



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

We welcome Andrea Snyder to our staff. Andrea is the new program facilitator for Lanark playgroups and a new playgroup at Duncan J. Schoular School in Smiths Falls.

Jane Paul is moving into the position of Parent Ed Coordinator. Jane has many years experience with parent education and is replacing Deb McGuire who has returned to university to pursue her masters degree in social work.

Some changes to playgroups:

Perth playgroup location has moved to the Perth library, upstairs in the community room, beginning September 28.

Lanark playgroup schedule will be determined as soon as possible. (Please check our website @ www.crowoeyc.com for updates)

Duncan J. Schoular is a new playgroup location beginning September 20.

Drummond Central School location is cancelled due to lack of space.

United Way fall campaign begins in September. We are collecting toonies at playgroups — one toonie per family - once a year - what a great deal!

The fall parent support calendar is posted on our website. You must pre-register for our workshops.

The Ontario Provincial election is October 6. Please exercise your democratic right and vote. If you don't want to cast a ballot, please visit the polling station to register your name as declining to vote.

Mom to Mom Sale, Saturday, September 17 8 am—1 pm at Trinity United Church 41 Marker Street, Smiths Falls. Two rooms full of baby clothes, toys and equipment.



Handy Phrases for Parent & Providers

—adapted from www.frp.ca

Do you ever think of what you wish you'd said to your children...after the moment's gone by? Here are a few good lines that could come in handy for parents & providers. These phrases give children a model of how to clearly assert one's position in a respectful way. At the same time, they encourage the development of problem-solving skills and build self-esteem. Best of all they are words you will not mind hearing when your child uses them back at you.

Planning for improvement

Faced with misbehavior, parents often ask "why did you do that?" (Depending on the tone of voice, this may sound to the child like an attack: "how could you have been so stupid/inconsiderate/disrespectful?" The question "why?" directs the child's attention to defending his/her past actions. By asking instead, "**how could you avoid this happening again next time?**", you put the emphasis on making a plan to do a better job in the future.

Taking the pressure off

Children often spring requests on you when they know you're in a rush. Don't get trapped into making a snap decision about something you really haven't considered before. You can say, "**this is something I have to think about. I'll let you know later.**" If the decision has to be made right away, of course, later will be too late. They will learn to ask you earlier the next time.

Teaching decision-making

When children are young, you can start letting them in on the process you go through to make up your mind about their requests. Take them through the advantages & disadvantages of different possibilities and explain what's behind your decisions. As they become familiar with the process, they can do it themselves. Then when they ask to do something, you can say, "**convince me this is a good idea,**" and eventually when they're older, "**I need to know your plan.**"

Keeping on topic

Does your child say, "you never buy me anything I want," when all you did was refuse to buy one more video game? Learn to short circuit arguments by refocusing the discussion in the present: "**that might be, but we're talking about just one more thing now.**"

Children can also use this technique to divert your attention away from misbehavior and towards whatever subject they know will hook you into talking. Have you ever heard, "you don't love me as much as my brother?" Avoid getting distracted by saying, "**right now the subject is what just happened. We'll talk about love another time.**"

Overcoming discouragement

When a discouraged child says, "I can't do this, I'm just no good" the parent reflex kicks in. "Of course

you can. Just try harder." A more helpful response might be to acknowledge the feeling and propose a strategy to break an overwhelming task into smaller pieces: "**this isn't easy for you. What part of it might you be able to do?**" For instance, if a preschooler can't do up a zipper, could they pull it the rest of the way once it is started.

Offering support

We try to give children choices in their daily activities, but some things are not negotiable. Even if your children will miss you, Mummy has to go on her business trip. Instead of pretending it won't hurt try an approach that is both firm and supportive: "**I know you're not looking forward to this. What could we do to make you more comfortable?**" Together you might develop a plan that involves making a photo album to look at while mummy is away.

Showing appreciation

People, children included, like to feel they're appreciated, even for the things they do routinely. Be sure your repertoire of handy phrases includes, "**Thank you. That really help me out.**" If you let your children know you notice the things they do right, in time, you may even hear them saying thank you to you in return.

Try to give children a model of how to clearly assert one's position in a respectful way.





