



Dartmouth College Child Care Center Newsletter

March 2011

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Office: Jeff Robbins,
Sunnie McPhetres,
Terry Chase, Amy
Potter

Inside This Issue: Play!!!!!!!!!!!!!!!



From the Director

Spring is coming

Although I'm still appreciating fresh layers of snow and even our recent excellent and exciting ice storm, I acknowledge that late winter is about to blend into early spring. I'm ready, finally, for mud season. Bring it on! Weather is one of my favorite things. When the time comes I'll change my snowshoes for mud boots and head outside to see if the porcupines have moved back into their den, if the barred owl will nest in our hollow tree again this year and if the deer are wandering out of their winter yards yet.

I've learned a lot in the woods this winter. Let me point you toward my favorite blog, <http://naturallycuriouswithmaryholland.wordpress.com/> Both the blog and the book, Naturally Curious, deliver bytes of information in amounts that fit into my busy day and just at the time that I'm noticing something outside. Mary's most recent blog mentions the male redwings' return. I have yet to see one, but I'm ready!

A Vote for Play from the Chronicle

Play matters, says the Chronicle: "...according to researchers, not just because play reduces stress and makes children more socially competent—which evidence suggests that it does. It matters also because play supposedly improves working memory and self-regulation; in other words, it makes kids sharper and better-behaved."

The Chronicle of Higher Education

February 22, 2011

The Case for Play

<http://chronicle.com/article/The-Case-for-Play/126382/>

A Vote for Play from Big Jeff

Science for people of all ages includes sets of facts known to be true, hypotheses about what might be true and a process by which to test one's hypotheses. In everyday science, adults may have the experience and cognitive structures to evaluate information and to decide if it is likely to be accurate. Young children are accumulating facts and experiences as they go, but given the way they learn, they mostly just have to try things out for themselves. This is the work, and the play, of science.

Remember SURPRISE! Muffins, one of Big Jeff's snow day recipes? Andrew (DCCCC '13) and Katie Davis wondered what might make good surprises in their muffins, so they put on their aprons and got to work on the recipe (see below). As any scientist would they contemplated the issue, reflected on their past experiences, hypothesized what would work, experimented with their ideas, evaluated their results and found a new set of questions.

With a modicum of supervision Andrew and Katie used their math skills (measuring, estimating and sequencing, for example) as they followed the recipe to mix up the batter. When the batter was ready each child had 12 mini-muffin cups with which to experiment. They tried replicating the original research by using some surprise items that their literature search (the recipe) indicated would work including jelly, chocolate chips, dry cereal and peanut butter. Using information from prior experiences they experimented with marshmallows, chocolate sauce and cheese. An experienced researcher (Dad) helped them estimate the quantity of a successful surprise.

When asked about their results, Andrew and Katie provided some first person evaluation. Their experience and personal preference indicated the most success with chocolate chips, m&m's and marshmallows. In thinking about next steps they planned a new experiment to include strawberries, protein bar crumbles, gumdrops, and skittles. They are currently seeking administrative approval for their next experiment. Word has it that they have already successfully passed muster with the Human Subjects committee.

SURPRISE! Muffins

1 egg
1 cup milk
1/4 cup salad oil
2 cups flour
1/4 cup sugar
3 t. baking powder
1 t. salt

preheat oven to 400
grease muffin tin
beat egg
stir in milk and oil
add other ingredients
stir just to moisten - batter should be lumpy
fill muffin cup 1/3 full
--here's the good part--add a surprise*
fill muffin cup to 2/3 full
bake 20-25 minutes until golden brown
remove from muffin tin immediately

*What kind of surprise?

Add just a tad. The surprise is the thing. Try:

a teaspoon of jelly
a half of a strawberry
a slice of banana
a small chunk of any fruit
a few pieces of dry cereal
a pinch of brown sugar
a dab of peanut butter
a few chocolate chips
a jelly bean
a Hershey's kiss
a sprinkle of cinnamon sugar



Dear Big Jeff,
How about whining?
Signed,
Enough Said

Dear You Said it All,

Hmmm. Let's start with "Why do children whine?" That one's easy. Either by random action or by modeling after others, children quickly learn that whining can increase the likelihood that they will get what want (like candy in the checkout aisle) or avoid something they don't want (like picking up their clothes).

As for "How can I stop my children from whining?" that one's a little tougher. Keep in mind that each child is different as is each parent. Here are some strategies for you to try. See which ones work for you and your child.

*Prevent it. Notice when and where whining occurs and try to rectify the situation. If it's just before dinner, for example, chances are your child is hungry or tired or needs some attention at the end of a long day. Adjust your schedule to include a restful moment, some positive attention and a pre-dinner snack.

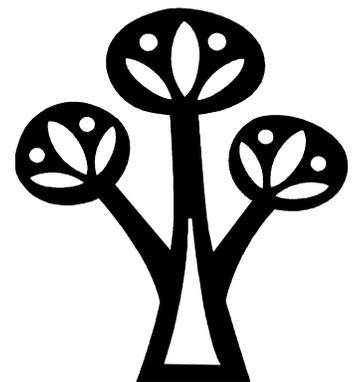
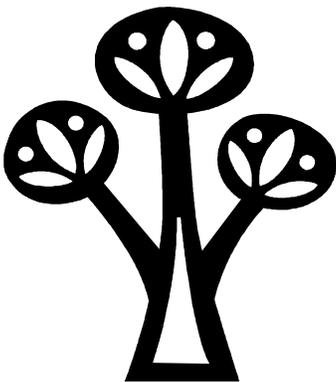
*Acknowledge their internal disequilibrium by helping them put their feelings into words: "You are so frustrated right now." Or "You are really disappointed that can't happen right now."

*Teach alternate strategies. You might say, "Use your regular voice" or "Ask for help" or "Let's figure out how to handle this situation."

