



# Newsletter

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www.crowoeyc.com

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

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

**Helping Children Build a Solid Foundation**

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



## CROW Comments

The winter/spring parent support calendar is now available. Please check our website at [www.crowoeyc.ca](http://www.crowoeyc.ca) for information.

Please complete the annual fall site survey at:

<http://www.surveymonkey.com/s/oeyc>

### Changes to our playgroup schedule:

Tuesday and Thursdays the OEYC playroom in Smiths Falls will be used for workshops and other programs offered by community agencies. Alternate locations for playgroups on those days are: Tuesdays: Duncan J. Schoular school and Montague playgroups. Thursdays: Brydges (Old Smiths Falls High School). We are adding a third playgroup at the Brydges site on Wednesdays. The OEYC playroom will be open on Wednesdays as a parent run playgroup site.

Tuesday	Tuesday	Wednesday	Wednesday	Thursday	Thursday
OEYC playroom	workshops	Brydges (Old High School Smiths Falls)	playgroup	Brydges (Old High School Smiths Falls)	playgroup
Montague	playgroup	OEYC playroom	Playgroup, parent run	OEYC playroom	workshops
Duncan J Schoular school	playgroup				

We welcome Baby Talk (Public Health Unit program) to the OEYC playroom on Mondays afternoons.

**Please Note:** Playgroups will be cancelled when school buses are cancelled. Playgroup cancellations will be announced on Jack FM and Majic 100 radio stations.



## Licensed Child Care Children's Resources on Wheels (CROW)

### Supporting Children's Play

Children explore and discover their world through play, and the essence of play is free choice: deciding what to do, when and with whom to do it. In a rapidly changing world, children need to learn and to practice the skill of making choices while they play. Adults can play with children (peek-a-boo with a ten month old) or can organize children's play (coaching a soccer team). They can also support children's play without being directly involved. Here are some suggestions for enriching youngsters' games while leaving control in their hands.

#### Make time

- give children free time after they have spent a whole day in structured activities. Their play helps them integrate what they've learned.
- Time spent at structured lessons (swimming, gymnastics, piano, etc.) is not play time. Children can learn skills they will use later in play, but the essential element of free choice is missing during the lessons themselves.

#### Provide Space

- baby proof your house so your toddler can explore freely.
- Take children to a variety of play spaces, both indoors and outdoors. Local parks and family resource centres will stimulate different kinds of play.
- Put an old mattress in the basement to encourage acrobatics and develop gross motor skills.
- Play is rarely neat and tidy, so learn to put up

with dirt and mess. Protect surfaces with newspapers and plastic cloths to make clean-up simpler. Make storage easy with shelves and transparent boxes at children's level.

#### Supply Materials and Equipment

- expensive and elaborate toys are not necessary for children to have fun. A child may in fact be more attracted by the toy's packaging because her imagination can turn it into lots of other things.
- Adding a new element from time to time enriches the play environment and stimulates new interest. Try putting a garlic press on the playdough table.
- Become a collector of "loose parts" that can be put together in different ways. Some examples: big blocks or different sizes of boxes, homemade playdough, props like small versions of tools, costumes like capes and hats, bits of "junk" collected in the park. All these allow children to play with ideas and explore possibilities while constructing their own toys.

#### Offer companions

- join in the children's play when you are invited, but remember to let them lead. They make the decisions and you follow.

- Take your children to a playgroup. Another four year old will probably have a longer attention span for playing fireman than you do.

#### Give Feedback

- once you set the stage for play, just stand back and let it unfold. You might be needed to lift something heavy or to redirect unsafe play, but let children work through their own conflicts. When they are arguing, remember working out how to play may be more important for them than actually playing the game.
- Respect children's efforts. Let them discover for themselves what works and doesn't work. They can't learn to solve their own problems if an adult is always doing it for them.
- Let children know you think their play is important. Don't interrupt unnecessarily. When it's time to stop give them lots of warning.
- Weave a successful play episode into a story to tell: "once there were some children who were all turned into mice by a magician in a red cape who said the magic words." Children will recognize their game and play it again.

**Keep your own playful spirit alive. Nurture the child in yourself!**

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

Keep your own playful spirit alive. Nurture the child in yourself!





## Literacy Page

### Daily Literacy Activities

**Family Literacy Day is January 12, 2012.**

Learning happens in many ways, especially in our day-to-day activities. Tasks such as cooking, doing laundry, running errands and surfing the internet all provide learning opportunities that your family can embrace.

