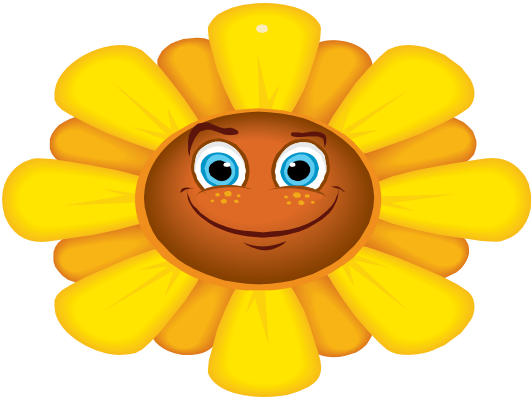


NORAH LOVE CHILDREN'S CENTRE
54 Princess Street
Sioux Lookout, Ontario P8T 1H4
(807) 737-2131

BIIDAABAN CHILDREN'S CENTRE
Box 567, 41 Eighth Avenue
Sioux Lookout, Ontario P8T 1A8
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SIOUX MOUNTAIN CHILDREN'S CENTRE
Box 7, 89 First Avenue
Sioux Lookout, Ontario P8T 1A1
(807) 737-2055

SPRING 2010



SHIUX LOOKOUT MUNICIPAL CHILD CARE CENTRES

NORAH LOVE CHILDREN'S CENTRE

54 Princess Street
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(807) 737-2131 (Business)
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April 12, 2010

Dear Parents:

Spring has certainly sprung early this year and yes, we are all excited to participate in the so much loved outdoor play/activity time.

Children learn through play and love getting their hands dirty and discovering their surrounding with all senses (tasting a raindrop, feeling the squishy mud, jumping in a puddle, listening to the birds sing). Having said this we would like to remind all parents/guardians that this is the season of layered and continuous changing of clothing. The mornings are still rather chilly and children still require warmer clothing and sometimes even mitts. Spring rains are asking for rubber boots, splash pants and raincoats. The warm afternoons welcome sunhats, lighter jackets and sunglasses.

Sun safety is also being practiced at all Centres and the insects will be out soon. Please ensure you have signed and paid for the Bug and Sunscreen Form so Educators can protect your child.

Spring is a great time for exploring and offers so many learning opportunities. As always, Educators are attending to the children's ever changing and growing emotional, social and cognitive needs and interests. All this combined with curiosity and fun will promise the best ever learning environment for the children.

Please look for the posted planning sheets in the classrooms to keep you updated on what is happening in your child's room. You also may have noticed a different format in some rooms. This is where educators have chosen to use an emergent curriculum. If you would like to know more about this see attached notes, visit the websites and feel free to talk to the room teachers.

The Sioux Lookout Municipal Childcare Centre's staff strives to offer the best possible care for your child. With that said we would like all parents/guardians to know that this is a team effort. Please feel free to come and spend some time with your child at Day Care at any given time. Come talk to the Educators and feel free to share any ideas, questions or concerns.

Thank you and we are looking forward to hearing from you.

Sincerely,

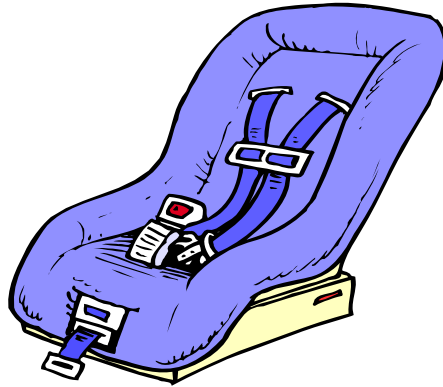
Karin

Karin Laviolette, Resource Teacher

UPCOMING EVENTS

Car Seat Clinic

April 13th, 2010
3:00 p. m. to 5p. m.
at the Fire Hall



THE DAY CARE CENTRES
will be
CLOSED
Monday, May 24th, 2010
for Victoria Day



UPCOMING EVENTS

con't

Mother's Day

Sunday, May 9th, 2010



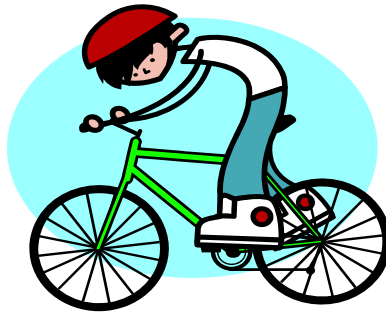
Family Safety Night

Thursday, May 27th, 2010

4:00 p. m. to 7 p. m.

at the Recreation Centre

The theme is: "got wheels ...wear a helmet."



