



Dartmouth College Child Care Center Newsletter

Winter 2020

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Office: Sunnie McPhetres,
Abby Plummer, Dawn
Cote, Karen Small

Floating Team
Terri Crane, Liz Harrington,
Sue Downey

A Few Pics from Halloween!





From the Director

Hello D4C Families!

Welcome to mid-winter in the program. I hope that you all had a great winter break. I want to call your attention to the Otter part of this newsletter. Stephanie provided a great overview of what life in childcare is like, particularly from the viewpoint of teachers. We put so much energy into creating great programs for your children here. Stephanie highlights all that goes into making that happen. We are so happy to be in partnership with all of you in making life for your children here at D4C a time of compassion, learning, enrichment, and acceptance.

In that sense of partnership, I want to thank you all for completing the survey that we did in the fall. We had an amazing response. We thank you for the feedback that you provided. Overall, it looks like we are doing pretty good!

There were a few comments in the surveys that led our administrative and Lead Teacher team to examine our rest time practices. We read research about the most beneficial timing for naps and rests for children throughout the day. We had some very good conversations about the topic. Here are the outcomes of our discussions:

- Infant classrooms already honor the natural schedules and rhythms of individual children.
- The Owl room naps fairly early as it is and will continue to nap early rather than making their naptime start later as the year progresses.
- The Preschool end of the building feels that making a major change to the start time of nap would be very disruptive to children at this point in the year. It would require some major programmatic changes which would include have less time for outside play during these winter months.
- Each of the preschool rooms committed to ending naps earlier and continuing to honor nap limits that are requested. For anyone who wants their child to sleep later, just talk with your child's teacher and they will be happy to accommodate. If you are not aware of the time that your classroom will be ending naptime for most, please just ask.

- The Black Bear room has very few children who actually nap, so their time is a bit later. They have made a commitment to providing a more restful quiet time for children.

We will address other issues that were brought to our attention in future Lead Teacher meetings. As always, if concerns or joys pop up, I am always available to chat.

I also want to let you know that we had a recent visit from NH Childcare Licensing for our periodic review. The Licensor noted what amazing staff we have here. I am inclined to agree!

FYI: I will be out of the Center from Friday, February 7, returning on Monday, February 17. I will be on a cruise doing lots of fun water activities. Don't feel too badly for me! While I am away, Abby, Dawn, Karen, and Lead Teachers can answer any questions that you may have.



ANNOUNCEMENTS

Happenings for Kids at the Howe

Check out the events page at the Howe library for many activities for young children including We Sign Together with Kelly Jarosz, Chinese Story Time, Sunday Afternoons with Mr. Aaron and many other offerings.

[Click Here to go to the Howe event page.](#)

Music Together Faculty Concert

Featuring Brooke Wilkinson – Music Teacher at D4C

Sunday, March 1

12:00 pm to 1:00 pm

Upper Valley Music Center- 8 South Park St Lebanon

Free - donations accepted for tuition assistance

Music Together faculty members come together to sing and play in a concert for families of all ages! We'll feature your favorite songs from the Music Together collections as well as show off each teacher's performing talents. Just like in class, there will be plenty of opportunities to sing and play along and freedom to move and enjoy the music freely. Donations accepted to support UVMC's Tuition Assistance Fund.

DCCCC Will Be Closed On The Following Days:

-Monday, March 23, 2020 – Inservice day

-Monday, May 25, 2020– Memorial Day

-Friday, July 3, 2020 – Independence Day

- August closing dates still to be determined based on Ray School start date which is generally determined in March. My best guess is that we will be closed on August 31 and September 1, but it is still to be determined.

Suzuki Showcase

Including some D4C students

Sunday, March 29

Lebanon Opera House

3:00 pm to 5:00 pm

Free

Upper Valley Music Center's Suzuki Showcase includes students ages 3-18 on cello, flute, viola and violin. This annual showcase gives them a chance to show off their hard work in lessons and group classes and come together with more than 125 students and teachers onstage together. This concert is a great chance for families who are considering lessons to see and hear the Suzuki program in action!

News from the Chickadee Ones

Ali Hull
Lead Teacher

Deserai Scott

Happy 2020!

We are all in shock how fast time is flying. First and foremost, thank you to all the families that joined us for parent snack and the center wide sing along. It was a great turn out and lots of fun.

The Chickadees have been very busy. We have been going outside and playing in the snow and sledding. It is always humorous to see how the children move around in all that snow gear. We have brought snow inside on days that it is very cold and the children will play with it in the sensory table. Days that we are inside the Chickadees are playing in the classroom, little multi-purpose room, big multi-purpose room, and going on walks. The children all love the little multi room, especially the climber. We spend time going on walks around the building and to other classrooms to visit. The Chickadees have shown more of an interest in coloring & painting. We use all different utensils for painting and different size crayons. When we do artwork we either display it somewhere in the kitchen or hallway or we clip it in your child's cubby to take home.



In the last few months the Chicks have made leaps and bounds in their development. We have walkers, crawlers, and scooters. **August** has mastered walking and is now into running and climbing. **Riley** loves to climb and is saying new words every day. **Estera** is walking and exploring. She is beginning to talk more and more and assert her independence. **Hudson** is on the move and enjoys time with Timothy. **Timothy** is walking and talking and enjoys peek a boo with

Hudson. **Iris** started walking over Christmas break. She enjoys exploring all over and playing with Jade. **Jade** has been walking for a while now and is getting more and more stable. **Miles** is scooting his way along and working on getting on all fours. **Siwon** started

with the Chickadees in November and was traveling for the month of December. He came back army crawling and now is exploring all he can get into. **Abram** enjoys watching the other children and working on moving. **Judah** spends time looking at himself in mirrors and holding his head up to look around. **Ronan** is scooting backwards and trying very hard to not get stuck. This group of Chickadees are a blast to learn and grow with.



Reminders:

- Wash hands upon arrival-not just your child's but yours or siblings as well
- Nut free notes-Please remember to fill one out everyday with the date and initials. There are nut notes on the fridge that are laminated with a dry erase marker to fill them out.
- Kitchen cubbies-Please make sure you are checking your child's cubby for any papers/pictures clipped. Also, please make sure they have enough clothes (I would suggest extra 2 to 3 outfits). Although we are not getting outside everyday we do have fire drills & you just never know. Please make sure your child has winter appropriate gear just in case.

