

# Ontario Early Years Centre

## Monthly Newsletter



Volume 7, Issue 3 Nov. 2009

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

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



### National Child Day is November 20.

November 20, 2009 marks the 20<sup>th</sup> anniversary of the United Nations Convention on the Rights of the child, which spells out the basic human rights to which children and youth everywhere are entitled.

National Child Day is a day to remember children need love and respect to grow to their full potential. It's a day to marvel at their uniqueness and all they have to offer, and to think about how adults affect the development of children close to them.

### United Way Campaign

We are collecting toonies from our participants at our playgroups to be given to United Way. Please remember to give your facilitator your toonie.

### **Craft Sheets:**

Craft sheets are available at playgroups and they are also posted on our website. If you wish to order some craft supplies please call Linda at 613-283-0095 by November 5.

**OEYC Playroom Closures:** The OEYC playroom is closed on Thursday, Nov. 5 and 12 for a workshop. Please visit us at the Old High School on Gould Street.

The OEYC playroom is closed on Fridays Nov. 13, 20, 27 and Dec. 4. Looking for something to do, why not try visiting the Smiths Falls Library for storytime at 10:30 a.m. For more information on story time call 613-283-2911.

**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) Cases of the flu are becoming more widespread in Lanark County.**

Fall workshops are on page 7 and they are also posted on our website at [www.crowoeyc.ca](http://www.crowoeyc.ca) Our Fall 2009 parent support calendar is posted on our website.

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



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

## **Providers and Children "Having Fun"**

### **What is the value of play? Why is play important for children?**

1. The most obvious benefit from play is that it aids physical development. When children run, jump, skip, yell, and laugh, it contributes to their good health and the development of gross motor skills as well as perceptual motor skills.
2. Play is a learning situation for children and providers. Play is an opportunity for children to learn who they are, what they can do, and how to relate to the world around them. Through play, children are able to discover and explore, use their imagination, solve problems, and test out new ideas. Through these experiences children gradually learn how to gain control over their environment, and they become more competent and self-confident. How often have you heard a child proudly say, "see what I did?" Play allows children to push the limits in a positive way, to extend what they've learned as far as they can. It gives children the freedom to fail and make mistakes, and the opportunity to explore the limits of their skills.
3. Play is a means of emotional expression. Children live in a world where they have little power and few legitimate opportunities to express emotions such as anger or dependency. Fantasy play can reduce feelings of fear, anger, and inadequacy, and provides experiences which enhance children's feelings of enjoyment, control and success.
4. Through play, children can communicate thoughts, needs, satisfactions, problems, and feelings. An adult can learn a lot about a child's feelings of joy, hope, anger and fear by watching, listening to, and talking with a child at play.
5. Play is a place for children to try out roles such as mother, father, aunt, teacher, and doctor. Role playing gives children a chance to see the world from other points of view, and helps them become less egocentric.
6. When children play in a supportive environment, they can be creative. They are free to try out their imagination, explore the impossible and the absurd, and develop confidence in the value of their thoughts and ideas. During make-believe play, boxes, blocks, and articles of furniture can become houses, palaces, or entire kingdoms – doll figures can turn into mothers, children, and even monsters.
7. Play develops the basic skills for social interaction. Children learn how to cooperate, share, and be sensitive to the feelings of others during play.

For the child, play is not frivolous – it is an opportunity for growth and development in almost every area. But it takes practice for children to become competent, creative, and self-confident in their play. It is important for adults to actually participate in play activities with children, and to create a supportive environment so children will engage in a variety of play experiences.

--adapted from article written by Carolyn Webster-Stratton in Child Directed Play

## Literacy Page

### How To Raise A Reader

Reading is good for children. It helps develop new brain cells, turns on thousands more and strengthens connections between others. Reading is crucial if children are to understand everything from math to history. But more than anything, reading is a deeply pleasurable experience – a way to escape the everyday world for far-off places, magical events and unforgettable characters.

Although the timing can vary widely, most children tend to move along a predictable path to literacy. Following are some tips to help you raise a child who likes nothing more than to curl up with a book.

#### Ages 5 – 7 years

- ¶ For those with a passion for music, introduce song sheets and clap along with the rhythm of the words. If a child has a passion for animals stock up on critter books... etc.
- ¶ Become a reading assistant. Is your child stuck on a word? Don't just offer them the answer, instead give them some clues to help them figure the word out.
- ¶ Discuss books. Ask questions like "What is the story about?" "What do you think will happen next?"