Father's Day

Sunday, June 20th, 2010



The Emergent Curriculum

When we consider what activities to set out and how to arrange the classroom's physical space we keep in mind that the main "goals" and opportunities in the rooms are:

- To be aware of one's feelings, needs and abilities;
- To learn how to express one's feelings, needs and abilities constructively with words and actions;
- To hear and respect the feelings, needs and abilities of others;
- To experience new things safely with one's peers;
- To explore one's own interests;
- To learn to make appropriate choices based on experience and cause and effect.

Creating a Web

Creating a web involves the educators taking the children's ideas and brainstorming about where a particular idea might go and listing the potential related connections that could be made. One idea leads to another, which leads to another, and so on; rather like a big spider web.

A web will always include more ideas than can be followed and will rule out ideas due to lack of interest or appropriateness.

The web will help educators remain open to possibilities and begin preparing and planning for activities that might give opportunities for learning. It serves as a starting place for educators to focus their thinking.

The web will also allow for more creative and playful thinking from educators rather than the traditional linear and logical thinking. This will allow for your child's mind to soar to places that it may never have reached with past methods and to participate in activities that have been solely created for them.

Webs are developed and added to constantly, based on the interests of the children. When the children's interests change, the web will reflect that change.

Sincere thanks to Stephanie Long, UNBI, ECE Student and The Children's School, La Jolla, CA for their assistance in the development of this brochure.

What is Emergent Curriculum?

Emergent curriculum is quite different from the standard adult imposed teachings that we are accustomed to. Emergent Curriculum is planning the focus of learning or what happens in the classroom, as a result of interaction between teachers and children, with both contributing ideas and reacting to them to build on appealing and worthwhile units of study.

Emergent Curriculum is socially and intellectually engaging and personally meaningful to children. Educators follow the children's lead and then introduce new and exciting activities to sustain their interests and deepen their explorations. This is a method that requires genuine responsiveness and attention to children rather than just educator's goals. Our emphasis is focused on developing social skills, problem solving skills, fostering independence and building a foundation for lifelong learning.

Where Do Ideas For Emergent Curriculum Come From?

The children provide the ideas that form the foundation for the units of study that are prepared, organized, coordinated and facilitated by the teachers. Other sources of ideas include:

- a) Things, events and people in the environment.
- b) Developmental tasks to be mastered at each developmental stage.
- c) Family and cultural influences.
- d) Issues that arise in the course of living together day-to-day.
- e) Serendipity, or, what just happens.
- f) Values held for children's learning in the daycare
- g) Adult interests and passions
- h) Curriculum resource materials are not the primary source of ideas but they can be adapted to the setting and children's interests.

Documentation and Observation of Your Child's Growth

By documenting your child's actions and behaviours, it provides children with the ability to remember and understand the process of their learning and provides you, the parent, with concrete representations of your child's growth and development.

Documentation provides educators with the ability to create an environment that will enrich learning activities and provide opportunities to represent children's learning cycles.

Some of the most effective ways to conduct observations and to document growth are:

- Tape Recordings – the educator can replay a recorded tape of children at play to pick up on any ideas or interests that they may have otherwise missed.
- Photographs – pictures can provide children with wonderful memories, give educators visual aides when planning future activities, and provide parents with opportunities to view their children at play.
- Children's Artwork – this becomes a visual timeline, if you will, showing where children's abilities were and where they are now.
- Educators' Notes and Journals – through these methods educators can record children's development for long periods of time. They can then use this to find new activities and materials that will lead children to sustain deeper interests and construct new understandings of the world around them.

Documentation and observations of children's interests and experiences is the basis, and ongoing process, of the Emergent Curriculum.

Activities Planned Through Webbing

After observing and documenting children's interests and curiosities the educators can plan relevant experiences to help children explore their ideas. Thinking about possible experiences that might support children's thoughts is often done through a process known as webbing.

This is an example of an "Emergent Curriculum" that you might see outside the classrooms



Playground Safety

The playground equipment that had not been accessible to the children during the winter months due to safety reasons has now been reopened.