Here are 10 fun and easy ways to make literacy part of your family's daily life.

- when making your grocery list, have your child write out the items you need to purchase.
- at the store, ask your child to help count out the money to make the purchase.
- make it a habit to always read a story together at bedtime.
- when cooking dinner, involve your children in measuring the ingredients. This helps them understand fractions and measurements.
- driving is the perfect opportunity to practice literacy. Read signs, billboards and licence plates together, and show your children the proper way to read a map.
- while on the internet, make time to research something new that your family is interested in. Researching skills are important and help with reading and comprehension.
- in the car, sing along to songs on the radio. Singing encourages learning patterns of words, rhymes and rhythms, and is strongly connected to language skills.
- when playing a board game, read the instructions aloud to each other or count how many spaces to travel around the board.
- involve your children when you pay the bills. This will teach them strong financial skills early on in life.
- children follow by example, so ensure reading is part of your daily life too!

If you are looking for more family literacy tips, activity ideas and Family Literacy Day information, please visit the following website [www.FamilyLiteracyDay.ca](http://www.FamilyLiteracyDay.ca)

—adapted from [www.familyliteracyday.ca](http://www.familyliteracyday.ca)



## Parenting Page

### Time In - Not Time Out

When you put your child in time out does it end up in another power struggle, you wanting your child to think about their wrong doing and your child trying to maintain power and control? **Maybe it's time to rethink the use of time out.**

There are times when children do need to be removed from a situation that is out of hand, like when siblings start to hit each other. Instead of punishing the child and forcing them into isolation (which ends up in a power struggle or in resentment), we can help them learn to take time for themselves. Children often need help to cool down and regroup. As adults we often do this for ourselves by walking away and taking a breather. We might go for a walk, listen to music or play a physical sport. **We take a time in for ourselves.** When we return to deal with the situation we can often think more calmly and clearly. This is a skill we can teach our children. We can help them to recognize when they're stressed or getting out of control and teach them to take time to calm down. Then the focus is put on emotions, restitution and problem solving.

#### **The Trouble with Time Out:**

Young children don't know when they are in time out. We want them to be reflecting on their misbehavior, but

often they are confused and overwhelmed by their emotions.

Time outs lead to power struggles. Anger escalates as children are repeatedly put back into their spot and the situation spirals out of control.

Time out models power not peace.

Time out deals with behaviour but not causes. The underlying feelings, needs and problems often aren't resolved. Remember to acknowledge the feelings first, then set the boundaries for behaviour.

#### **Child Directed Time In**

**When:** When the child can't stop misbehaving, suggest they take a time in, removing themselves physically or emotionally. The child decides when to return.

**Why:** This is not a punishment. You are teaching a skill, how to calm down when they have strong feelings they are expressing inappropriately. They can then think more clearly and find a better way to behave.

**Where and what:** The child chooses the location (bedroom, hallway, etc.) and the calming activity (colouring, lego, patting the dog, etc.)

**Who:** An extroverted child may need someone to talk

to. An introverted child may need to be alone.

**How:** Find a calm time to talk with your child about how this will work. With your child's input, make a list of how your child usually calms themselves. Do they want company or solitude? Will they play lego, listen to music, kick a soccer ball? Slow deep breaths help everyone. If your child needs you to hold or rock them, don't think of it as reinforcing misbehavior. Your calming voice and touch may help them move from emotional overload to logical thinking and learning.

**Results:** When you are both calm you can demonstrate problem solving to choose different ways to behave when the trigger situation occurs. You are building a stronger relationship with your child.

Try a parent Time In. Stepping back doesn't mean your child "wins" it means you're mature enough to take time for yourself when you need to calm down. What great modeling for your children.

— adapted from Canadian Association of Family Resource Programs Parenting Sheets [www.parentsmatter.ca](http://www.parentsmatter.ca) Time-In, Not Time-Out

Time Out - does it really work?



## Parenting Page

### 5 Foods That Fight Colds and Flu

Colder temperatures, shorter days and the hustle and bustle of winter festivities can also mean bouts of the cold and flu. Here are suggestions for some superhero foods to keep your family healthy and the sniffles away.

#### Mushrooms

Mushrooms are rich in beta glucan, which has the ability to “activate” the immune system and help prevent infections. It regulates the white blood cells and keeps them in a highly prepared state so they are ready to attack invaders. Mushrooms are rich in vitamins, polyphenols, sterols and zinc, which all keep our immune systems healthy and strong.