As always please email us or call with any questions/concerns/etc.

Warmly,

Ali and Deserai from Chickadee One

Importance of outdoor play:

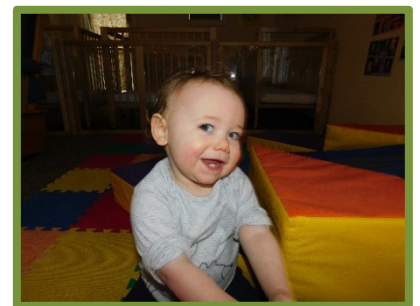
<https://www.backwoodsmama.com/2018/12/5-reasons-kids-should-play-outside-in-the-winter.html>

Why art is important with infants & toddlers:

<https://www.parents.com/toddlers-preschoolers/development/intellectual/why-art-and-creativity-are-important/>

Why mess is actually a good thing:

<https://schoolhouse-daycare.co.uk/news/why-messy-play-benefits-children/>



News from the Chickadee Toos

Teresa Hahn,
Lead Teacher

Lori Higgins

Angelica Morrison

WINTER IS FINALLY HERE!

We have a little snow and we are finally able to use the sleds and shovels. We have been getting out a little more and the fresh air is wonderful. One day this week we actually got all the children and the teachers out at the same time. What fun!

We are excited that Basil has returned to the Chickadee flock, we missed him! He is becoming more mobile, scooching and rolling himself to reach toys and friends. His smile lights up the room.

Veronica has now joined us full time. She is adjusting beautifully to being away from Mom and is settling into the classroom.

Muhammad-Ali is growing so fast. He is sitting with assistance and exploring toys. He has found his voice and is quite the storyteller.

Josephine has become a confident crawler and is constantly moving to find new toys and areas to play. She really seems to enjoy this newfound freedom.

Sidney is definitely on the move. He rolls and ‘combat crawls’ all around the room. He too has become a big talker and loves to shake the egg shakers and ‘sing’ along.

Albert is cruising all around holding onto walls and shelves. He will just take off and walk one of these days. He has discovered the windows between Chick 1 and Chick Too and loves to watch the children playing in the other room and talk to them. He has a lot to say.

Oliver is also cruising around holding on to things also, but when he wants to get somewhere quickly he drops to his knees. He is a very speedy crawler.

Our friend Peter is quite the charmer. He gives the best smiles and is so kind to the little babies. He likes to give them a little back rub or a pat on the head when passing by.

Tessa is our big reader. She loves books and brings them to us to read often. She also will sit and read them herself, she definitely has her favorites.

Riley has developed a great sense of humor and often has us laughing at her antics. She is becoming quite chatty as well and is learning new words all the time.

Isabella is starting to speak in sentences, which is very exciting. If you ask her what she wants for her birthday, she will say baby brother. She loves to spend time caring for the real babies and the doll babies.

We are having a great year with our little flock. It is always so exciting to share in their growth and development!

Please remember to check your child’s cubby to make sure there are season and size appropriate extra clothes. Accidents do happen. As the children get older we encourage more independent eating, which can be messy. There is also more opportunity for art and sensory activities, that can also be messy.

Enjoy the season, bundle up and get out and explore the winter. The fresh air does us all good.

Teresa for Chickadee Too

News from the Owls

Debbie Burnham,
Lead Teacher

Wendy Irwin

Moya Stevens

I always dread the coming of winter: the darkness and the cold. Then it arrives and we wrap our tree in solar lights and teach our Owls how to put on snow gear. Once outside all of our senses are awakened: the sound of snow crunching, the glistening of the hill, the taste of ice, the feel of the weight of a sled as it is pulled along and the smell of the crisp air! Each day is a magical wonderland outside.

Maia is great at getting herself dressed for outside. She puts on her own snow pants and then her coat goes on-upside down, but it's on! Declan is right behind her. He can get into his snowsuit and put on his boots all by himself. He stand up, holds onto a table and pushes his foot into the boot.

Eli is an expert at sledding. She even knows to rock her body in the sled to get it started down the hill. Charlie is always the first one with a shovel. He goes around the gazebo, pushing the snow. Benjamin prefers a lawnmower. We tell him it is a snow blower. He pushes it along the path.

Graham goes to the gate and calls to Leila, his older sister. While at the gate we catch him licking the fence. He cannot resist the taste of cold metal. Ava Grace can be found at the fence also. She enjoys watching the older children at play.

Audrey grabs a sled to pull up the hill. She knows to stay near the fence line so she will not walk in the sled path. Cali likes to clean off the gazebo steps with a shovel and then play on the rocking toys in the gazebo.

Delores Dianne makes her way into the toy house each day. She likes to open and close the windows with her friends. Mary walks around the yard, joining others to look into the windows of the Chickadee kitchen. She is often close by other Owls, watching what is going on, with a smile on her face.

Hayden is the big explorer, tromping through the snow to the swing area. He waves to us from the top of the hill.

Being outside is more that "fun". Children use their large muscles, they have more freedom and it definitely improves everyone's mental health. They are learning about freezing and melting, fast and slow plus sunny and cloudy. The outside playground is an always changing classroom.

Speaking of changes, some of our Owls are changing into Toddlers, complete with temper tantrums. Remember that this is an important stage for your child. They are learning to make decisions on their own and to develop more self-help skills. Our job, as the adults around them, is to teach them limits-to keep them safe- but also to allow them to make

decisions of their own. You can offer them limited choices such as to wear a blue or brown shirt, give them a heads up such as "five more minutes before bed" and verbalize their feelings to them-"You are angry because you want to play outside". When a true tantrum happens stay quietly by your child until they calm down. Then calmly acknowledge their feelings and explain the situation to them. This is a short time frame in your child's life- hopefully, so remember to keep calm and know that you are not alone.

We hope you have a wonderful rest of the winter.

Fondly,

Debbie, Wendy and Moya



News from the Hedgehogs

Danielle Field,
Lead Teacher

Jenn Boudro

Emily Courtemanche

Greetings Hedgehog Families,

Happy 2020! With the new year beginning, we are continuing to learn and explore in the Hedgehog Room, celebrating the children's newfound interests and discoveries and exploring the world around us.

