

Newsletter

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March 2014

CROW Comments

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www.crowoeyc.com

Children's Resources on Wheels (CROW) programs include :

Ontario Early Years Centre

Licensed Home Child Care

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

We Believe:
That programs and services for families should be open to everyone

We are happy to have a co-op student with us this year. Riley VanDusen is a high-school student at Smiths Falls District Collegiate Institute. Riley will be with us until June, so please say "hi" to her when you see her at playgroups.

We are looking for two board members to join the CROW board. If you are interested or know of someone please feel free to contact Sue Cavanagh at edcrow@bellnet.ca

Eventbrite... as you may have noticed we are using eventbrite for registration for workshops. We are working out some details with this program. Please feel free to register for a workshop using eventbrite or you can still call the office to register at 613-283-0095 ext 300.

March 22, 2014 is World Water Day. The United Nation's (UN) World Water Day is held on March 22 each year. Events are organized on or around this day to increase people's awareness of water's importance in environment, agriculture, health and trade.

Mom to Mom Sale: Saturday, March 22 at the Gallipeau Centre in Smiths Falls from 8am—noon, hosted by Rideau Child Care Centre. For more information contact the centre at 613-283-3400.

Mom to Mom Sale: Saturday, April 12 9am-1pm at the Almonte Civitan Hall. For more information or to book a table contact Kate at momsale@gmail.com

Please Note: Playgroups will be cancelled when school buses are cancelled. Playgroup cancellations will be posted on our facebook page and announced on Jack FM, Majic 100 and Lake 88 radio stations.



Children Understanding Instructions



Licensed Home Child Care

Young children may not understand the word phrases we use.

Have you ever caught yourself using an expression with your children and seen the puzzled look on their faces? Once children are about four or five years old they will ask us to explain what a word means. However, there is the potential for miscommunication when we give young children instructions because they may not understand the word phrases we use.

Child caregivers are often faced with busy moments during the day. During these moments it is sometimes easy to give directions or instructions without thinking carefully about the words used.

Directions such as, “be nice”, “share”, “calm down”, “focus”, “be patient” are all abstract concepts that are hard to understand for children. What exactly does, “be patient” mean to a three year old? Does it mean don’t talk? Does it mean sit down? Does it mean keep your whole body still? Does it mean find an activity to keep yourself busy while you wait? And what type of activity

would qualify? A book? A puzzle? A ball?

A child may believe they are being patient according to their understanding of the term. The child may not know how long they are supposed to sit still. Being patient may mean sit down for one minute or maybe until further instruction. When does the time start and finish?

Adult terms are full of fuzzy areas for most young children. If you are currently struggling with a child understanding instructions, you might want to re-phrase your request using clear, concrete terminology.

Or you might want to give a visual example of what the term means. The clearer you make the request, the higher the chances that the child will be able to understand the expectation. For example, if you want a child to “be patient” while you prepare lunch try explaining your own personal definition of being patient in this situation. Make sure

to give the child clear guidelines on what they **CAN** do while they are demonstrating patience and what they **CANNOT** do. Think about how you define patience in terms of body movements and verbal communication.

I’m sure with some extra guidance your child will soon come to understand your meaning behind your instructions. Be patient. They are new at this.

—adapted from
www.howtorunahomedaycare.com



Ontario Early Years Centre

Literacy Page

Print Awareness

Print Awareness is one of the early literacy skills that researchers say is important for children to have in order to learn to read.

Print awareness includes knowing that print has meaning, knowing how to handle a book, and noticing print all around.

Books:

- Some books have writing as part of the story (*Bunny Cakes; Click, Clack, Moo*)
- Some books have writing as part of the pictures (*Hi Pizza Man; Martha Speaks*)

Book Sharing:

- Let your child turn the pages of the book
- Point to the words of the title as you say them
- Point to the words in a repeated phrase as you say them. This helps your child see that, in English, we read from left to right and from top to bottom of the page
- Point to a word that interests your child. Show your child

that written words have a space on each side

- Play around with the orientation of the book. Start with it upside down and backwards. Tell your child you are turning it around so you can read it. Use the words “front” and “back” of the book. If your child hands you a book upside down or backwards, explain that you are turning it to start at the beginning.
- Use the terms author and illustrator each time you read a book with your child
- Encourage drawing. Your child can draw a picture of what is happening in the book
- Encourage scribbling. Your child can “write” words to the story on a piece of paper.