#### Ways to eat mushrooms

- add a mixture of different varieties to your pizza or stir fries
- add button mushrooms to omelettes
- make burgers out of grilled Portobello caps

#### Kiwi fruit

This sweet, green fruit is jam-packed with antioxidants vitamins C and E. Vitamin C increases the production of antibodies and white blood cells, which help fight against infection. Vitamin E is required for the production of immunoglobulins. These act as our bodies' own personal bodyguards as they destroy all those pathogens that try to do us harm.

#### Ways to eat more kiwi fruit

- dice and stir into yogurt
- cube and combine with other berries to make a fruit cup
- toss into your family's favourite salad
- eat it by itself

#### Yogurt

Yogurt is rich in probiotic cultures, which are essential for immune health. Probiotics are live microorganisms (good bacteria) that help to fight off all the bad bacteria. They also help fight illness by increasing the number of virus-fighting cells.

#### Ways to eat more yogurt

- blend yogurt with strawberries, banana and almond milk into a frothy shake
- mix yogurt with spices and seasonings to make a veggie dip
- stir a cup of plain yogurt with frozen blueberries to make frozen yogurt
- layer with salsa, shredded lettuce, diced veggies and cheese for a healthy spin on a nacho layer dip
- dollop plain yogurt on top of your chili

#### Pumpkin seeds

These seeds are rich in immune boosting vitamin E, zinc and essential fatty acids, including the anti-inflammatory, antioxidant omega 3. Zinc helps to increase the production of infection-fighting white blood cells and T cells.

#### Ways to eat more pumpkin seeds

- toast them and sprinkle on salads or creamy soups
- mix with dried blackcurrants and cranberries, and other seeds and nuts to make trail mix

#### Garlic

Garlic is nature's antibiotic. It's antibacterial, anti-viral, anti-fungal, and anti-oxidant properties help fight infection and ward off sickness in the first place. Garlic contains sulfur-based organic compounds, which help boost the immune system.

#### Ways to eat more garlic

- blend 1-2 cloves garlic with 2 cups chick peas, olive oil, lemon and sea salt to make a delicious hummus
- finely mince garlic and mix with diced tomatoes and fresh basil, then spread on a whole wheat pita. Top with grated mozzarella cheese and bake
- finely mince garlic and mix into plain yogurt with grated cucumber and dill for a quick tzatziki or dipping sauce
- cut a baguette into 1 inch slices, brush with olive oil and toast in the oven until crispy. When done, take a whole garlic clove and rub across the top of each slice for instant garlic bread.

—adapted from Today's Parent  
[www.todayparent.com](http://www.todayparent.com)

Try these foods to help fight colds and flu.





## Songs, fingerplays and crafts

**These crafts will help kids identify touches from soft to scratchy.**

### **Painting with different textures**

Mix oatmeal, used coffee grounds, sand or seasonings with paint. Give each child a piece of paper to paint on. You can let them use their hands to paint so they can feel the different textures or they can use a paint brush. When dry have the children run their hand across their painting to feel the different textures.

Another idea for textured painting is to let the children paint a background for their picture and then let them glue items like yarn, thread, cotton balls, sandpaper etc. onto their picture.

Learning the five senses is an important step for young children.



### **Ten Little Pigs** (tune: Six Little Ducks Went Out to Play)

Ten little pigs rolled in the mud  
Squishy, squashy, squishy, squashy felt so good  
The farmer came over and took one pig out  
Oink, oink, oink the pig did shout.  
Nine little pigs rolled in the mud  
Continue until all ten pigs are out of the mud and then sing the last verse

No little pigs rolled in the mud  
They all looked so clean and good  
The farmer turned his back and then  
Those crazy pigs rolled in the mud again.

### **Printing in Mud**

Mix water and sand together to make some thick mud. Divide the mud and put into several zip lock bags and seal them. Let the children practice printing numbers and letters in their bag of mud.

Show the children how to smooth the mud out so they can make a new design.

### **Smelly Playdough**

Make playdough by mixing 1 cup flour, 1/2 cup salt, 1 teaspoon cream of tartar, 1 cup boiling water. Add any one of the following to the playdough: cinnamon, cherry koolaid, lemon, maple flavouring. Knead until smooth.

You can add rubber farm animals, popsicle sticks, feathers etc. to playdough before letting the children play with it. Talk with the children about the textures they are feeling.