The Hedgehogs are now well versed in the rhythms and routines of the classroom: cleaning up the classroom for circle time when "the timer is out", putting away all of their lunch containers, and knowing, and anticipating when it's time for music class, outside time, or playing in the Big Multi. They are also great at putting on and taking off their snow clothing, and many are moving towards using the toilet, if they have not already!

Over the past few months, we have been exploring several varied topics in our curriculum including, our homes and our families; celebrating Hanukkah with Aiden's family; Gingerbread Day (where is that Gingerbread hiding?); ice and snow exploration; Toothbrush Day (always a favorite); arctic animals and animals that burrow underground during winter; animal tracks; Penguin Day; Squirrel Appreciation Day; celebrating Chinese New Year with Luna's and Angela's families; and so much more! We have continued to see a strong interest in our kitchen/dramatic play area, with Hedgehogs cooking food daily and dressing in different dress-ups. The Hedgehogs also spend much of their time taking care of their baby dolls, transporting them around the classroom in car seats, feeding them, and wrapping them up in blankets and scarves. We have also seen a growing interest in building, especially in our block area with the wooden blocks. Recently, we incorporated blocks with pictures of different foods on them, as well as blocks with each Hedgehogs full-bodied photo on them. Music has also been a favorite in the classroom, with Hedgehogs requesting songs daily. These Hedgehogs have great taste in music!

Outside time has also brought about some newfound interests. Sledding and shoveling have been very popular activities out on our playground. We have also kept up with our walking regimen, walking around the perimeter of D4C, as well as exploring new areas, such as behind the Ray School. During these walks we have been able to see different animal habitats, such as bird's nests and resting spots for deer, as well as many different animal tracks (deer, bear, dog, etc.).





Last month, the Hedgehogs embarked on our annual walking trip to Hanover Terrace to sing holiday songs to the residents, as well as pass out homemade chocolate chip cookies. This was an amazing experience for all of the children, and they delighted in singing with them and passing out jingle bells. Looking ahead, we are exploring more opportunities to visit the residents of Hanover Terrace again, as this was such a great experience for everyone.



Last month we also said “see you soon” to our friend Simón. Simón and his family will be living and teaching in Buenos Aires, Argentina for the next six months, and will be returning in June. We held a special “See You Soon” circle where we sang songs and read books in Spanish, and also shared a special snack together. Though we miss Simón, we have a special wall with pictures of him that we can look at when we miss him, and we can also look at his page in our family book. June will be here before we know it!



This month we will be saying goodbye to Morgan, as she starts at her new school in February. We will miss her and all of the fun times that we shared together, but we hope that she has fun at her new school with her new teachers and friends.



There is so much fun and exploration to come this year. We are excited to learn about Groundhog Day, Valentines Day, our postal system, and winter sports next month, as well as exploring what the children are currently interested in. As always, we continue to look forward to seeing your child grow, learn and discover with us! Thank you for entrusting us with them every day.

On behalf of the Hedgehog Team,
Danielle



News from the Otters

Stephanie Cummings,
Lead Teacher

Vipasha Oza

Maya Lopez

Greetings Otter Families,

Children get dropped off and picked up in the Otter Room like a routine. Parents converse with teachers while they sign their child in/out, put lunchboxes in the refrigerator, sign no nut notes, give hugs and kisses to have a good day or to say I've missed you. But do you really know the daily happenings in the Otter Room? In this newsletter, I am going to focus on: 'A Day in the Otter Room at DCCCC.'

The room is opened by the early shift teacher, who arrives at 7:15 to start setting up the room. As you have probably learnt by now, Stephanie and Vipasha alternate openings and closings. In this small amount of time, we unstack chairs, put rugs into place, we switch papers on the bathroom chart, rub out nap times, etc. We also begin setting up the table activities, which are often pre-planned to give us time the day before to cut things out and find toys or tools from another classroom or the basement if needed. We often try to finish setting up by the opening time of 7:30 to

allow us to fully interact with children and their parents coming in. Of course, we always have a 'back-up' list of things that we can do in case we need to redirect a child. We make ourselves available to hear how a child's night was, how their morning went and what special notes we need to hear for their day. We put any important information on our teacher's board so we can share it with the middle and late shift teachers.

The middle teacher arrives at 8:00 and is usually Maya. The middle teacher settles in, greets children, and the opening teacher relays information to her. Maya looks at the snack menu and selects some children to walk with her to the kitchen to get snack and things for our day such as extra milk and utensils. The Otters love being helpers and always compete to carry the heaviest thing. Around 8:30, a teacher begins preparing snack, while the other teacher plays with the children for a few minutes and then readies them to begin clean up before circle and snack. We use circle time as a transition tool so a teacher can prep the tables for snack. During this time, we read a book, dance, sing songs or read new books. Children are dismissed in twos to avoid overcrowding in the bathroom.

Otters come in throughout the morning, this timing varies from day to day, sometimes we have 3 children for morning snack and other days it can be 10 or 11. It is affected by morning routines, parent's schedules, illness, snow days or delays, and when the schools are closed for breaks or special holidays.

On regularly scheduled days, oddly timed drop offs may have no effect on the children or the classroom. When we have activities planned for the day, and are not notified about a late arrival, we may leave the classroom and possibly create confusion for a parent and child to find an empty Otter Room. Just in case, we always make arrangements with a next-door room to take the child or notify the parent where to find the class. There are also situations when we may not leave the classroom and instead forfeit our hike that day.

After snack, it is potty time. It is in the Otter Room where there is a large focus on this, since the following year the children will be entering a pre-K classroom. It is our pleasure to recognize that half of the class has learned to now go through their day (including nap) without a diaper. It can take months to accomplish this feat, especially without the help of aids (stickers, candy, which are only brought in during the most difficult of tests). The Otters feel pride when they have a dry diaper, and hugs and praises are all they need to feel accomplished and be considered one of the 'big kids'. It also helps the teachers reduce potty time by approximately 15 minutes, which liberates the teacher in charge of that duty during that time of day to have more time to spend with the kids.