Literacy Page

Literacy in the Sciences: Cause and Effect

“If you drink your milk, you will grow big and strong!” If you clean up your toys, you can go play outside.” Most parents and providers talk to their children about cause and effect long before we expect our children to understand those terms. We teach cause and effect every time we help a young child recognize a relationship between two things, or when we demonstrate that one event is the result of another.

Science seeks to explain and understand the natural world. Things happen for a reason: there is a cause for every effect. In science, the **cause** explains why something happens. The **effect** is the description of what happened. Many simple activities can be done at home and in the backyard that will help develop your child's understanding of cause and effect. Consider the following ideas:

*Ask your child, “What do you think will happen if we leave this popsicle out in the sun?” Allowing the popsicle to melt provides an opportunity to talk about the sun's heat and its effect on the icy popsicle. During the winter, do the same thing with small cups of water.

“What caused our water to turn into

ice?”

*Play a simple game in which you orally provide a situation (or a cause). Ask your child to fill in an action (or an effect). For example, you could say, “It was snowing outside.” Your child could fill in, “All the kids got their sleds.” “Someone rang the doorbell,” could be answered with “Our dog began to bark.” This game is perfect for helping your child realize that there is not one single right answer—as scientists they will learn that there can be several causes and several effects.

*Keep track of the plants in your yard. As you observe a plant thriving and growing, ask your child why. Is the plant receiving good light and water? If the leaves on a plant are drooping, ask your child what could be causing the droopy leaves. Does the plant need more sun? More water? What effect could a new location and some water have on the plant?

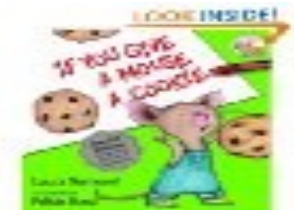
*Share the children's book *If You Give A Mouse A Cookie* with your children. Point out the use of specific cause/effect words used in the book, including if...then. Keep a running tally of all the causes and effects that happen in the story.

For example, if you give a mouse a cookie, he'll want a glass of milk to go with it. If you give him a glass of milk, he will ask for a straw, etc.

Young children learn by engaging in activities that are real and meaningful to them - activities that encourage the development of skills, knowledge, and ways of thinking and learning. Parents can help teach children the early skills for literacy as well as science and mathematics development by creating simple settings that encourage learning.

—adapted from Reading Rockets

www.readingrockets.org/article/43150





Parenting Page

School Transition—Starting School on the right foot

What do we know?

- children start developing skills that will help in school from the first years of life. Parents and childcare workers play a role in helping children get ready for school.

- many parents think children are ready for school if they have learned certain academic activities, such as knowing the alphabet.

- in fact, school readiness means much more. It means that children start school with the basic skills they need to learn to read, write and count. It also means children are healthy and able to get along with others.

- children are more likely to make a smooth transition into school if they can follow instructions, solve problems, work well on their own and stay focused on a difficult task (even if they don't enjoy it).

- parents play an important role in helping their children prepare for school. Good family

relationships and stimulating activities at home and at childcare centres can help children succeed in school.

- parents who respond quickly to their children's needs and questions, provide a steady routine, and enforce clear limits help set the stage for success at school.

- how well children get along with each other also plays a role.

- the way children feel about their school is also a factor. Those who have a good attitude and take part in classroom activities tend to do better.

Parents should pay attention to the quality of childcare services in the child's early years. This can have a big impact on how well your child develops in the areas that will help her succeed in school, such as language skills. Try to choose a childcare setting where children are in small groups and

staff members are well-trained in child development.

- take the time to visit the school with your child before the first day of class.

- explain to your child what they will be asked to do in kindergarten. For example, they will need to get along with the teacher, take part in classroom activities and make friends with classmates.

Help your child to have realistic expectations about school by finding out what activities the school recommends to help your child prepare for school.

To help develop your child's social skills before attending school try signing them up for some parent and child workshops.

— adapted from information sheet published by the Centre of Excellence for Early Childhood Development website at www.excellence-earlychildhood.ca

Children start developing the skills that will help them in school from the first years of life.



