thursday, February 25
<b>Place:</b> Glen Tay Public School, Perth	<b>Time:</b> 6 – 7 p.m.
<b>Topic:</b> How To Talk So Kids Will Listen (3 sessions)	<b>Date:</b> Tuesday, February 24, March 3, 10
<b>Place:</b> Queen Elizabeth School- Perth	<b>Time:</b> 6:30 – 8 p.m.
<b>Topic:</b> Infant Massage	<b>Date:</b> Friday, February 19
<b>Place:</b> Ontario Early Years Centre – Smiths Falls	<b>Time:</b> 10-11a.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](mailto:peter.dad1@yahoo.ca). No playgroup Feb. 18.

<b>Children’s Resources on Wheels Staff</b>	
<b>Ontario Early Years Centre</b>	<b>Licensed Child Care</b>
<p style="text-align: right;"><b>EXT</b></p> <p>Diane Bennett, Administrative Assistant.....313 Kathy Boelsma, Early Literacy.....312 Emily Cassell, Data Analysis .....316 Sue Cavanagh, Executive Director.....303 Linda Cybulski, Playgroup Facilitator .....304 Leanne Dwyer, Playgroup Facilitator .....318 Janet Wheeler Lackey, Resource .....311 Linda Lalonde, Reception .....300 Pauline Levesque, Office Support .....305 Deb McGuire, Parent Ed.....307 Issie Mullen, Playgroup Facilitator.....311 Jane Paul, Playgroup Facilitator .....305 Lori Wintle, Playgroup Facilitator .....310</p>	<p style="text-align: center;"><b>EXT</b></p> <p>Kelli Cassidy, Director ..... 309 Sherry Harder, Administrative Assistant ..... 301 Janice LePage, Home Visitor ..... 306</p> <p style="text-align: center;"><b>Lanark County Child Care Programs</b></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;"><b>Caregivers Needed</b></p> <p>We are currently taking applications throughout Lanark County. Contact us for more information.</p> <p style="text-align: center;"><b>Lanark Village Child Care Programs located at Maple Grove School</b></p> <p><b>Preschool Program</b> Joe Ann Hodgins, Supervisor.....613-259-3389 Catherine Cole, Cook .....613-259-3389</p> <p><b>School Age program</b> Natasha Taylor.....613-259-3389</p>

**Ontario Early Years Centre/Children’s Resources on Wheels (CROW)**  
91 Cornelia Street West, Suite 118 Box 25 Smiths Falls, ON K7A 5L3  
Phone: (613)283-0095, 1-800-267-9252, Fax: (613)283-3324  
Email: [oeyclanark@bellnet.ca](mailto:oeyclanark@bellnet.ca), [hcccrow@bellnet.ca](mailto:hcccrow@bellnet.ca)  
Website: [www.crowoeyc.ca](http://www.crowoeyc.ca)