The late teacher arrives at 10:00, the teacher is often greeted with warm welcomes and hugs from children. The early teacher speaks with the late teacher and all communication from the morning is relayed to the late teacher.

The best time of the day, is Outside Time, which is announced by teachers and all the Otters now know it also means Clean Up Time. There are days when we have to remind the children the task they are in the process of completing, there are days when we need the Clean Up Song, and there are days when we get surprised at how the Otters did such a good job without any reminders or help. We often split the children up into two groups at this time in order to reduce distractions as we go into the Green House to place layers on. The Otters have got to a point where they mostly just need help with zippers, still-Velcroed boots, and mittens. Getting ready, though, is another milestone we have seen the Otters develop in well. We are more confident in allowing the whole class to get ready together.

After everyone is ready and has gone out, the teacher who needs to do paperwork or computer work stays in for some of the first few minutes of Outside Time in order to get work done for the next day. About 20 minutes before lunch time, the opening teacher will begin working on getting lunches ready. This consists of getting plates out, getting lunch boxes out, opening them and checking nut notes, and heat ups. The Otters are at the age that they still require milk at every meal, so after utensils have been put down, Stephanie or Vipasha will let the teachers outside know to begin cleaning up as the cups are filled.

Lunch is the best time to teach social skills. Children learn what a meal time is: not to speak with one's mouth open, a time to chat instead of be loud or play, how to ask for something to get opened, how to wait for someone to finish a conversation with someone else, etc. Meanwhile, we eat ourselves and teach the children through every move we make, everything we say, and not only how we eat, but what we eat.

As children finish up lunches, they are responsible for putting their containers away, zipping up lunch boxes and placing them in the refrigerator. Children return to their tables to put away their plates, cups and utensils. The children head to the carpet to play with activities as the remaining children finish their lunches. Once lunches are finished, we sanitize tables and morning activities are replaced (if they are not too messy) or new ones are selected. This allows the carpet to be freed

up so the opening teacher can start putting down nap mats and their sheets. The middle teacher then has children use the potty before nap time.

Children start laying on their mats or reading stories at 1:15, this gives the Otters a down time before being asked to be quiet. We turn down the lights to reflect the mood. Once the last child has used the potty, we turn on our nap time music which reflects it's time to lay still and rest. The teachers are available on the carpet to help children to sleep. We try and download our emotions on the children, we simply lay beside them and they fall to sleep. Once a few children are asleep, the middle shift teacher takes an hour break.

We take advantage of the time when the children are asleep, as this time gives us the opportunity to get as much work done as possible. The opening teacher writes the daily e-mail with contributions from other teachers on things that occurred during the day. The late teacher prepares their activities for the following morning. Our afternoon help arrives at 1:30 or 2, this help is often Dartmouth students. Afternoon helpers are responsible for washing dishes, taking items to the sanitizer, making afternoon snack, cleaning up morning activities, sweeping the floor and preparing activities or cutting out activities for the following day(s). The afternoon helper also carries out other odds and ends such as sanitizing chairs and trash cans, cleaning out the microwave or refrigerator, filling up Sani-Q bottles, taking recycling down to the workroom, filling up our paper supplies (paper towels, paper plates, cups, etc.) and put art work/mittens and hats in cubbies. We are fortunate this semester to have Elizabeth again coming on Mondays and Fridays and Charity on Thursdays.

The early teacher sends the daily e-mail and goes home at 2:45 while the middle teacher arrives back from break. Children with nap limits start to be awoken by a teacher and are comforted if needed. One teacher plays/cuddles with the children as they wake up. Every afternoon is different depending on the help we have. Sometimes we can have 2 teachers or 2 teachers and an afternoon helper depending on the coverage. This dictates the amount of work that we can do during rest time. Children are greeted by a teacher and a table activity as they get up. The other teacher starts to help children use the bathroom and to take nap mats and children's sheets outside to the cubbies. Children are all up by 3:30 and remaining mats and sheets are put away. When the carpet is clear, the children know it is open to play with, which allows us to clean off the tables for snack. We have a circle where children are then dismissed to wash hands for their snack. Children start getting picked up at any time during the afternoon, sometimes 3:30, 4:45 or 5:29!

There are some days when we don't have afternoon help, and our middle shift teacher leaves at 4:30. When we have no afternoon help a different teacher will come at 4:30 to ensure the closing teacher is in ratio for the last remaining hour or the middle teacher will offer to stay extra for the remaining hour. For the last hour, children have the option to play on the carpet or do table activities. At 5:00 we close the carpet so that children can put away all the toys away that they got out. As a teacher, it's not fun to put away all the toys that children have got out if they leave before clean-up, which is why we have this rule. At 5:15, we close the table activities for the same reason so the children can do 'book look'. This allows us to stack chairs, pick up rugs which sometimes

the children like to help us with, too. Each classroom is responsible for closing a part of the center and the Otter Room is responsible for closing the kitchen at the end of the day.

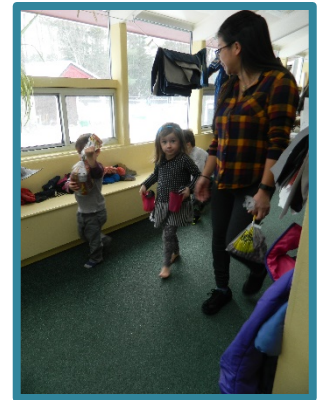
As soon as the last child leaves, we stack the chairs and turn off the lights and head home. I'm not sure if we deserve an award but in 4 months we have had 11 late fees. This serves as a reminder that our shift ends at 5:30, which means families also need to be out of the building by 5:30. Unlike what most children think, we do not sleep here, but have families and personal activities to go home for.

This is just a brief outline of a 'typical' day, we asterisk typical, as there is no typical day when working in child-care. Every day is different! This summary doesn't take account if a teacher is out, called in sick, or even if we have enough staff help. Each day varies with the responsibilities that we have to do. We have library books to return and new ones to select, weekly plans to fill out and activities to prepare for, meetings to attend at the center, monthly calendars to plan and design, planning walking field trips and visitors, update and take down classroom displays, write down observations and write up conferences. And of course, the most important job of them all: providing a warm, stimulating, safe and reliable environment for your child. We have become adept at our time management skills as we seek times during the day to make the day as efficient as possible. The Otter team works tirelessly to deliver a program the children and parents deserve.