The protective layer of sand surrounding the climbing equipment has been loosened up by either intense raking and/or rotor tilling. Equipment has been checked for loose or defective parts prior to the children using them. For children's safety, playground inspections are conducted by staff members daily. As well, there will be an annual comprehensive inspection done by a Certified Playground Inspector. This should be completed by the end of May at all sites. Educators make sure that all children are aware of the Day Care playground safety rules and have circles regarding proper use of all equipment. For example, sliding feet first; no toys allowed on climbers; no pushing to get ahead; climbing up the ladder appropriately and so on.

Children will only be allowed on the equipment that is designed and approved for their age group.

We ask that parents help the teachers in their efforts to keep the playgrounds safe by removing all strings from children's clothing because it could cause strangulation on equipment and fencing and by sending proper footwear.

Please refer to the "Safe Kids Canada" website at www.safekidscanada.ca/skcf if you require further information concerning playground safety and please speak with any staff member if you have any questions or concerns regarding our playgrounds.

Thank you for being partners in keeping the children safe.



DEVELOPING PHONOLOGICAL AWARENESS

The Preschool or Kindergarten can be an ideal place to involve children in activities that will develop Phonological Awareness in a fun and relaxed way. Even though many preschool children will not yet be ready for reading or know any letters of the alphabet they can still develop good listening skills and build early levels of Phonological Awareness that will support them later when presented with formal reading instruction. Parents can further encourage this development through reading and talking about books regularly with their children and introducing them to rhymes and sound games.

SOME GENERAL SUGGESTIONS FOR EARLY PHONOLOGICAL AWARENESS

Encourage **active listening**, setting an atmosphere of fun by using a headband with oversized "Mickey Mouse" ears attached. Make a habit of playing games that focus on words, syllables, rhyme and sounds. Thinking about sounds is a very abstract task for young children. They will need time and practical activities to understand the concept of a sound. A bridge to this understanding is through developing **oral awareness**. A mirror will help children explore the way their mouth and tongue moves as they say the sounds – e.g. m f p (**sounds not letter names**). Encourage children to copy sounds and words and talk about how their mouth and tongue moves.

Take time to **emphasize how words are said** and provide children with **opportunities to practise correct pronunciation** of words in an atmosphere that allows mistakes and experimentation. The clearer that the sound patterns are laid down, the easier it will be for children later on, to retrieve the correct sounds in words.

Assist children to discover **syllables, rhyme, and alliteration** (words that start with the same sound) as you talk about words and play sound and action games. Be clear and accurate in the way you **talk about sounds and letters** and how they relate to each other. We can hear sounds as we say or make sounds in our mouths. We can see and write letters on the page. Don't confuse children with inaccurate requests such as – What letters can you hear at the beginning of that word? Remember that there are **2 "baskets of knowledge"** – one for sounds and one for letters. Young children need to build up their skills in each "basket" before they are ready to learn how the two are linked.

Promote Phonological Awareness by drawing attention to different aspects of rhymes and sound play in **books** such as those listed below. Alphabet books will also help to increase awareness of sounds at the start of words as well as develop familiarity with the names of the letters.

A **balanced preschool program** involves many components. We must keep the role of Phonological Awareness in perspective and see its place within the broader focus of building good oral language skills. Free and imaginative play, physical activities, real life experiences, learning about new words, reading to children and encouraging storytelling and learning about questions are also important.

Remember that all the Phonological Awareness activities should be fun and not a learning drill.

ACTIVITIES FOR PHONOLOGICAL AWARENESS

SYLLABLES: Children love a sense of absurdity combining nonsense, movement and rhythm.

The Train Game

Let's pretend we are on a train. Copy the train driver (teacher) as he/she calls out the names of places we will visit. The teacher selects fun sounding multi-syllabic words for the children to say and clap out the syllables. For example: "Stopping all stations from Tootgar-ook to Wan-ga-rat-ta." or "Next stop Dim-boo-la. Or "Do you want to go to Win-kywoo or Tim-buc-too?"

The Longest Word

Ask the children to think of the longest words they know. Demonstrate the length, clapping out the beats or syllables – caterpillar, encyclopaedia. When you notice long or interesting sounding words, have fun with the children, repeating and breaking the words up into their beats. Eg. Cat-a-ma-ran. Be aware that some children will still be thinking that 'long' word refers to the meaning of the word and might suggest 'train' as a long word!