*Ignore it. Only choose this strategy if you're pretty sure you really can ignore it, then hang tough. If you give in, your child will learn that if they at first they don't succeed, whine, whine, whine again. Walk away if you need to.

*Stay calm. Everything goes better with calm.

Remember, children really don't whine just to make us mad or to pay us back for a perceived wrong. They are just letting us know that they are off center and need some help getting back to a happier state..



Greetings From Sunnie:

The DCCCC staff has been participating in a variety of trainings throughout this past year. Recently Beth Reed, who works at the Center for School Success, came to speak to us about why play is important to brain development. One thing that Beth reminded us of is the fact that the parts of the brain that address impulse control and decision making really do not mature until early adulthood. That is really important when we are teaching young children about waiting and taking turns (see the Panda section). We were also reminded that young children learn best when they are moving and playing (see the Polar section), that they need to be supported through learning and not be rescued from challenges (see the Koala section), that presenting new knowledge in a variety of playful ways is important (see the Grizzly section), that making connections between learning and children's real experiences is important (see the Teddy One section), that playing to learn looks different at all stages of development (see the Float section), and that open ended activities (Teddy Toos) and open ended questions (Woollies) are wonderful tools for helping children expand their thinking about thinking.

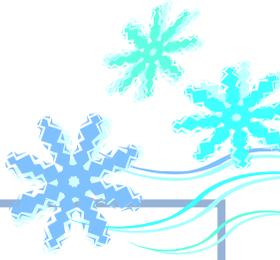
Believe it or not, we did not plan our newsletter sections to go along with this workshop!

As a follow up to Beth's workshop, a small group of DCCCC staff members met to discuss the information presented and decide what we could do with our knowledge. Among other things, the group generated a list of open ended activities and questions that are useful. I'd like to share some of that list with you. These things can work as well at home as they do here at the center.

Activities	Questions
Coloring	What do you think about that?
Water play	How does that feel?
Sand/Mud/Moon Sand	What's your favorite ___?
Ice	Which do you want?
Play dough	What is it doing?
Books	What's next?
Dolls	What will happen if...?
Stuffies	What can you make it do?
Pictures	Can you tell me about ___?
Balls	How do you think you could make that
Bikes	work?
Housekeeping	Maybe (a peer) has an idea about that
Manipulatives	How can you do it differently?

For a great list of resources about play and learning check out the following website
<http://www.caroltorgan.com/100-top-play-resources/comment-page-1/#comment-522>

ANNOUNCEMENTS



Dear DCCCC drivers,

I'm still watching some good clean snow falling on the driveway. My view of the outside world has expanded a bit as the snow banks receded a little over the weekend. Speaking of snow banks.....we continue to encourage the College to keep the driveway clear and the snow pushed back. Your thoughtful parking and careful attention to safety in the afternoons is helping to make the best of space available.

Now, I need your help with a traffic flow problem. When leaving DCCCC, please proceed around the circle in a clock-wise fashion (to the left). Don't make a u-turn in front of the Grizzly end of the building as cars coming around the circle can't see you exiting.

Thanks,
Big Jeff
DCCCC-DMV

Snow Days

Whenever Hanover schools close or open late due to inclement weather, DCCCC will have a late opening time of 9:00 a.m. A late opening at DCCCC will be announced on:

- WMUR TV Channel 9 and www.WMUR.com
- WCAX TV Channel 3 and www.WCAX.com, (go to weather, select school closings)
- New Hampshire Public Radio web site: www.nhpr.org

During school vacations, late openings will be decided by the Director in consultation with local authorities and will be announced in the same media as above.

Grizzlies may arrive at 9 a.m. too and pay the full day rate.

DCCCC closes at 5:30 pm promptly.

It may be the time of year, but here we are in a cycle of late pick-ups. Contributing factors may include road conditions, snow covered vehicles, a child's distaste for getting dressed for outside for the 3rd or 4th time today, extra fun activities in the afternoon, parents' hunger for adult conversation or a wide variety of other reasons.

I urge you to allow plenty of time at the end of the day to pick up your child plus artwork, wet boots and other paraphernalia so you can be out the door by 5:30. Note that it isn't sufficient to arrive by 5:30 - you've got to be OUT by 5:30. Please help me get staff home promptly at the end of their shift - they have kids to feed, homework to finish, second jobs to go, dogs to let out, and more.

Thanks for your help,
Big Jeff

DCCCC Will Be Closed On The Following Days:

- March 21, 2011** – In-service Training Day
- May 30, 2011** – Memorial Day
- July 4, 2011** – Independence Day

Attention!!!!

DCCCC

*will be closed
Monday, March 21
for a
staff in-service
day.*

*Staff members will be busy
learning, rejuvenating and
getting ready to share more
wonderful things with your child
and your family!*

Resources for Families

Maple weekend in New Hampshire and Vermont!

New Hampshire Maple Weekend

March 19 & 20, 2011

Over 60 sugar houses across the state will participate in this open house weekend. Visit a sugar house near you and learn how maple syrup is made and the modern methods used to carry on this ancient tradition. Enjoy free samples, horse-drawn rides, sugar on snow, pancake breakfasts and more! Fun for the whole family.

For a list of participating sugar houses and what they are offering, check our website <http://www.nhmapleproducers.com/events.html> after mid-March or call 603-225-3757.

Vermont Maple Open House Weekend

March 19-20, 2011

The Tenth Annual Vermont Maple Open House Weekend will be held at sugarhouses throughout Vermont, March 19 and 20, 2011. The Open House Weekend is the public celebration of the maple syrup season in Vermont and an opportunity for the public to visit one or more “sugarhouses” throughout the state to learn about Vermont’s first agricultural crop of the year. Activities during this free event will be different at each sugarhouse but will include the opportunity to watch maple syrup being made (weather permitting) and to often sample syrup and other maple products.

Vermont is the largest U.S. producer of maple syrup and produced 920,000 gallons of syrup in 2009. There are approximately 2000 maple producers in Vermont.