Parenting Page

The Importance of Teaching Your Child How To Use Scissors

How important is it to teach your child how to cut at a young age? The use of scissors requires and enhances many developmental tasks. A child who is following the appropriate developmental track should start cutting at the age of 2 years. There are many reasons for this. One reason is cutting allows a child to build up the tiny muscles in the palm of the hand, since he/she has to continuously open and close the hand. These muscles are also used when the child is writing/painting or holding onto anything with a grip. For example, a child needs to hold onto a toothbrush, spoon or fork, and pull up their pants on a daily basis. A second reason is cutting also enhances the use of eye-hand coordination. This means the child must be able to use his/her vision, process what they see, and then be able to move their hand while they are looking at something. This can be a difficult task because it requires the brain to be working with two systems. A third reason is cutting encourages your child to use bilateral coordination. This means your child can use both sides of their body at the same time. For example, when cutting a circle, a child must hold the paper with one hand while the other hand is opening and closing the scissors and moving forward to cut. You may need to try this to understand the true meaning. Bilateral coordination is used throughout everyday life. For example, it can be used when you are zipping up a coat or pants, washing dishes, opening

up an envelope, and driving.

So now you know **why** you should teach your children to use scissors, here are some tips of how you can help them learn.

This is the proper developmental sequence of when children should be cutting:

© 2 years: snip the ends of a piece of paper

© 2.5 years: cut through a piece of paper

© 3-3.5 years: cut on a 1/2" darkened line (cannot cut off the line more than 3 times)

3.5-4 years: cut out a circle with darkened lines (has to stay close to the line for 3/4 of the circle)

4.5-5 years: cut out a square with darkened lines (corners should be sharp)

Each time your child has mastered one of the above sequences, make sure he/she can cut through various materials. Cutting through thicker material is easier than cutting through thin material. So, start with cutting through playdough, then go to manila folders, then to construction paper, then to regular paper, then to tissue paper. This will ensure your child is **really** able to cut. Keep in mind when children are cutting on lines, the lines should always be very dark, and at least 1/4-1/2" thick so they are easy to see and the child does not get frustrated. Also, the Fiskar scissors are the best to use for right or left handed children because they allow for

the most stability when cutting and they come with rounded edges so they are not as sharp. You may want to hold the paper for your child when they first start to cut, since bilateral coordination can be a difficult thing to learn. A child should first just learn how to open and close his/her hand and feel the sensation of cutting a piece of paper. If your child is having difficulty with opening and closing his/her hand or getting frustrated, you may want to try using other instruments or doing other tasks associated to cutting. For example, tongs and tweezers require the same open-close motion of scissors. Have your child pick up interesting objects with the tongs or tweezers and drop them into a bucket. You can make this a race or have them crawl on the floor to encourage shoulder strength at the same time. Also, a hole punch is a fun tool to use and most children think this is really cool! After they are able to cut out a shape, have them colour it, put their name on it, or hang it up so they can be proud of their work! Please note scissors can be dangerous and children should be supervised at all times when using scissors. Most of all don't be scared or nervous to let your child use scissors if you are with them. This is a task that will help them to succeed in many areas as they grow up! Share this experience with your child, be creative, and **HAVE FUN!**

—adapted from

www.gandertherapies.com

Using scissors enhances eye-hand coordination





Songs, fingerplays and crafts

Alphabet Scavenger Hunt!

Hide one item for each letter of the alphabet ...”A” (apple), “B” (ball) and so on. Give young children a picture card of each item (one at a time, as they find the item), with the letter printed on the back. Encourage children to work together to find each item! For older children, give them “clues” instead of the picture; challenge them to solve the clue, then search for the item in alphabetical order!

Have some fun with
the alphabet.



Sensational Alphabet!

Give your children a variety of different textures of letters to glue. For example, alphabet cereal, alphabet pretzels, fun foam, fabric, tag board etc. Encourage the children to glue a collage of letters, spell their names, or other words and sentences.

The Apple Man (tune: Do You Know The Muffin Man?)

Do you know the apple man,

The apple man, the apple man?

Do you know the apple man

Who likes to sing with me?

Oh, he loves the letter A,

The letter A, the letter A

Oh, he loves the letter A and likes to sing with me.