Advocate, artist, cheerleader, chef, comforter, counselor, custodian, detective, disc jockey, disciplinarian, dishwasher, entertainer, event planner, exterminator, facilitator, hairstylist, a human tissue, hygienist, interior designer, librarian, lost and found attendant, magician, maid, mediator, news reporter, nurse, photographer, referee, relationship counselor, role model, social worker, storyteller, therapist, waitress, walking encyclopedia, zookeeper.....but you can just call me a teacher!

From the Otter team,

Stephanie, Vipasha and Maya



News from the Badgers

Terri Hollis,
Lead Teacher

Miranda Arruda

Viviana Martinez

Hello DCCCC Families!

We have been busy in the Badger room! Everyday children walk in to see an inviting array of choices and activities that encourage them to explore. They see a table set with animals in a nature seen, maybe a cave set up in the Big Body Play Space. They might find a table filled with an assortment of bones buried in the sand or bins filled with something squishy to touch and squeeze. These are all ways for Badgers to play, but hidden underneath that are all the things they learn.

Over the course of the year, we have followed children's interests and created curriculums based on them. When it seems that they aren't showing a particular interest, we feel we know them well enough to choose a topic that will get their curious brains excited to learn. We know the best way children learn is through play and

exploration so we make sure that is what it feels like for them.

We incorporate learning in many areas. Social/emotional development, large and small motor control, cognitive development, language and literature, science and discovery, technology, and health and safety. Much thought and planning goes into the activities you see in the mornings and throughout the day.

Social learning is one of the biggest parts of a three and four year old's day. They start the year taking things without using words, crying for teachers to solve their problems, wiggling through short circles, talking over each other, etc. They learn new skills through repetition and practice like how to wait while others are talking, and using their words with each other when conflicts arise. We facilitate those conversations until they get the hang of it. They learn to listen to each other's needs and be patient for results or attention. They learn to show respect for each other and how to share materials and space. They also learn to take responsibility for their actions and asking for the help they need. We provide organic opportunities for learning these skill, like dramatic play spaces, circle time discussions, and open ended play times for example. When Badgers learn how to implement these practiced skills, they begin to have room for other important learning.



Badgers become quite engaged in our themes throughout the year. We still hear children discussing past curriculums or making connections to current learning. Patterns have been very popular and Badgers are noticing them in their daily routine, pointing them out to teachers. When discussing what foxes eat, Badgers used words like carnivore, omnivore, and herbivore that they remembered from our dinosaur unit. They really soak in the information because they can immerse themselves in the learning. Letters are constantly being included in planning so Badgers are exposed on a regular basis. Badgers are expected to try to write their own names on their work. They play rhyming games and connect letter sounds. Badgers who did not know their letters in August are now at a place where they are recognizing and writing them on their own and in their own time. It is so rewarding to see the progress.

Some curriculums we have been through so far are trains, the human body, families, learning about the self, homes, winter animals, dinosaurs, holidays, transportation, and several others. We introduce new ways of thinking, like showing them what homes look like in different parts of the world or that family can mean and look very different from one to the next. We invite speakers in to show what their jobs could look like in real life and see firsthand some materials they need. We explore our own selves from how our parts and pieces work to how each person has different ideas and feelings and how to make them work together. We love that spark that comes when they learn something new or find something that ignites further questions and curiosity. We are proud of the hard work our Badgers and their families have put in to playing and learning so far!



News from the Black Bears

Kristen Brown,
Lead Teacher

Anna Tassenari

Sarah Doran

So much has happened since the beginning of the Black Bear year! The Black Bears have become increasingly independent in the classroom. They have become experts at signing in and answering our daily question every morning. Their names have made so much progress since September! They also get dressed to go outside almost completely independently and put their heat up on a glass plate and put it on the counter at lunch time! The Black Bears have really grown to be a strong community. We have started to discuss how to fill our friend's buckets, and you can often hear Black Bears using this

language daily. They let a friend know when something filled their bucket and will even let their friends know if they are dipping into their bucket!

The Black Bears have settled into the routine of morning meeting as well. They have learned to find their own circle spot and raise their hands to show that they want to share something. We look at the calendar card from the day before to figure out the number and the picture. Each month has a different pattern and the Black Bears are now experts at figuring the pattern out. We also have been putting a stick in a cup to count the days that we have been at school. We are just days away from getting to our 100th day celebration! We count how many days we have been Black Bears each and every day, first counting the tens and then the ones.

In the fall, the Black Bears spent time learning about Airplanes and other flying vehicles. We built airplanes out of many different materials and turned dramatic play into our very own airport. Recently we focused on many different fairytales. Friends were very excited to read different versions of stories like "The Three Little Pigs", "Goldilocks and the Three Bears" and "Jack and the Beanstalk". They were eager




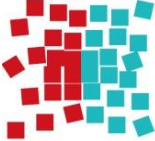




to share about how the “silly” versions were different and how they were similar. The Black Bears have also been busy writers! They are eager to add words and sentences to any of their drawings. In the new year, we added journals to our classroom. Each Black Bear has their own journal with space for drawing and writing. Black Bears have been working on their journals at many different parts of the day. Many friends are very eager to work on their journals daily!


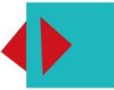
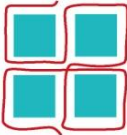





Thank you to our families for taking the time to come out to our family conferences in November and December. We know it is difficult to make time during the day, but we love to get the chance to touch base with you about all the amazing things your children are doing! We also want to welcome Sarah to the Black Bear team! We are excited to have a full team once again and are excited for all that Sarah has to bring to Black Bears. Since our last Newsletter we have celebrated Camilla and Hanna’s birthdays in October, Leila, Henry, and Connor’s birthdays in November, Torin, Kaylee, and Cole’s birthdays in December, and Julia’s birthday in January. We look forward to celebrating Libby, Ada, Nicole, and Jack’s birthdays in February, Josh’s birthday in March, and Louisa, Ruth, and Zoe’s birthdays in April!