Information about all of the participating maple syrup producers including which of the three days they will be open and directions to their sugarhouses can be found on www.vermontmaple.org or in the “2010-2011 Vermont Ski & Year-round Maple Syrup Guide” which can be picked up at any Vermont Welcome Center, or by calling the Vermont Department of Tourism & Marketing at 800-837-6668.

Click here to learn more about [Maple Open House Weekend](#).

March 19, 20, 26, 27

11:00am—VINS Classroom

Days are getting longer and the sap is starting to run! Ever wonder why the trees are tapped this time of year or what it takes to make maple syrup? Learn the science and lore behind harvesting one of Vermont’s most famous products and the cultural significance it has had on this area for centuries. Explore maple sugaring through storytelling, taste testing, and demonstrations.

Friday, March 18, Dinner, Family Dance and Contradance in Woodstock:

Vegetarian dinner at 5:30 p.m.; family dance at 6 p.m.; potluck dessert at 7:30 p.m.; contradance 8 to 10:30 p.m., Little Theater, 54 River St. Suggested donation: \$8 for adults, free for ages 17 and under. Music by Old Sam Peabody, calling by Delia Clark. No partner needed; bring clean soft-soled shoe. 802-785-4039 or hoffman.wright@valley.net.

Saturday, March 19, Winter Market in Lebanon, featuring fiddler John Specker: 10 a.m. to 1 p.m., Lebanon United Methodist Church, 18 School St. Vegetables, prepared foods, crafts and more. 603-448-5121 or lebanonfarmersmarket.org.

Saturday, March 19 Montshire Museum <http://www.montshire.org/events.html>
Science Saturday: Playing with Light and Sound

Join us for this special event in collaboration with the *Blue Man Group-Making Waves* exhibition. Throughout the day there will be exciting activities experimenting with light and sound. Free with admission.

All Day: *Blue Man Group: Making Waves* exhibition, 2nd floor

10:30 a.m. **Water Music, Science Discovery Lab:** make goblets ring and jars sing as you explore the science of sound.

11:00 a.m. **Inventing Instruments: A Brief History,** presented by musician Phil Thorne; Classroom

12:00-4:30 p.m. **Make Your Own Instrument, Classroom:** drop in any time to make your own instrument to take home with you, or jam on the instruments in the "garage and kitchen" band.

1:00 p.m. **Paper Cup Telephones, Science Discovery Lab:** experiment with paper cups, wire, string, cans, jars, and line to make the best telephone to take home and add to your fort.

2:30 p.m. **Straw Oboes, Science Discovery Lab:** explore air, vibration, and sound as you make the world's smallest oboe.

3:30 p.m. **Pan's Pipes, Science Discovery Lab:** use simple materials to make a set of pipes - one of the oldest instruments in the world.

Sunday, March 27th, 2:00 p.m. at the Woodstock Town Hall Theater, **Fred Garbo Inflatable Theater Company |**

Fast-paced, energetic, universally engaging and theatrically clever, Fred Garbo Inflatable Theater Company has won praise and affection of audiences worldwide. On Sesame Street, Fred was the acrobat inside Barkley the Dog. On Broadway, he was the chief juggler in the musical Barnum. He toured Europe, Hong Kong and Australia with the Obie Award-winning Foolsfire, with Bob Berky and Michael Moschen. Whether tumbling for the New York City Opera at Lincoln Center or dancing with MOMIX in Brazil, Fred brings a gymnast's timing and an actor's presence to his Inflatable Theater Company. Seen on the Late Show with David Letterman, at the Kennedy Center in Washington DC, on Broadway at the New Victory Theater and on stage and television in

Chile, Japan, Ireland and Brazil (just to mention a few). Come join in the fun when Fred Garbo transforms the Town Hall Theater into a performance playground filled with laughter and levity.

Reserved seats: \$18.00 Adult, \$12.00 Child, \$15 Senior (62+)

http://www.pentanglearts.org/index.php?option=com_content&view=article&id=59:fred-garbo-inflatable-theater-company-sunday-march-27th&catid=1:latest-news&Itemid=2

Fri, April 1, 9:30 AM & Sat, April 2 at 11 AM, At the Chandler Music Hall, Randolph, VT. : Alice in Wonderland <http://www.chandler-arts.org/youth.php>

Saturday, APRIL 2 Montshire Museum <http://www.montshire.org/events.html>
Annual Egg Drop Challenge

The goal of this egg-citing challenge is to have a raw chicken egg fall approximately six meters onto a hard surface and survive the impact without cracking. Your job is to design and build a container to achieve this goal. Building guidelines are available online at www.montshire.org/eggdrop. 2 p.m.

Saturday, April 2nd at 11:00 am [Susie Burke—Spring sing-a-long!](#)

HopStop Family Series: Drawing on her unique background as both a professional musician and an early childhood teacher, she presents a program that is entertaining, educational, and of high musical caliber.

April 10th, 2011 3:00 PM

SCAD's Annual Skating Show

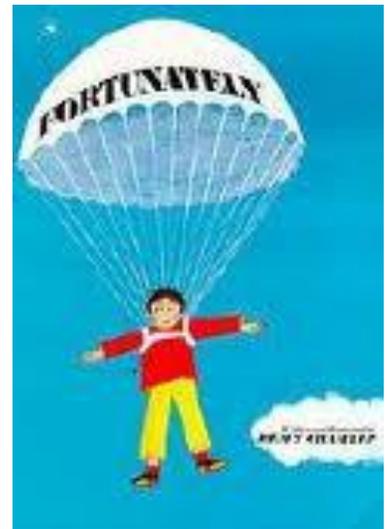
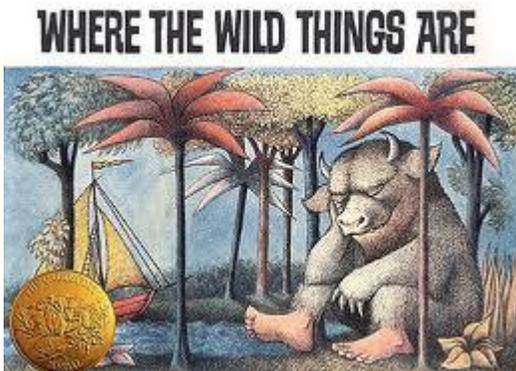
Extravaganza on ICE