Following are some suggestions for books for your child of 5 – 7 years:

- Ø Magic Tree House series by Mary Pope Osborne
- Ø Bunnica by Deborah and James Howe
- Ø Sideways Stories from Wayside School by Louis Sachar
- Ø The True Story of George by Ingrid Lee
- Ø Shredderman series by Wendelin VanDraanen
- Ø Martin Bridge series by Jessica Scott Kerrin

--adapted from article written by Camilla Cornell



## Parenting Page

### Positive Parenting Tips

- A few simple rules are easier to follow and enforce than lots of complicated rules.
- A five minute warning can save a 15 minute protest.
- Kids have to comply, but they shouldn't have to pretend to like it.
- Crying is not misbehaviour; it's a largely involuntary expression of emotion.
- Toddlers don't know why they do what they do; they are creatures of impulse.
- Sometimes when kids say "no", they just need a minute to unlock and reconsider.
- Notice and appreciate your child's cooperative and helpful behaviour.
- A spate of uncharacteristic misbehaviour can be a sign of stress (from hunger to stress about school). Kids may not be able to identify the underlying problem without our help.
- Discipline is not about absolute control; it's about long-term learning.
- Effective discipline requires an understanding of a child's individual needs, abilities, stage of development and temperament, as much as an understanding of "techniques".
- The smallest child is worthy of respect.
- Hitting people, yelling at them or insulting them is not respectful.
- The most effective consequences are those that encourage responsibility, restitution and problem-solving.
- There are times, many times, when a quiet, loving connection with a child is more effective than any consequence or punishment.
- Children need to learn appropriate behaviour; they also have minds of their own and need to learn to use them.
- Safe, age-appropriate choices reduce parent-child conflict and encourage growing independence.
- Negotiating with kids teaches them useful assertiveness and problem solving skills.
- Giving in to nagging, tears or shouting is not negotiation.
- Some things are not negotiable. Kids need us to keep important boundaries firm.
- Our own behaviour as adults is the most important teaching tool we have.

## Keys To Successful Parenting

It is important we discipline in a way that teaches responsibility by motivating our children internally, to build their self-esteem and make them feel loved.

Following are some reminders to help parents use proven methods to provide children with a sense of well-being and security.

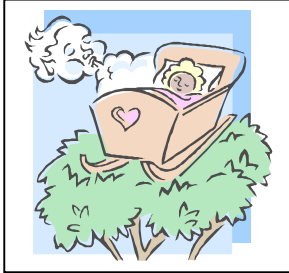
- **Use Genuine Encounter Moments (GEMS)** – Your child’s self esteem is greatly influenced by the quality of time you spend with them and not the amount of time you spend with them. If we do not give our children GEMS throughout the day, he/she will often start to misbehave. Negative attention in a child’s mind is better than being ignored. It is also important to recognize that feelings are neither right nor wrong.
- **Use Action, Not Words** - Statistics say we give our children over 2000 compliance requests a day. No wonder our children become “parent deaf”. Instead of nagging or yelling, ask yourself, “what action could I take?” For example, if you have nagged your child about unrolling his socks when he takes them off, then only wash socks that are unrolled. *Actions speak louder than words.*
- **Give Children Appropriate Ways to Feel Powerful** - Ways to help your child feel powerful and valuable are to ask their advice, give them choices, let them help you balance your cheque book, cook all or part of a meal, or help you shop. A two year old can wash plastic dishes, wash vegetables, or put silverware away.
- **Use Natural Consequences** – If we interfere when we do not need to, we rob children of the chance to learn from the consequences of their actions. By allowing consequences to do the talking, we avoid disturbing our relationships by nagging or reminding too much. For example, if your child forgets her lunch, you don’t bring it to her. Allow her to find a solution and learn the importance of remembering.
- **Use Logical Consequences** – Often the consequences are too far in the future to practically use a natural consequence. A consequence for the child must be logically related to the behaviour in order for it to work. For example, if your child forgets to return his video and you ground him for a week, that punishment will only create resentment within your child. However, if you return the video for him and either deduct the amount from his allowance or allow him to work off the money owed, then your child can see the logic to your discipline.
- **Separate the Deed From The Doer** – Never tell a child he/she is bad. Help your child to recognize it is not he/she you do not like but it is the behaviour you are unwilling to tolerate.
- **Be Kind And Firm At The Same Time** – Suppose you have told your five year old if she isn’t dressed by the time the timer goes off, you will pick her up and take her to the car. Make sure you are loving when you pick her up, yet firm by picking her up as soon as the timer goes off without any more nagging.
- **Be Consistent, Follow Through** – If you have made an agreement your child cannot buy candy when she gets to the store, do not give in to her pleas, tears, demands or pouting. Your child will learn to respect you more if you mean what you say and say what you mean.