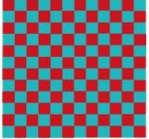



<i>Michelle Thornhill</i>		<i>Loose Parts and Intelligent Playthings Categorized By Schema</i>					
If your child loves:	(S)He may be exploring	Loose Parts	Natural Loose parts	Large play	Recyclable/ Repurposed	Additional tools/ bases	Commercial Toys/ Gifts *
Train sets, buckles, Lego, harnesses, fridge magnets, stickers, marker caps, shoes	Connecting 	Popsicle sticks, match sticks, golf tees, paper clips, binder rings, carabiners, felt pieces, tissue paper pieces, elastics, fabric, paper, burlap, balsa wood, post-its, labels, glow stick bracelets, pipe cleaners, belts, Velcro hair rollers, corks, pins, box rivets, screws, nails, binder clips, spring snaps, bolt snaps	Earth magnets, roots, ground pine, vines, spruce sap (for glue), beggar ticks, burdocks, sweet gum balls, cicada shells, thistle flowers, leather cord, dandelion stems (for chains), dried bones, wet leaves, sand, snow, ice	Log rounds or stumps for stacking, tires, boards, wooden spools, webbing, lumber, pallets, logs, ropes and carabiners	Containers with lids, bread clips, pvc pipes, nuts and bolts, electrical wires, marettes, twist ties, buckles and snaps from discarded items, velcro from old clothes, broccoli elastics, straws	Hammer, tape, glue, twine, rope, yarn, bungee cords, hooks, chains, cable ties, latches and fasteners, tongs, webbing, flannel, stapler, safety pins, contact paper, magnetic surface, corkboard	Knex, gear sets, slot-a-shape builders, magnet builders, unifix cubes, Ring-a-ma-jigs, Goldie Blox, Straws & connectors, bristle blocks, Magneatos, puzzles, Snap Circuits, Brik-a-blok, Mecanno Jr., train sets, Barrel of Monkeys, snap together beads
Cutting with scissors, knocking towers down, making play dough into small segments, tearing pages from books, taking apart electronics or devices, destroying objects, removing couch cushions, cutting hair	Disconnecting/ Deconstructing 	String, paper, tissue paper, cardboard, balsa wood, floral foam, styrofoam blocks, dominoes, glow sticks, water beads, balloons, evaporated cornstarch water (for cracking), colored tape for peeling and cutting	brittle sticks, dead branches, peeling bark, leaves, daisies, mushrooms, ice puddles and other ice forms, dry mud, clamshells, cobwebs, dried lavender, catkins, sandstone, pinecones, seed pods, coconuts, slate rock, lumps of brown sugar, fungus, cattails, dried herbs, flowers, food items for cutting and peeling	Giant cardboard boxes, haystacks, snowbanks, balloons, sand, stacks of tissue boxes	Telephone books for stacking and knocking over, magazines for cutting, egg cartons, bubble wrap, crushable cans and bottles, corks, used electronics, knitted articles to unravel	Mortar and pestle, safety knives, safety scissors, hammer, clippers, pliers, mallet, saw, screwdrivers, hole punches, fly swatters	Battat Take-Apart sets, toy demolition vehicles, silly putty, excavation kits, magnet builders, unifix cubes, wooden block sets, "Thin Ice" game, "Scratch Magic" art
Airplanes, car crashes, balls, sharks, birds, Superman, throwing toys, throwing food, jumping off things, knocking things down, expressive art, basketball, bubbles, explosions	Trajectory 	Paper, pompoms, rubber bands, balloons, corks, beanbags, spoons, rulers, ping pong balls, string, ribbons, cotton balls, felt balls, koosh balls, pieces of foam, sponges, pillows, boards and cylinders (for catapults), tea pot, watering can, home-made pipe cannon for balls	Helicopter pods, feathers, leaves, flat rocks for skipping, stones for tossing into water, sticks, pinecones, Y-shaped branches (for slingshot), swinging vines, live insects, cottonwood fluff, dandelions, bursting wild snapdragon pods, snowballs, sticks as fishing poles, palm branches	Planks, cable spool, skate ramp, platforms, ladder, chairs, yoga ball, slide, sled, rain gutters, a pair of trees and physio band for giant slingshot, pliable birches (for swinging), pool noodles	Pipes, scarves, plastic bottles (for rockets), paper towel tubes, broccoli elastics, springs, plastic spoons, buckets for ball toss, boxes for crash zone, inner tubes, film canisters, boxes and cartons for knocking down	Hammers, saws, mortar and pestle, targets, hoops, mini zip lines, fans, launch pad, balcony, antacids and vinegar for rockets or "pop the top", open field or water for throwing natural loose parts	Hot Wheels tracks, catapult kit, marble run, trebuchet kit, construction sets with ramps, rocket building kits, boomerang, propeller toys, Frisbees, kites, Skyrocopter, Stomp Rockets, Micro Shotz, soda rockets, "Perfection" game