<http://www.scadskaters.org/index.htm>



Recent Events at DCCCC

Story Telling with Big Jeff and the Professor of Percussion (James Burger) in February



News from the Float Team

Eileen Ruml

Teresa Hahn

Moya Stevens

Gladness Msumanje

In February I celebrated my one year anniversary here at DCCCC. It was, in fact, a celebration for me, as I have come to thoroughly enjoy and cherish my job. It is an honor to work with these families, and share in the growth and development of their children. Being a floating teacher enables me to get to know each child and family a bit more every day.

I continue my regular shift on Fridays in Teddy Too, much to my delight. It brings me joy to love and nurture these young ones and to watch the changes that occur so rapidly. The attempts at mobility, from rolling and scooting to crawling and on to those teetering steps are a wonder to behold.

I have always been fascinated by the acquisition of language in infants and toddlers. It is thrilling to see (and hear) the Pandas and Koalas, who have moved up from the Teddies, that are flourishing in their new classrooms. I am amazed by how much they have learned in such a short time.

Unfortunately, my times in the preschool rooms are few and far between; but it is delightful to witness the enthusiasm they have for learning and the love and respect they are nurturing in themselves and sharing with their teachers and friends.

The curiosity and thirst for knowledge shown in the Grizzly room never ceases to impress me. The children are like sponges waiting to soak up information, skill and adventure and eager to share it with their families and each other. It is enchanting to see their social interactions grow and their friendships blossom.

Speaking of blossoms, Spring is in the air and the itch to garden is upon me. I look forward to sowing and reaping both at home and with the children here and to preparing our bounty and feasting!

I have enjoyed the chance to participate in the center trainings we have, which allow me to better know and appreciate the talented teachers I work with and establish friendships among them.

I am truly thankful for this opportunity of employment.

Teresa Hahn

News from Teddy One

Debbie Burnham,
Lead Teacher

Wendy Irwin,
Teacher

Keri Wolfe,
Assistant Teacher

Wendy and I are participants in a three day workshop entitled, "Mother Goose Cares About the Early Years". This is a high-quality early childhood educational program that integrates literacy with other areas of learning. Reading to a child not only allows cuddle time, but also introduces sounds,

words and language to them.

Research shows that reading to a child makes them better thinkers, better readers and better communicators.

During our class time Wendy and I have been reviewing concepts of infant and toddler development, learning new ideas to support literacy and language development and exploring our HUGE bags of books and materials that we received.



We also have homework for the weeks between the Saturday classes! We present an activity to a group of children and then journal what happened during the activity, commenting on how it was received. We then reflect on what our expectations were and if they were met. This gives us extra practice with our observational skills and our documentation of children's development.



Keri has also been a part of our growth. She recently came up with a great book idea. She had the children create a winter picture with crayons and snowflake stickers. She then took a picture of the children playing outside. These camera pictures and the colored pictures were laminated and bound together. It is still a work in progress, but the children are already enjoying looking at the book and talking about what they see.



We are looking forward to planning more activities that correlate directly to a book. I recently read the book, "I Went Walking" and then brought out some large toy farm animals to act out the story with.

If you would like some "homework" you could read the book, "Goodnight Moon" to your child. Take your time and look at the pictures on each page. Point out the changes to the moon, where the balloon is or what happened to the mouse. Get a small mouse or other stuffed animal and move it around the room during naptime. Make a game of finding it when your child wakes up!

Here's to happy reading!

Fondly,
Debbie, Wendy and Keri



News from Teddy Too

Terri Crane,
Lead Teacher

Lori Higgins,
Teacher

Denise Ayres,
Assistant Teacher

. The snow is melting; puddles are forming and will be causing quite a mess on the playground. I can almost smell Hanover mud in the air and I saw pussy willows in the field by my house. Sure signs that Spring is coming. Puddle boots and rubber mud pants will be the newest outdoor gear your toddlers will don. We do go outside as much as possible and will be enjoying all that water and mess as it comes. With all the snow we have to melt I am expecting the mud and water to be plentiful on our playground for a while.



Lately we have been enjoying more activities such as, painting, gluing, coloring and using inkpads. Look on your child's cubby for artwork to be sent home.



We have also enjoyed playing with playdough, moon-sand, and floam. They are less likely to eat it now, but we still have the occasional taster. Dress-ups and hat wearing are also being explored lately.



We are playing games like Ring Around the Rosie and Where Oh Where is.... This group likes to sing and dance. We have our favorite books that are tunes we all know by heart. Itsy Bitsy Spider, Row, Row, Row your Boat, Baby Beluga and Miss Lucy to name a few. You may be hearing your child sing their version of a song.





Thank you all for taking time out of your busy schedules to meet with us during parent conferences. We hope if you have any thoughts or questions at any time that you will let us know.



This month we are welcoming two families back to the Teddy room and saying goodbye to one. First, we sadly say goodbye to the Loriago/Pellacini family. We will miss Camilla and hope



they all have a wonderful time in Italy. Secondly, we welcome Ian O'Toole who has already started two days a week and will pick up to full time as Camilla leaves. Ian's family has had one son go through the Teddy room. We are happy to welcome back George O'Toole, Deb Hogan and Brennan to the Teddy Too room. Lastly, we welcome back the Tomlin/Gregorio-De Souza family. Parents Stephanie and Ian, sister Kaia, brother Noah and new baby Micah. Noah is in the Koala room with Brennan and we expect they will be asking for some visits to the Teddy room. We now have seven families with siblings in either the Koala or Polar rooms!