RHYME – Onset/Rime:

Remember that building knowledge of rhyme takes time. Children usually find it easier to recognize rhyme than to produce rhyming words unprompted.

Sing songs and read nursery rhymes

Emphasize the rhythm and the rhyming words in old favourites such as Incy Wincy Spider, Little Jack Horner, One Two Buckle my Shoe. Repeat the rhyming words and ask children to copy eg. Incy Wincy Spider- spout - out.

Rhyming Riddles

Children can enjoy solving these riddles and then afterwards finding the words that rhyme. In the garden it **grows**. You can smell it with your **nose**. It is called a **(rose)** It sleeps on the **mat**. It is bigger than a **rat**. It is called a **(cat)**.

Rhyme cloze:

Providing a context for the children will make it easier to think of a rhyming word to complete the sentence. In this task the answer is always a body part. Mrs Rose has a mosquito on her (nose). Jenny Bin has a pimple on her (chin). Mr Weg has a broken (leg). Tommy Weer has a flea in his (ear).

FIRST SOUND AWARENESS: Some children may already have an awareness of the first sound of words prior to formal teaching, whereas others may not. However all children will have fun with sound play that makes the alliteration (each word begins with the same sound) obvious.

Alliteration Game:

Children will play a "copy-cat" as the teacher 'builds up' an alliterative character e.g. Miss Marble. Miss Marble's muffins. Miss Marble makes muffins. Miss Marble makes marvellous muffins. Miss Marble makes marvellous marmalade muffins – "mm ..." Other examples that you might begin with could include Silly Simon ..., Tiny Tina..., Little lambs ...

The First Sound Shop:

Set up a shop that sells only things that start with a particular

sound. For example: The Mmmm shop sells milk, mice, marbles, marshmallows, mushrooms, matches, monkeys, mugs, mops and maps. Children brainstorm other items and may be encouraged to bring from home items that could be displayed. Try this with other sounds e.g. 'b' (balls, butter, bags, beetroots etc), or 's' (sandwiches, soup, sardines, sox etc).

The Food Game - Watch what you eat!

Each child stands and tells the group the name of a food they like that starts with the same sound as their own name. The activity could be extended to include an item they don't like to eat as well. For example, "I'm Fiona and I like to eat fish but I don't like to eat frogs."

I Spy:

Identify an object in the room and say "I spy with my little eye something beginning with the sound 'm'....." Mummy, make-up, mandarins, muffins, milo etc. (Make sure to use the sound not the letter name).

Children's Literature for Rhyme, Alliteration and Syllabification.

Each Peach Pear Plum. by Janet and Alan Ahlberg

Goodness Gracious by Phil Cummings

Where's my Teddy by Jez Alborough

In Search of Octopotamus and Other Strange Animals by Allan Cornwell

Don't Forget the Bacon by Pat Hutchins

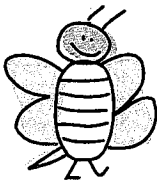
Pass the Jam Jim by Kaye Umansky and Margaret Chamberlain

Happy Families series - Mrs Plug the Plumber, Mr Tick the Teacher etc. by Allan Ahlberg

Hairy McClarey from Donaldson's Dairy by Linley Dodd

Can You Hear me Grandad? by Pat Thompson

Taken From – Love and Reilly Newsletter No. 21 September 2007 www.loveandreilly.com.au



Hickety Pickety Bumble Bee

(I was introduced to this cute song by the Northwords staff at one of their workshops– you can make a paper or stuffed bumble bee to pass to the child when it is their turn–the tune doesn't matter, just sing with a happy enthusiastic voice!)

Hickety Pickety Bumble Bee, won't you say your name for me?
Hickety Pickety Bumble Bee, won't you clap your name for me?
(a clap for each syllable)

Other endings to the song.....

...Won't you rhyme your name for me?

(ie Mary could say 'Berry' and adult could sing 'Ma-ry...Ber-ry')

...Won't you whisper your name for me?

...Won't you spell your name for me? (for older chdn)

...Won't you find your name for me? (have cards with the children's names on them around the room – for younger children, have a small photo on each name card to help them identify)



HAPPY SPRING

'I Dig, Dig, Dig'

(an Action Poem from betterkidcare.psu.edu)

I dig, dig, dig,

(Pretend to dig.)