If your child loves:	(S)He may be exploring	Loose Parts	Natural Loose parts	Large play	Recyclable/ Repurposed	Additional tools/ bases	Commercial Toys/ Gifts
<p>Forts, hide and seek, putting toys to bed, burying items in sand, wrapping presents, eggs and nests, hats, being inside cupboards, painting entire canvas, Lego enclosures</p>	<p>Enclosing/ Enveloping</p> 	<p>Scarves, fabric, lace, towels, boxes, spools, paper towels, tissue paper, mailer tubes, solo cups, aluminum foil, foam pieces, folding steamer basket, plastic Easter eggs, locks and keys, hinges, hair rollers, sponges, nesting baskets, tissue paper, ribbons, yarn, plaster cloth, cheese cloth, toilet paper, Claycrete paper mache, Paperclay</p>	<p>Piles of leaves, sand, mud, clay, walnut halves, clam shells, pine spills, dirt, palm branches, geodes, seed pods, flowers, petals, straw, pea stone, twigs, nests, hollow logs, leather hides, birch bark, hollowed or halved coconut shells, pumpkins, gourds, lotus pods, corn husks, giant leaves</p>	<p>Cardboard boxes, stacks of tires, tents, long tree limbs (for forts), blankets, tarps, tables, chairs, couch cushions, pallets, cylindrical concrete forms, plastic culverts, haystacks, ball pit</p>	<p>Fabric remnants, old hats and shawls, belts, watches, plastic containers, cups, electrical wire, cardboard tubes, egg cartons, envelope discards from card stores, wrapping paper, newsprint, magazines, bubble wrap</p>	<p>Clothes pins, safety pins, rubber bands, string, tape, Velcro tape, twist ties, magnifying glass, Washi tape, Mod Podge, Silly Putty</p>	<p>Magnatiles, Russian nesting dolls, stacking cups, Lego, Brik-a-block, crazy forts, sleeping bag, igloo mold, skipping rope, mosaic kit, piggy bank, piñata, doll clothes, latches board, hollow blocks, mailbox, excavation kit</p>
<p>Elevators, balls, towers, dropping objects on purpose, scribbling up and down, building tall towers</p>	<p>Dynamic Vertical</p> 	<p>Scarves, beanbags, pompoms, cushions, string, rope, spools, beads, foam balls, ping-pong balls, corks, wire, bean bags, watering can, tea pot, slinky, confetti, blocks for stacking, spools, paper clips, dice, dominoes, light switches, chains, springs, barrel bolts</p>	<p>Rocks for stacking, pinecones, water, feathers, sticks, helicopter pods, leaves, acorns, crab apples, hanging vines, icicles, palm branches, wood pieces for stacking</p>	<p>Stacks of tires, platforms, chairs, ladders, walls, tree trunks, fences, couch cushions, cylindrical concrete forms, trampoline, dumbwaiter, fireman pole, deep hole, water pump</p>	<p>PVC pipes, wrapping paper tubes, Pringles chip containers, K-cups, yogurt cups, cans, zippers, tissue boxes, Yop bottles, solo cups, empty boxes, straws, coiled telephone cords</p>	<p>Plumb line, retractable tape measure, pulleys and ropes with bucket, small hand winch, mashers, mortar and pestle, funnel, turkey baster, hour glass, thermometer</p>	<p>Connect 4, stacking toys, hammer and peg set, bead maze, toy elevator, parachute men, rocket kits, skipping rope, ball & jacks, trampoline, Ogodisk, Micro Shotz, Stomp Rockets, Jacob's ladder</p>
<p>Speed racers, traffic, running laps, trains, scribbling left and right, tennis, bowling, clapping, waving flags, vacuums, lawn mowers, tunnels, pushing strollers, building roads, shakers, swordplay</p>	<p>Dynamic Horizontal</p> 	<p>Balls, marbles, level blocks for making roads, ribbons, wooden rings, rain gutters, clotheslines and clothespins, streamers, wires, strings, beads, half-pipes, elastics</p>	<p>logs, trenches in the sand, branches and palm fronds, pliable branches for building tunnels, sand and streams, timothy hay, flat rocks or ice chunks for launching, chestnuts, waste apples</p>	<p>Logs, hula hoops, culvert pipes, shallow ditches, planks, 4x4's, curbs, stepping stones, rain gutters, concrete forms, balls & bottles for bowling, parachute, shopping cart, skateboard, stroller, wheelbarrow, bike, hockey stick, golf club</p>	<p>pipes, wrapping paper tubes, rubber bands, inner tubes, physio bands, bearings, wheels, corrugated roofing</p>	<p>level tables, hardwood floors, long cardboard boxes, fences or pallets for attaching gutters and pipes, preattached horizontal cables or lines, slingshot</p>	<p>Hot wheels, train sets, push toys, abacus, windup toys, ride-on toys, marble run, sports equipment, air hockey table</p>

If your child loves:	(S)He may be exploring	Loose Parts	Natural Loose parts	Large play	Recyclable/ Repurposed	Additional tools/ bases	Commercial Toys/ Gifts
Putting trucks upside down, turning knobs on stereo and appliances, planets, baseball, racetracks, CD's, launching toys that roll, spinning in circles, washing machines	Rotation/ Circularity 	Jacks, plates, pot lids, wood rings, spools, washers, metal rings, rope, string, lasso, sticks, toilet plungers, paper towel holders, cylindrical blocks, short lengths of pipe, nuts and bolts, screws, martini umbrellas, metal bearings, mixing spoons, whisks, hair rollers, loops of tubing or pipes, serger spools, bobbins, paint roller, hinges	Helicopter pods, swinging vines, star anise, roly pollies, daisies, snowballs, tree rounds with a centre hole, acorns, snail shells, coconut shells, water, stepping stones or stumps arranged in a circle, hills for rolling down	Cylindrical concrete form, plastic culvert pipes, swings, cable spools, round hay bales, freestanding poles and trunks for circling, hula hoop, pop up hamper or tunnel, merry-go-round, barrel, hose reel, Archimedes screw pump	Cylindrical containers, paper tubes, old microwave trays/ tracks, bottles, castors, motors, knobs off old appliances, roller blade wheels & bolts, cups, spinners from board games, turn table, round cardboard from frozen pizza, paper plates, bobbins	large round bowls, steel drum, fan, compasses, winch, pottery wheels, lazy susan, rotating organizer, salad spinner, dowels and sticks, hamster wheel, clothes for toy washing machine, drill, screwdriver, auger, mixer, blender	Snap Circuits, Train circuit, gear toys, bead maze, spiral ball run, abacus, Magneatos, tops, toy cement mixer, propeller flyers, skipping rope, water wheel, spirograph, Euler's Disk, Gearation magnets, spin art, rock tumbler
Making holes in things, poking with sticks, putting fingers in holes, arrows and bullets, swords, ice fishing, sewing, earrings, destroying safety gates, putting limbs through bars of railings	Going through a boundary 	Yarn and plastic needles, birthday candles, dowels, craft sticks, fabric, burlap, mesh, lace, pipe cleaners, oasis, cork, golf tees, toothpicks, match sticks, beads, buttons, chopsticks, keys and locks, bolts and boards with holes, screws, balsa wood, pins, colander, plastic canvas, screening, perforated steel containers, napkin rings, latches, hooks, wiffle ball, artificial plants, floral foam, martini picks, C&C grid, tulle	Feathers, reeds, cattails, stems, sticks in mud, sticks in snow, bark with woodpecker holes, clay, mud, old man's beard, tree slices with drilled holes, cracked rocks, ice and tools, ice and salt, pine tree needles, moss patches, rotting stumps, wood chips, sharks teeth, shells with holes, pumpkin, gourds, perforated limestone, spider webs, sandstone, lotus pods, cork	Lattice, fencing, soil, sand, shovels, picks, hoes, augers, knotty pine boards, milk crates, post hole diggers, peg boards, loosely knit blankets, wine rack, windows, ladders, tunnel, parachute, finish lines, swinging doors, leaf strainer for gutters, milk crates	Pieces of Styrofoam packaging, foam insulation, cardboard boxes, bits of grid wire, chicken wire, tomato cages, bird cages, carpet pieces, paper tubes, straws, bits of discarded shirts with buttons and buttonholes, bubble wrap, wire, twist tiles, rope, elastics, pegboard, industrial waste sheets with holes from punched out objects	Hammer, drill, screwdriver, rubber mallet, tent pegs, tweezers, pliers, hole punches, shape punches, brads, spades, hand drills, weeding tools, dibbers, skewers, nut crackers, stapler, cookie cutter, fork, garlic press, lemon juicer, tracing wheel	Honey Bee Tree game, Kerplunk, peg stackers, hammer and peg set, weaving loom, Lite-Brite, Mr. Potato Head, lacing toys, rug hooking kit, stretchy mouse and cheese toy
Drawing around the edge of paper, walking the perimeter of a playground or building, tracing, winding string around objects, tying knots, walking over or around obstacles, bracelets and necklaces, weaving, finger knitting	Going around a boundary 	String, tape, marbles, tubes, spools, ribbons, cups, strings of beads, ropes, wire, popsicle sticks, pipe cleaners, elastics, blocks for building bridges and walls, blue rocks or fabric for mote-making, chains, chalk, gears and belts, floral tape, measuring tape, metal "bendy snake," C&C grid	twigs, stumps, stepping stones, stepping stumps, roots, ivy, vines, creepers, hemp, branches, small trees, antlers, pine cones, ground pine, roots, driftwood, sand and water for motes, whelk egg casing, seaweed	Pylons, cable spools, freestanding poles and trunks for circling, hula hoop, merry-go-round, barrel, tetherball, bridges, balance beam, trees, banks and boulders for circumnavigating, bungee cords, thick ropes	Paper towel tubes, chicken wire, dye-sub printer ribbon, rubber bands, pantyhose or balloons cut into rings, flexible tubing, dryer vent hose, dish drying (peg) rack, necklace and ring holders	peg board or nail board, loom, clusters of trees, poles or columns, hedgerows, winches and pulleys, hat tree, peg racks	Spirograph, stencils, string art set, circuit sets, maze toys, yo-yo, string top, diablo, friendship bracelet kits, weaving kits, plush snake, race car track, slinky, Plinko board