We are also saying goodbye to Lyndsey our great afternoon helper. She will be back in the summer. She will be greatly missed.

Think Spring!

Terri, Lori, and Denise



News from the Panda Bears

Susan Young,
Lead Teacher

Jenn Boudro,
Teacher

Angie Terino,
Assistant Teacher

Here we are in mid-March and all is well in Pandaville! This group has grown so much since September! As we have been working on family conferences it is apparent to us of this growth as we go through questions about your child's development. Language is progressing as well as social interactions, gross and fine motor skills and cognitive development.

Most two year olds still are doing "parallel" play and some are beginning to display some cooperative play skills as well. I'm sure you all know this "sharing" and "waiting for a turn" stuff can be very tricky for this age (actually for many ages!!!) This is a large

focus of the Panda program and is on-going daily. We as teachers are here to assist in the sharing and turn taking. If one child has a toy that another is wanting to have and hold, we give the verbal cue of " soon it will be so and so's turn". Sometimes we may say "in 2 minutes"... and while they really do not understand that time concept they know it will be short and that we will follow through. This builds on the trust that we are trying to instill in each and every child as we progress though each year.

We will be in touch with you to schedule family conferences over the next few weeks. If you have anything in particular you'd like to discuss, let us know and the 3 of us can put our heads together prior to conference time and see how we can help.

We have been exploring the field and cross country ski trails out back in small groups. The snow conditions have been ideal (or at least they were yesterday) for

these walks. We've moseyed along the trails watching for animal tracks and enjoying some beautiful blue skies. This groups has some amazing hikers! Some of us even found the pussy willow tree that we'll be watching throughout the spring. If your child hasn't been on one of these small group walks, he or she most certainly will.

Now speaking of spring..... it's going to be a wet and muddy time on the playground as all this snow melts and the ground begins to thaw. We recommend to be sure your child has a pair of puddle boots and rain pants as well as lots and lots of socks, pants and shirts. You may want to start looking now for that big thaw in the near future. There will be some smiling happy, muddy and wet kiddos coming up.

We welcome 3 new youngsters to the Panda group. Anna and Maeve Hammond (parents Megan and Bruce) come on Mondays and Fridays and Benjamin Otto (parents Senta and Boris) comes on Wednesdays and Thursday. All are settling in well and seem quite content and happy with the activity of life in the Panda room.

We had fun playing "bear" and looking and touching bear skin rugs. You think that is fun, just wait for BEACH week in the panda room!! We'll spend the whole week of April 4th-8th doing all sorts of activities around a beach theme including a cookout and indoor pool party with a real pool and real water! it is a highlight of the season!

We'll let you know as it gets closer what activities we might be doing.

OK then..... like i said earlier.. all is well in Pandaville!

Fondly

Susan for the team

News from the Koalas

Terri Hollis,
Lead Teacher

Bobbie Lynn Stone,
Teacher

Jessica Lambert,
Assistant Teacher

Hello Koala Families,

I hope by the time all of you read this newsletter that most, if not all of you have met with Bobbie Lynn or myself for conferences. This ends up being a time when we remind each other that we are partners in being care takers to children that we all care about.

This is the time of year that we do not rush but we do look ahead. Now that enough time has passed that we can honestly say “I know your child!” I can also say I know what areas that they have grown in as well as what areas they need help to grow in. In the Koala Room we are using pencils, not just crayons

and stubby markers. We are getting out three dimensional puzzles, for those who are ready for the challenge. Scissors are out on a regular basis, because they love them and are ready for the challenge. I always thought you are more likely to learn by healthy struggle then by comfort of knowing how.

It is not just a change of materials that are needed, but a change with our expectations. This often takes retraining our adult minds to step back and not be so quick to rescue, or do for your child what we have always done. Lend them the confidence to learn “if you try perhaps you actually can”. As a teacher, mom and Nana I live for the moments that I experience the triumph through the struggle. Bobbie Lynn calls them “light bulb” moments.

Please remember that our lesson plans are posted on our bulletin board. You can see the ways that we are challenging your children as well as what we are exposing them to. Who knows there may even be some ideas to build off from for those what do I do rainy weekend days. Bobbie Lynn and I will be coming up with a new list of special activity soon. So also stay tuned for that.

P.S. I know this was a short one, but hopefully meaningful!

On behalf of the Koala Room
Terri Hollis

News from the Woolly Bears

Deb Girdwood,
Lead Teacher

Barb Merchand,
Teacher

Kristin Ball,
Assistant Teacher

Hello Families and Welcome March,

The Woollies have had great fun this winter. We love the snow! They have been so excited at how high the snow has made the playground. We have over heard children saying that they feel like giants! They have spent many hours trying to dig out the fire truck and the fence between the preschool and Panda playground.

We are now looking forward to MUD!!! We have had a brief glimpse of the puddles and mud to come. Wet boots and snow clothes are here to stay for a few weeks. Woollies are eager to make poison soups, ice cream and cakes for the teachers to eat. Many of you have begun to bring in extra clothing and that is GREAT!! We can never have too many extra socks, our WB supply is very low so send your child with plenty!

Our first morning friendship snack was a huge success! Woolly Bears were excited to share the muffins and scones they baked and have their parents read the letters that they wrote to their families. The letters were based on the book “Guess How Much I Love You” by San McBratney. Your children were encouraged to finish the sentence:

I LOVE YOU AS MUCH:

Noah- as many more hearts you can draw.

Mateo- as big as the Empire State building.

Rhea- more than a stack of books; as high as the sky! (big,big,big,big)

Henry- as big as the Eiffel Tower. It can touch the clouds.

Beckett- as much as the animal tower in my bed where I sleep.

Ava – as more than the whole universe in space. There is no end to it.

Kate – more than the whole, big and round world.