Playgroups

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

Please Note: New playgroup at Duncan J. Schoular School starts September

Day	Location	Time	Staff	Dates
Monday	Almonte - Holy Name of Mary School	10:00 - 11:30 am	Linda	September 12, 19, 26
Monday	Beckwith - Beckwith Town Hall	9:30 - 11:30 am	Leanne	September 12, 19, 26
Monday	Carleton Place - St. Gregory School	10:00 - 11:30 am	Issie	September 12, 19, 26
Monday	Smiths Falls - OEYC	9:00 - 11:00 am	Janet	September 12, 19, 26
Monday	Smiths Falls - Old High School (Bridges)	9:30 - 11:30 am	Lori	September 12, 19, 26
Tuesday	Almonte - Naismith School	9:30 - 11:00 am	Linda	September 13, 20, 27
Tuesday	Carleton Place - Arena, 75 Neelin Street	10:00 - 11:30 am	Issie	September 13, 20, 27
Tuesday	Montague — Rosedale Hall	9:30 - 11:00 am	Leanne	September 13, 20, 27
Tuesday	Smiths Falls—OEYC	9:00 - 11:00 am	Lori	September 13, 20, 27
Tuesday	Smith Falls - Duncan J. Schoular School	9:30-11:30 am	Andrea	September 20, 27
Wednesday	Carleton Place—Lanark Community Programs, 30 Bennett Street	10:00 - 11:30 am	Issie	September 14, 21, 28
Wednesday	Perth at Perth Library	9:30-11:30 a.m.	Leanne	September 28
Wednesday	Lanark - Maple Grove School	9:30 - 11:30 am	Andrea	To be determined
Wednesday	Ramsay - Almonte Civitan Club	9:30—11:00 am	Linda/Janet	September 14, 21, 28
Wednesday	Smiths Falls - OEYC	9:00 - 11:00 am	Lori	September 14, 21, 28
Thursday	Carleton Place - Arena	10:00 - 11:30 am	Issie	September 15, 22, 29
Thursday	Clayton - Anglican Church Hall	10:00 - 11:30 am	Linda	September 15, 22, 29
Thursday	Perth - Perth Library	9:30 - 11:00 am	Leanne	September 29
Thursday	Smiths Falls - Old High School (Bridges)	9:30 - 11:30 am	Lori	September 15, 22, 29
Thursday	Smiths Falls - OEYC	9:00—11:00 am	Parent Run	September 15, 22, 29
Thursday	Perth (Dad's and kids)- St. James Anglican Church	5:00 - 7:00 pm	Peter	September 22, 29
Friday	Smiths Falls - OEYC	9:00—11:00 am	Parent Run	September 9, 16, 23, 30

91 Cornelia Street
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613-283-0095 or 1-800-267-9252

Fax: 613-283-3324

Website: www.crowoeyc.com

Workshops

Workshop—Pre-registration is necessary— call OEYC	Date	Time	Location
Mother Goose on the Loose	Sept. 15, 22, 29 Oct. 6, 13	6:30—8:30 p.m.	Almonte, Reformed Presbyterian Church
Gym Jam—for preschoolers and their parents	September 29	6:30-7:30 p.m.	Beckwith Community Hall
Mother Goose on the Loose	Oct. 3, 10, 17, 24, 31	1—2 p.m.	Carleton Place - Arklan School
Parent Support Group: Discipline	October 6	10-11:30a.m.	Ontario Early Years Centre
Baby Picasso	Oct. 5, 12, 19, 26	1:30-3:30 p.m.	Perth—location to be determined

Staff Directory

Ontario Early Years Centre	Ext	Licensed Child Care	EXT
Diane Bennett, Executive Assistant	313	Kelli Cassidy, Director	309
Kathy Boelsma, Early Literacy Specialist	312	Sherry Harder, Financial Administrator	301
Emily Cassell, Data Analysis Coordinator	316	Janice LePage, Home Visitor	306
Sue Cavanagh, Executive Director	303		
Linda Cybulski, Playgroup Facilitator	304	Lanark County Child Care Programs	
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	Caregivers Needed	
Linda Lalonde, Reception/Office Manager	300		
Issie Mullen, Playgroup Facilitator	311	We are currently taking applications throughout Lanark County. Contact us for more information.	
Jane Paul, Parent Education Coordinator	305		
Andrea Snyder, Playgroup Facilitator	307		
Lori Wintle, Playgroup Facilitator	310		