# Playgroups

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

**Please Note: There have been some changes to our playgroup schedule. No playgroup at our centre on Tuesdays, however there is a playgroup at Duncan J. Schoular School and at Rosedale Hall, Montague on Tuesdays. No playgroup at our centre on Thursdays. Wednesdays playgroup at Bridges and a parent run playgroup at our centre. See the front page for details.**

Day	Location	Time	Staff	Dates
Monday	Almonte - Holy Name of Mary School	10:00 - 11:30 am	Linda	January 9, 16, 23, 30
Monday	Beckwith - Beckwith Town Hall	9:30 - 11:30 am	Leanne	January 9, 16, 23, 30
Monday	Carleton Place - St. Gregory School	10:00 - 11:30 am	Issie	January 9, 16, 23, 30
Monday	Lanark—Maple Grove School	9:30—11:30 am	Andrea	January 9, 16, 23, 30
Monday	Smiths Falls - OEYC	9:00 - 11:00 am	Janet	January 9, 16, 23, 30
Monday	Smiths Falls - Old High School (Bridges)	9:30 - 11:30 am	Lori	January 9, 16, 23, 30
Tuesday	Almonte - Naismith School	9:30 - 11:00 am	Linda	January 10, 17, 24, 31
Tuesday	Carleton Place - Arena, 75 Neelin Street	10:00 - 11:30 am	Issie	January 10, 17, 24, 31
Tuesday	Montague — Rosedale Hall	9:30 - 11:00 am	Leanne	January 10, 17, 24, 31
Tuesday	Smith Falls - Duncan J. Schoular School	9:30-11:30 am	Andrea	January 10, 17, 24, 31
Wednesday	Carleton Place—Lanark Community Programs, 30 Bennett Street	10:00 - 11:30 am	Issie	January 11, 18, 25
Wednesday	Perth at Perth Library	9:30-11:30 a.m.	Leanne	January 11, 18, 25
Wednesday	Lanark - Maple Grove School	9:30 - 11:30 am	Andrea	January 11, 18, 25
Wednesday	Ramsay - Almonte Civitan Club	9:30—11:00 am	Linda/Janet	January 11, 18, 25
Wednesday	Smiths Falls - Old High School (Bridges)	9:30 - 11:30 am	Lori	January 11, 18, 25
Wednesday	Smiths Falls - OEYC	9:00 - 11:00 am	Parent run	January 11, 18, 25
Thursday	Carleton Place - Arena	10:00 - 11:30 am	Issie	January 12, 19, 26
Thursday	Clayton - Anglican Church Hall	10:00 - 11:30 am	Linda	January 12, 19, 26
Thursday	Perth - Perth Library	9:30 - 11:00 am	Leanne	January 12, 19, 26
Thursday	Smiths Falls - Old High School (Bridges)	9:30 - 11:30 am	Lori	January 12, 19, 26
Friday	Smiths Falls - OEYC	9:00—11:00 am	Parent Run	January 13, 20, 27

## Workshops

<b>Workshop—Pre-registration is necessary— call OEYC</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
Gym Jam	Thursday, Jan. 26	6—7 p.m.	Maple Grove School, Lanark
Book & Blanket	Tuesday, Jan. 31	6—7:30 p.m.	Drummond Central School, Perth
Book & Blanket	Thursday, Feb. 9	6—7:30 p.m.	Glen Tay School, Perth
Book & Blanket	Friday, Feb. 10	6—7 p.m.	Lanark Public Library, Lanark

## Staff Directory

<b>Ontario Early Years Centre</b>	<b>Ext</b>	<b>Licensed Child Care</b>	<b>EXT</b>
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		
Linda Cybulski, Playgroup Facilitator	304	<b>Lanark County Child Care Programs</b>	
Leanne Dwyer, Playgroup Facilitator	318	Licensed Home Child Care offers home based care throughout Lanark County for children 6 weeks - 12 years.	
Janet Wheeler Lackey, Resource	311		
Jan Forsythe, Finance Manager	302		
Linda Lalonde, Reception/Office Manager	300		
Issie Mullen, Playgroup Facilitator	311	<b>Caregivers Needed</b>	
Jane Paul, Parent Education Coordinator	305	We are currently taking applications throughout Lanark County. Contact us for more information.	
Andrea Snyder, Playgroup Facilitator	307		
Lori Wintle, Playgroup Facilitator	310		