And I plant some seeds.

(Stoop down and plant seeds.)

I rake, rake, rake,

(Pretend to rake.)

And I pull some weeds.

(Pull out weeds.)

I wait and watch

(Bend over and look at ground.)

And soon I know.

(Nod head.)

My garden sprouts

(Raise hands from ground as if sprouting.)

And starts to grow.

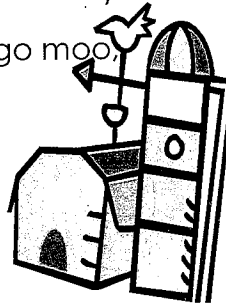


Help your child make their own animal puppets. Cut some animal pictures out of an old colouring book or a magazine and glue them onto some cardboard (empty cereal/cracker boxes). Make a barn out of an empty box and colour it with a red crayon. Set up a farm scene with your child and follow his/her lead as you play together. Or, use the puppets to help you sing the songs above.

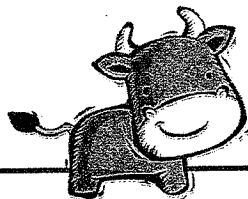
Farm Sounds

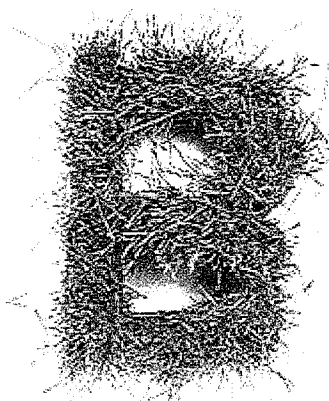
(Tune: The Wheels on the Bus)

The cows in the barn go moo,
moo, moo,
Moo, moo, moo,
Moo, moo, moo,
The cows in the barn
go moo, moo, moo,
All around the farm.



The pigs in the pen go oink, oink, oink..
The hens in the coop go cluck....
The lambs on the hill go baa...
The ducks on the pond go quack,....
The horses in the corral go neigh,...





LIVING LETTERS

Give each child an aluminum pie plate with holes punched in the bottom. Invite children to fill their pans with potting soil. Next, have children use their fingers to "write" the first letter of their names in the soil. (Be sure each child's letter is about ½-inch deep.) Help children place grass seed inside the outline of their letters in the soil. (A seed every 1/8 of an inch should do it.) Cover the grass seed with a layer of soil. Then water. Be sure to put the pie plates on a cookie sheet to catch the extra water. Watch for the letters to come alive! This is a great opportunity to talk about seeds, plants, and the things plants need to grow. Happy planting!

Make some fabulous creations with SILLY SEEDS

Provide children with several kinds of seeds, wax paper, string, and white glue. Encourage children to squeeze the glue onto the wax paper to make a simple design that is 4 to 5 inches long. Ask children to sprinkle seeds onto the glue. Let the glue dry well. Then help children gently peel their seed designs from the wax paper. Tie a string to each and hang from your ceiling.

Go on a Puddle Walk!

Make sure you are dressed in your boots and raincoat! Take along a lens or magnifying glass to get a close look at things you will find. There may not be many people outdoors, but there will be lots of critters out and about. Look for worms that come out of the ground during the rain and end up on walkways. Look for spider webs covered with raindrops. Are you surprised that the rain hasn't washed away the webs? What new sounds do you hear? Try clapping your hands to the beat of the raindrops.



With your hand lens or magnifying glass, examine raindrops that sit like tiny bubbles on leaves or railings. How do things look different when they are wet?

How does the rain feel? Stick out your tongue and catch a raindrop. Touch leaves, soil, and rocks. Feel the squishy ground beneath your feet.

Talk about the difference between summer rainy days and fall rainy days and the things you see outside.

Play "I Spy" in the rain. Each player picks something for the other player to find. For example, "I Spy a wiggling worm" or "I Spy a slippery leaf."

S.O.S. "Save our Smiles"

April is Dental Health Month!

Save your children's smiles with these three simple tips!

1. Healthy Habits
 - brush, floss and visit your dental professional regularly!
2. Healthy Foods
 - avoid sugary snacks and drinks!
3. Healthy Rewards
 - instead of candy, offer a small prize or fun activity!



Preventive Dental Services
www.nwhu.on.ca
1.888.465.4377