Research tell us:

Research shows that pre-readers focus on the pictures of a book. 95% of their visual attention is directed toward the pictures. With the help of adults children can explore print, and help them realize that the written word has meaning.

Please Note: For more information see the March literacy calendar.

—based on information from Every Child Ready to Read, a program of the Public Library Association and the Association for Library Service to Children.
www.ala.org/everychild



Parenting Page

Teaching Your Kids About Love and Romance

Valentine's day is over, but love and romance are still around. Many parents and educators struggle with the whole idea of sexuality when it comes to young children. Hearing a 6-year-old, giggling about a friend being in love is normal and kids try on the roles of "boyfriend" and "girlfriend" just like they may play teacher or chef. "How you handle these first situations is important," says Aron Janssen, M.D., clinical director of the gender and sexuality service at NYU Child Study Center. "Your child is beginning to understand that gender is permanent -- if she's a girl now, she'll grow up to be a woman." Consider these reasonable responses to four typical scenarios you might encounter with kindergarten or school age children.

Many parents and educators struggle with the whole idea of sexuality when it comes to young children.

Your child says she has a boyfriend.

Best Approach: Ask her what she means. "Even though there's a lot of talk about boyfriends at this age, it's all pretty innocent," says Paul Donahue, Ph.D., a clinical psychologist. Having a boyfriend may mean sitting together at lunch or buddying up on a class trip. Don't adultify their relationship, even if

you're being tongue-in-cheek. "You might say, 'It's great to have a friend who's a boy. It's wonderful to have someone you feel special about,'" says Dr. Donahue. There's no need to be concerned unless the friendship becomes too exclusive or possessive.

You catch your son trying to kiss a girl.

Best Approach: Talk about it in private so you don't embarrass him. When alone, say: "I know you really like Sophie, but there are better ways to show her how you feel." Explain that holding hands or giving a hug is fine if the other child likes it, says Annye Rothenberg, Ph.D. You can also suggest more age-appropriate gestures, like creating a secret handshake together or drawing her a picture.

Your daughter is having a coed playdate, and they head to her room alone.

Best Approach: Don't jump to conclusions. Kindergarten kids still have a lot of curiosity about bodies, but they have learned about respecting one another's privacy, so "playing doctor" is less likely to happen than it is with younger kids. "If you say, 'Keep the door open when you're in your room,' you might give them ideas that weren't even there," says Dr. Rothenberg. Of course, be aware if play

becomes too quiet or a pair often shuts the door; it may mean they're doing something they shouldn't -- like jumping on the bed or sneaking candy up to her room.

Your child describes a friend as "sexy" or "hot."

Best Approach: Kids will pick up this type of vocabulary from YouTube, commercials, and older [siblings](#), but they don't necessarily understand what the terms mean, says Sharon Lamb, Ed.D. Explain that these words are only used by grown-ups, and they don't really describe kids his age. You might suggest that he compliment others on qualities they'll care about, like being a good singer or a kind friend, instead.

Start down the road to healthy sexuality by teaching your very young children the proper names for their body parts. Talk about similarities and differences: eye colour, height, hair and yes, boys have penises and girls have vulvas. Let them know that their private parts are the areas their bathing suit covers. Teaching about bodies and relationships is just another part of parenting!

adapted from Gina Bevinetto
 Feld from [Parents Magazine](#)
 by Jane Paul, Parent Education
 Coordinator





CROW

Children's Resources on Wheels

Parenting Page

March is Nutrition Month

Helping to make kids confident in the kitchen can begin as easily as this:

- encourage your kids to watch, chat and hang out when you are cooking
- ask kids to read out the recipe. It's great practice for them and helpful to you.
- invite them to do easy jobs, like find utensils, get ingredients out of the fridge, stir, set the timer and turn on the oven.

•don't be afraid to engage kids from a young age. You will be surprised at how capable they can be, from cracking eggs to tossing salads to working with pizza dough.