--adapted from [www.positiveparenting.com/resources](http://www.positiveparenting.com/resources)

**Songs, fingerplays and crafts**

**Lullabye (hear the tune at [www.mamalisa.com](http://www.mamalisa.com))**  
 Mohawk:  
 Ho, Ho Wa-tan-ey  
 Ho, Ho Wa-tan-ey  
 Ho, Ho Wa-tan-ey  
 Ki-yo-ki-na  
 English:  
 Sleep, sleep my little one  
 Sleep, sleep my little one  
 Sleep, sleep my little one  
 Slee-eeep now  
 French:  
 Dodo mon tout petite  
 Dodo mon tout petite  
 Dodo mon tout petite  
 Fais do-do

**Rock Me Easy (tune: Love me tender)**  
 Rock me easy, rock me slow.  
 Rock me where the robins go.  
 Rock the branch and rock the bough.  
 Rock the baby robins now.



Rock me up and rock me down.  
 Rock me off to sleepy town.  
 Rock me gently up the stairs.  
 To snuggle down with my teddy bears.

Rock me easy, rock me slow.  
 Rock me where the robins go.

**Remembrance Day:** The first use of the poppy as a symbol of remembrance was by Moina Michael in the last year of the war. After reading John McCrae’s poem “In Flanders Field”, she pledged to keep the faith and always to wear a red poppy as a sign of remembrance and the emblem, of “keeping the faith with all who died” (an excerpt from “The Poppy, Symbol of Remembrance” @ [www.warmuseum.ca](http://www.warmuseum.ca).)

**Give Peace a Hand**  
 Cut a large piece of white bristol board in the shape of a poppy. For the center, paint a child’s hand black and have them make a hand print with the heel of their hand in the center of the poppy, fingers stretched toward the outside. Repeat three times so the fingers point out north, south, east and west. Now invite all people in your house, daycare, playgroup, school etc. who would like to “give peace a hand” to add a red paint hand print and cover the rest of the poppy! Discuss how you can do your part, perform random acts of kindness, visit an elderly neighbour, volunteer in your community, smile and say something nice to the people you meet everyday, say a prayer for peace, be kind to an animal. What else can you think of?

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Working toward peace includes understanding we are the same and different. Begin a discussion about tolerance by looking at each of us: straight hair – curly hair, tall – short, old – young, two eyes, one mouth... Try something from another part of Canada or another culture: a word, a new food, a game. With the winter Olympics coming up try some Inuit games or build an inukshuk out of crackers and your favourite spread to hold them together. Two great fall Algonquin words are wabimin (apple) and Makwa (bear).

**Make a Red Collage**  
 On a piece of paper glue as many red things as you can find. You might include pieces of red wool, leaves, ribbon, scraps of material, torn pieces of construction paper or cereal boxes.

**Shredded Wheat Makwa**  
 Cut a bear shape out of some brown construction paper and glue on crumbled shredded wheat.

**Wabimin Sauce**  
 Bring four cups of apples (cored, peeled and quartered) and ¼ cup apple juice to a boil in a covered pot. Simmer til soft and mushy – about 15 minutes. Add ¼ teaspoon and a little honey. Stir well. Serve warm or cold.

## Playgroups

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

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

## Fall Workshops

<p><b>Topic:</b> Baby Picasso</p> <p><b>Place:</b> Beckwith Town Hall, 1702 9<sup>th</sup> line Beckwith</p>	<p><b>Date:</b> Mondays Nov. 2, 9, 16 (3 sessions)</p> <p><b>Time:</b> 1 – 2:30 p.m.</p>
<p><b>Topic:</b> Positive Parenting</p> <p><b>Place:</b> Queen Elizabeth School, Perth</p>	<p><b>Date:</b> Thursdays, November 5</p> <p><b>Time:</b> 6:30 – 8 p.m.</p>
<p><b>Topic:</b> Book and Blanket (Bearsy Bear and the Sleepover)</p> <p><b>Place:</b> Holy Name of Mary School, Almonte</p>	<p><b>Date:</b> Tuesday, November 10</p> <p><b>Time:</b> 6 – 7 p.m.</p>

**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 starting October 1 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 Dad’s group on November 19, 2009.

<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, .....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 Megan Thompson, Document Coordinator.....302</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> Barb Bonsall .....613-259-3389 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)