Aiden – as much as Jack and the Magic bean. Up to space and it is past the clouds and far up there.

Milo – as taller than the Statue of Liberty who's holding up the big lamp torch way up high.

Alex- more than the whole United States; bigger than the clouds.

Andrew V. as a long road that you have to walk on for so many days.

Wyn- as a bunny

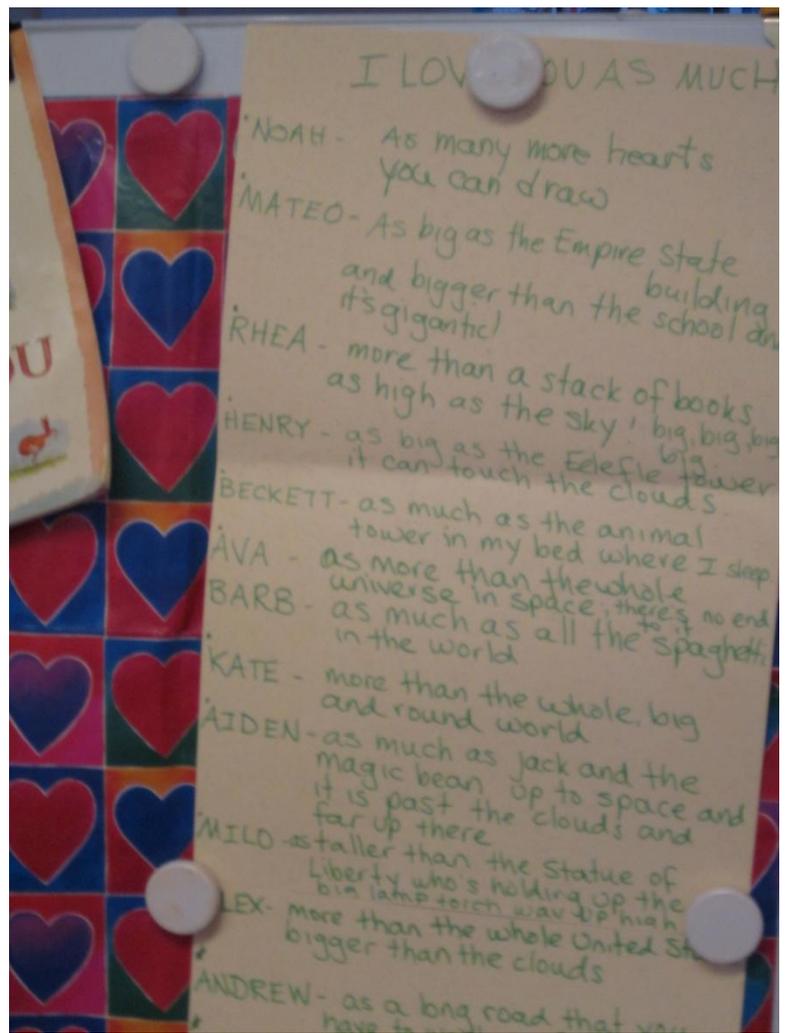
Sebastian – as much as a giant lion who can snore.

Freddie – as far as Pluto—very,very, very, very far.

Elena – as 101 hugs and kisses.

Andrew D. – as all the way to Pluto—super far!

Fondly,
The Woolly Bear Team
Deb, Barb and Kristin



News from the Polar Bears

Radoyka Garcia,
Lead Teacher

Tatyana Bills,
Teacher

Raquel Fluette,
Assistant Teacher

Greetings from the Polar Bear Room!

We are welcoming the Otto Family! Julian is our newest Polar Bear and we are learning so many words in German while also teaching him words in English. We also love that his brother, Benjamin comes to visit from his new classroom (the Panda Room.) Glad to have you all here!

We have made it through most of the heavy snow days this winter! Polar Bears absolutely love this time of year! They still roll in in the snow, sled on it, dig through it, march on it, and any chance they get—they will eat it!

The following pictures display children during play. As children grow and learn, they progress through different levels of play. When children play, it helps them increase skills in all areas of development: social/emotional, physical, cognitive and language.

When we observe children at play, we can witness great examples of what is reflective of their own experiences and interactions with their environment. This is their job... a child's work!

We have been doing just that! Happy March!

Siempre,

Ray and the Polar Team*







News from the Grizzlies

Karen Gray,
Lead Teacher

Joelle Wyffels,
Teacher

February may have been a short month, but it was a busy and exciting one! We celebrated the 100th day of Grizzlies...Chinese New Year...Groundhog's Day...Valentine's Day...All Day Grizzlies for the school vacation week...and 2 Snow Days! We welcomed Janina into our classroom...Joelle visited with baby Edison...we took a field trip to the Howe Library to see "Animals with Bad Reputations"...and so much more.

Once we began discussing President's Day and a "store" was set up in our dramatic play area, interest arose around money. We began by looking at the presidents represented on U.S. coins. We played a variety of games and sang many participatory songs (some of which we have included in this newsletter) to help the Grizzlies make better "cents" as to the coin names and their values. Enclosed, you will find a list of books and funny poems we've read to help us learn about money and number combinations. Several of these stories have also helped the children realize how hard families work to earn their dollars and all the important things they spend their money on that supports the family in so many different ways. The Grizzlies have worked hard to count out their play money to buy items such as their own "caps" from the story Caps for Sale and a "puppy" while singing "How much is that doggy in the window?" Most Grizzlies chose to make an estimate to the number of pennies in the curiosity table and then they helped to sort and count them to discover that there were 527 in all! More sorting then occurred in order to place the pennies in ascending order of dates. If anyone has some coins from other countries we would love to borrow them, or better yet, have you bring them in to share with us and tell us about that country you may have lived in or visited.