- share other kinds of basic know-how when you can, such as how to use the toaster, a whisk, a colander, a cheese grater etc
- make the time in the kitchen relaxed and enjoyable.

The more welcoming the atmosphere and the more fun kids have, the more they will want to participate in food prep

Time Savers

- cook up big batches of basics like couscous, pasta, rice or roast vegetables. They keep well in the fridge for a few days or can be frozen and defrosted for speedy use. Add different ingredients to change them up for different meals.

- wash, dry and refrigerate salad greens and fresh herbs so you can toss a salad, stuff a sandwich or season a dish quickly and easily. Light wrapping in a paper towel before bagging them absorbs excess humidity and helps keep greens crisp longer.

- prepare extra vegetables a day or two ahead for a super quick stir fry, soup, chowder, raw veggies and dip or salad

- shred cheeses and refrigerate in airtight containers

Bang for your buck

Need to keep a tight rein on food costs? Focus on budget-conscious foods that offer high quality nutrition. Here are some tips and strategies:

- legumes, such as black beans, chickpeas or kidney beans are a versatile, satisfying, high value source of protein and fibre. Whole or pureed you can add them to soups, stews, spaghetti sauce.

- purchase cheese in bigger blocks. Properly wrapped, cheese freezes terrifically, though the texture may change. Defrosted, it's great for cooking.

- day old whole grain bread is as nutritious as fresh, and it tastes great toasted.

Make meals a family experience

•connect with your kids by planning and preparing meals as a family. Set aside some time each week to connect with your kids and plan meals for the week ahead.

- explore food together. Plan family activities that are related to food and cooking together. Try making a family cookbook by getting your children to choose their favourite healthy recipes.

•Eat together as a family as often as possible.

Make mealtime enjoyable by taking time to connect with your kids. Remove any distractions such as the TV, gadgets, toys or phones so everyone can focus on the food and being together.

—adapted from
www.nutritionmonth.ca

Encourage your kids
at a young age to help
you in the kitchen.



Crafts

Submitted by Lori Wintle

I'm Bored Jar of Activities Keeping Kids Busy -

While this jar was created for the long summer break, it might also be a great idea to have around during your spring break as well! Easy to make, quick project that can be made with materials you have just lying around the house. Be creative with the activities you put on the pieces of paper inside the jar.



Treasure Dig (Indoor Kids Activities) Spring fever has officially hit, but since the winter weather is still here for a little longer, this indoor activity is perfect! Kids of all ages will love this treasure dig, depending on the age you can hide different things. All you need is sand, brushes and things from around your house to hide

Make Shopping Fun for Kids Printable Games ~ When the kids are coming with you to get the weekly groceries use pictures to create a shopping list for them. Keeps them busy and creates independence and builds self-esteem.

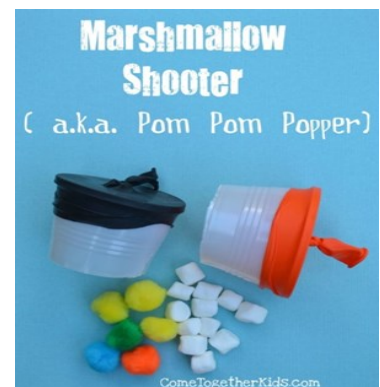
Make a Colorful Vegetable Collage Kids will have fun cutting and pasting pictures of food to make a vegetable collage.



Fun Ideas for March

Break

Marshmallow Shooter ~ Kids will love to practice their aiming skills with this challenging cool craft. This craft could be created with marshmallows or pom-poms, and is the perfect boredom buster during spring break.