One book, two books, super Seuss books! In addition to celebrating the birthdays of Ella, Janina, Cameron, and Amina in March, we kicked off this month by commemorating the work of Dr. Seuss with his birth date being March 2nd. With a

shelf full of many wonderful books written and illustrated by Dr. Seuss, we have been reading, laughing, imagining, rhyming, and creating together in the Grizzly room. Please be on the lookout for our artwork in the hallway titled “Once I was a Squiggle, Now I am a....”

We are saddened to hear that Joelle will not be returning to the Grizzlies. Fortunately April will continue to work with us a few more weeks as we look for a replacement Grizzly teacher.

Recommended Children’s Books Related to Money:

26 Letters and 99 Cents by Tana Hoban

Bunny Money by Rosemary Wells

A Quarter From the Tooth Fairy by Caren Heltzman

Alexander, Who Used to be Rich Last Sunday by Jusith Viorst

Pigs Will Be Pigs by Amy Axelrod

Caps for Sale by Esphyr Slobodkina

My Rows and Piles of Coins by Tololwa M. Mollel

A Chair for my Mother by Vera B. Williams

Argo, you Lucky Dog by Maggie Smith

Slugger’s Car Wash by Stuart J. Murphy

Arthur’s TV Trouble by Marc Brown

All the best,

Karen

“Cent-sational” Tunes to Sharpen Children’s Math Skills:

- Give your child one of each coin and a cup. Then sing the song below, having them put their coins in their cup and take them out as the words direct. Repeat the verse, substituting the name and value of each coin for the underlined words. For a challenge, name two coins to place in the cup to total together.

(sung to the tune of “The Hokey-Pokey”)

Put a (penny) in.

Take a (penny) out.

Put a (penny) in,

And shake it all about!

Do the Funny Money and

Shake it upside down.

(One cent) is what comes out!

- Give your child one of each coin. While singing this song, have them pick out the proper coin and hold it up to observe before placing it in his/her pocket/hand..

(sung to the tune of “The Ants Go Marching”)

(The penny is small and copper, you see). Hurrah! Hurrah!

(The penny is small and copper, you see). Hurrah! Hurrah!

(The penny is small and copper, you see).

(It’s worth one cent; that’s enough for me!)

And it jingle-jangles down in my pocket

With the rest of the coins. Clink! Clink! Clink!

Lines for additional verses:

The nickel is silver and smooth all around.

It's worth five cents, heads up or down.

The dime is tiny and silver too.

It's worth ten cents; I know it's true.

The quarter is the biggest one.

It's worth 25 cents, and now we're done.

- *(sung to the tune of "Are You Sleeping")*

Penny, penny. Penny, penny.

Worth one cent. Worth one cent.

Nickels are worth five.

Nickels are worth five.

Dimes are ten. Dimes are ten.

Quarter, quarter. Quarter, quarter.

Twenty-five. Twenty-five.

That's what they are worth.

That's what they are worth.

Let's count coins! Let's count coins!

- This one is fun to do when there can be the "baker" to collect the money from the customer (s) along with some bunny pastry props to choose from.

There were (5) little bunnies in the bakery shop
You know the kind with the sugar and the honey on top.
Along came (child's name) with a (penny) to pay.
S/he bought one bunny
And s/he took it away.

SMART

(From Where the Sidewalk Ends by Shel Silverstein)

My dad gave me a one dollar bill
'Cause I'm his smartest son,
And I swapped it for two shiny quarters
'Cause two is more than one.

And then I took the quarters
And traded them to Lou
For three dimes- I guess he don't know
That three is more than two.

Just then, along came old blind Bates
And just cause he can't see
He gave me four nickels for my three dimes,
And four is more than three.

And I took the nickels to Hiram Coombs

Down at the seed-feed store,
And the fool gave me five pennies for them,
And five is more than four.

And then I went and showed my dad,
And he got red in the cheeks,
And closed his eyes and shook his head-
Too proud of me to speak.

BALONEY BELLY BILLY

(From The New Kid on the Block by Jack Prelutsky)

Baloney Belly Billy
Swallows anything for cash,
If you offer him a penny,
he'll chew paper from the trash,
he'll eat guppies for a nickel,
for a dime, he'll eat a bug,
and a quarter will convince him
that he ought to eat a slug.

I have seen him eat a button,
I have seen him eat a bee,
I have seen him eat three beetles
for a half a dollar fee,
for a dollar he will gladly

eat a lizard off a fence,
Just imagine what he'd swallow
for another fifty cents.

(Possible discussion questions: What things might Billy eat for “another fifty cents”?)

If Baloney Belly Billy will eat three beetles for “a half a dollar” fee, how many beetles will he

eat for a dollar? How much money would Billy earn if he ate a bug and 2 guppies?
The poet

uses two different phrases to represent the same amount of money. What are they?)

The Daily Parent

A NEWSLETTER FOR WORKING PARENTS

ISSUE NO. 50

CHILD'S PLAY: It's Not Just for Fun

Play is natural for young ones. Children from all around the world and from all cultures engage in play and always have. The earliest toys were made from rocks, sticks, and clay. Toys have been discovered from the Indus valley civilization (3000-1500 BC). Indus children played with small carts, whistles shaped like birds, and toy monkeys that could slide down a string.



Parents know that play is good for children. When at play, children are busy **and** enjoy themselves. Seeing your child smile and have fun brings joy and satisfaction to you as well. What you may not always know or focus on is *how* play is really helping your child develop.

Play is essential to a child's healthy growth and development. It is the basis for the skills your child will develop and use later in life. Play is how children learn: they learn about and understand the world around them and how they fit into it.

Young Children Learn by Doing

Children learn by moving, touching, tasting, seeing, smelling, and hearing. Infants don't necessarily "play" in terms of the way we think of play until they

are able to walk and move freely. But, they do learn by interacting with parents and others. Infants learn language by listening to it and having it spoken to them. When caregivers talk with and respond to them, infants begin to understand how they can get what they want. Almost everything infants do gives them feedback. If they cry, they will be fed or their diaper will be changed. If they throw an object on the floor, someone will pick it up. If they shake a rattle, they will hear a sound. Infants learn that they do have "power". They can make things happen.

As toddlers are able to crawl and walk, they begin to explore their environment and start to "play". Preschoolers' play becomes a way of imitating real-life experiences and practicing social skills as they begin to play with other children. From school-age and onwards, play takes on the form of more formal games (games with rules and competitive games) and can become an important way of to meet and make friends.

Types of Play

There are many different ways to look at play. You can look at how children play at **various ages**, the **different forms of play**, or **what is being learned** in various play activities. You can also look at play developmentally and how it impacts children in terms of their social, emotional, cognitive and physical development.

Children's brains are quickly developing during the early years. There is a large amount of cognitive growth taking place from birth to age 5. Play is an important part of this development.



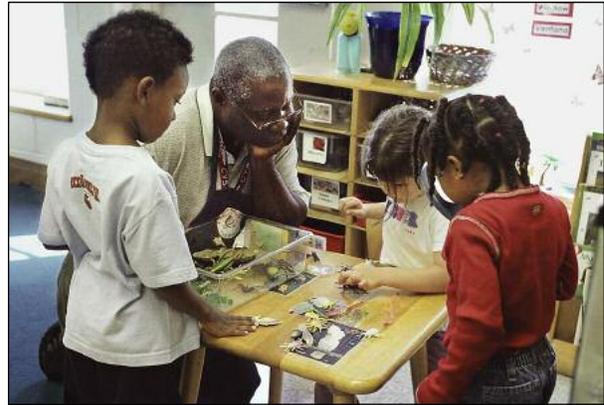
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Parents and Providers Supporting Play

Now that you know that *playing* is how children build a foundation for life, allow them to learn and explore. Make sure children have a variety of materials. Materials and toys do not need to be expensive. Have books, crayons, pens, pencils, paper, blocks or other building toys, music, and the opportunity to play outdoors and with other children. Physical activity and play: running, jumping, riding bikes, skating, tag, are all play activities that are fun for children and help them develop.



What are Children Learning as They Play?

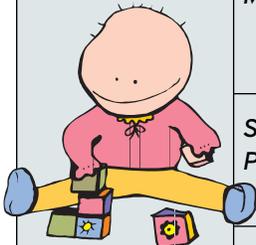
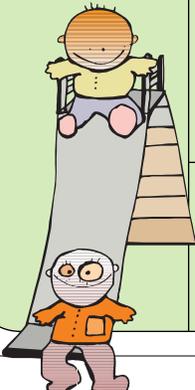
Every kind of play is a learning opportunity for children.
Here are some typical play activities and what children learn through them:

Age Group	Type of Activity	What’s Being Learned
	<p><i>Play and Interaction with Others</i></p>	<ul style="list-style-type: none"> • Peek a boo and other interactive games: Children learn “object permanence” – that objects do not mysteriously disappear into thin air just because they cannot be seen • Back and forth interaction: Children, adults making sounds, imitating baby, singing, talking back and forth, is amusing for babies They learn language and the give and take of being social
	<p><i>Play with Objects (rattles, mouthing toys, toys that make noise)</i></p>	<p>Children learn that their actions get a response – shaking, squeezing, tapping objects can produce sound or make objects move (cause and effect)</p>
	<p><i>Finger-play and singing games</i></p>	<p>Children learn rhythm, counting, and eye-hand coordination.</p>
	<p><i>(“Itsy Bitsy Spider”; “Five Fat Sausages”)</i></p>	<p>These types of games also teach cultural norms and childhood songs and games many young children usually know by the time they are in preschool or kindergarten</p>

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What are Children Learning as They Play?

Age Group	Type of Activity	What’s Being Learned
	<i>Blocks</i>	Block play teaches many math concepts and skills such as: counting, length, height, patterns, symmetry.
	<i>Manipulative Toys</i>	Materials such as Play-Doh, threading beads, and stacking and nesting toys help children with their fine motor skills and eye-hand coordination.
	<i>Sand and Water Play</i>	While being fun and soothing to the touch, sand and water play teaches math skills such as measurement and helps children practice pouring skills.
	<i>Puzzles</i>	Puzzles help children with abstract thinking skills and visualizing space and how shapes fit together.
	<i>Dramatic Play</i>	Older children love to pretend they are heroes, parents, or other adults doing “grown-up” things. Dramatic play helps children with their language skills , and can be a creative outlet . Children can practice life skills like grocery shopping or having a party. It’s a good way for children to learn to cooperate with others as well.
	<i>Group games</i>	School age children engage in more group play, which is usually more structured and may have rules. These are team games such as soccer, baseball, or less organized games such as hide-and-seek, tag, kick ball. Children this age also like board games with rules. These games allow children to develop independence , yet learn cooperation with others and to be part of a group.
	<i>Dramatic Play</i>	School-age children also engage in dramatic play or fantasy play. Still pretending and acting out real life or “fantasy” play, dramatic or pretend play gives children a chance to be creative and interact with other children.

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For More Information

- **Play and Learn,** www.naccrra.org/naccrra/. Web page has learning/play activities for with your child by age in seven different categories. Each activity suggestion tells you what materials you need, with step by step instructions, along with how this activity supports your child’s development.
- **Is This the Right Place for My Child?: 38 Research-Based Indicators of High-Quality Child Care,** www.naccrra.org/pubs/. This user friendly booklet contains a checklist of 38 questions that parents can ask to evaluate the quality of child care programs and explains why each question is important and how it relates to the quality of care. It includes a section on making sure your child care program is safe and healthy for your child.



- **Talaris Research Institute,** www.talaris.org. Talaris provides research summaries and information on a variety of topics on children’s development. One focus of their website is called “Parenting Counts: A Focus on Early Learning.” This multimedia program uses a series of television spots, printed material and workshops to make the research on best parenting practices part of every day parenting decisions.

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