Playgroups

Please Note: March Break is March 10—14. All outreach playgroups are closed. Playgroups will run at our center in Smiths Falls on Monday, Wednesday and Friday.

| Day | Location | Time | Staff | Dates |
|-----------|---|------------------|------------|---------------------|
| Monday | Almonte - Holy Name of Mary School | 9:00 am—noon | Linda | March 3, 17, 24, 31 |
| Monday | Carleton Place—Carambeck Community Centre | 10:00—11:30 am | Issie | March 3, 17, 24, 31 |
| Monday | Smith Falls - Duncan J. Schouler School | 10:00—11:30 am | Andrea | March 3, 17, 24, 31 |
| Monday | Perth—Dance Studio | 9:30—11:30 am | Cindy | March 3, 17, 24, 31 |
| Monday | Smith Falls - OEYC | 9:00-12:00 noon | | March 10 |
| Tuesday | Almonte - Naismith School | 9:00 am -noon | Linda | March 4, 18, 25 |
| Tuesday | Almonte - Holy Name of Mary School evening | 6—7:30 pm | Linda | March 4, 18, 25 |
| Tuesday | Carleton Place - Arena, 75 Neelin Street | 10:00 - 11:30 am | Issie | March 4, 18, 25 |
| Tuesday | Montague — Rosedale Hall | 9:30 - 11:30 am | Andrea | March 4, 18, 25 |
| Tuesday | Smith Falls - OEYC | 9:00-12:00 noon | Lori | March 4, 18, 25 |
| Wednesday | Almonte - Holy Name of Mary School | 9:00 am—2:30pm | Linda | March 5, 19, 26 |
| Wednesday | Carleton Place - Carambeck Community Centre | 10:00 - 11:30 am | Issie | March 5, 19, 26 |
| Wednesday | Lanark—Maple Grove School | 9:30—11:30 am | Andrea | March 5, 19, 26 |
| Wednesday | Perth—Perth Library | 10:00—11:30 am | Cindy | March 5, 19, 26 |
| Wednesday | Smiths Falls - Trinity United Church | 9:30 - noon | Lori | March 5, 19, 26 |
| Wednesday | Smiths Falls—OEYC | 9—noon | Parent run | March 5, 12, 19, 26 |
| Thursday | Almonte - Naismith School | 9:00 am—2:30pm | Linda | March 6, 20, 27 |
| Thursday | Carleton Place - Arena | 10:00 - 11:30 am | Issie | March 6, 20, 27 |
| Thursday | Lanark—Maple Grove | 9:30—11:30 am | Andrea | March 6, 20, 27 |
| Thursday | Perth - Perth Library | 10:00 - 11:30 am | Cindy | March 6, 20, 27 |
| Thursday | Smiths Falls - Trinity United Church | 9:30 - noon | Lori | March 6, 20, 27 |
| Friday | Smiths Falls - OEYC | 9:00—11:00 am | Parent Run | March 7, 14, 21, 28 |



Workshops

| Workshop—Pre-registration is necessary— call OEYC ext 300 | Date | Time | Location |
|--|---------------------------|----------------|--|
| Good Discipline, Good Kids—2 session workshop | Tues, March 25, Apr. 1 | 6:30-8:30 p.m. | St. John Elementary School, Perth |
| Toddler Music | Wed., March 26 | 10-11 a.m. | Perth Library |
| Playdate With Your Preschooler | Thurs., Apr. 10 | 10—11 a.m. | Perth Library |
| Depression | Thurs., Apr. 24 | 6:30-8:30 p.m. | Arklan School, Carleton Place |
| Family Math—3 session workshop | Tues., Apr. 29, May 6, 13 | 6—7:30 p.m. | Taycare Senior Childcare Centre, Perth |

Staff Directory

| Ontario Early Years Centre | Ext | Licensed Home Child Care | Ext |
|--|------------|---|------------|
| 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 |  <p>CROW Licensed Home Child Care A Program of Children's Resources on Wheels</p> <p>Do you need child care? Would you like to be a child care provider?</p> <p>Contact Us 613-283-0095 hcccrow@bellnet.ca</p> | |
| Linda Cybulski, Playgroup Facilitator | 304 | | |
| Jan Forsythe, Finance Manager | 302 | | |
| Cindy Goodfellow, Playgroup Facilitator | 307 | | |
| Janet Wheeler Lackey, Resource | 311 | | |
| Linda Lalonde, Reception/Office Manager | 300 | | |
| Issie Mullen, Playgroup Facilitator | 311 | | |
| Jane Paul, Parent Education Coordinator | 305 | | |
| Andrea Snyder, Playgroup Facilitator | 318 | | |
| Lori Wintle, Playgroup Facilitator | 310 | | |