If your child loves:	(S)He may be exploring	Loose Parts	Natural Loose parts	Large play	Recyclable/ Repurposed	Additional tools/ bases	Commercial Toys/ Gifts
Having hands full of objects, full pockets, filling and dumping, dump trucks, bags, shopping carts, wheelbarrows	Transporting 	Glass gems, beads, pompoms, marbles, tiles, clothes pins, nuts and bolts, washers, cotton balls, ball bearings, magnets, pails, bags, baskets, tins, fanny pack, containers, backpack, bindle stick, plastic counters, tiddlywinks, popsicle sticks, sponges, erasers, buttons, spools, dice, chains, felt balls, cotton swabs, Styrofoam shapes, confetti, foam craft shapes, figurines, caps	Wood pieces, tree cookies, seeds, acorns, rocks, shells, leaves, pine cones, crab apples, beans, wood chips, driftwood, sand, flowers, dirt, gravel, fruits, rice, peach pits, cherry pits, deer corn, feathers, seed pods, sticks, hollowed coconut shells, sticks, branches, natural woven baskets	Wheelbarrow, yard cart, barrel, shopping cart, large backpack, sack, wagon, sled, stroller, laundry basket, trolleys, dollies, carts, sled, stroller, ride-on toys, cardboard box	Plastic containers, buckets, cardboard boxes, Easter baskets, reusable grocery bags, milk jugs, milk crates, used purses, cloth sacks, corks, rubber bands, bread ties, caps, corks	Scoops, tongs, funnel, shovel, spade, scoops, tool belt, clips, pulleys, clothesline, carabiners, hooks, skateboards, felt pads for furniture	Hungry Hippos, toy cargo vehicles, diggers, dump trucks, Trunki, lunch boxes, back pack, mini shopping cart, mini wheelbarrow, wagon, ride-on toy with storage, bike basket, mini figures, toy garage with elevator, toy boats
Putting toys in a row, arranging food on a plate, parking toy cars, sorting, sequencing by size, arranging furniture, straightening rows of shoes, stacking books	Ordering/ Positioning 	Dominoes, birthday candles, magnets, buttons, popsicle sticks, pompoms, spools, beads, clothes pins, match sticks, checkers, poker chips, dice, chains, books, playing cards, washers, napkin rings, hex nuts, glass gems, tiddlywinks, paint stirrers, dowels, tiles, wooden cubes, graph paper, shoes, moulding corners, tile spacers, wooden geometric shapes	Smooth rocks, slate, sticks, logs, tree slices, stumps, acorns, beans, seeds, pods, flat leaves, crab apples, pine cones, dry bones, shells, coconut halves, snowballs, ice cubes, kindling, branches for "planting" in rows	Large hollow blocks, crates, cable spools, pallets, bricks, cardboard boxes, furniture, ladders, barrels, branches, tires, logs, cords of wood, stepping stones, Twister	Bread bag clips, cups, nesting cups, leftover kitchen/bath tiles, taped up boxes, empty bottles, sensory bottles, cardboard tubes, K-cups, solo cups, tissue boxes, paint swatches, plastic subfloor or silicone pyramid mat (hole side up)	Mirrors, empty frames, tray with ledge, flat bottomed cake pans, shallow boxes, ice cube trays, light box, yard stick, muffin tins, T-square, level, ruler, equal arm scales, plumbline, geometry set	Snap Circuits, Froebel gift sets, tangrams, Lego, Jenga, geometric shape builders, inset puzzles, wooden peg board toys, mosaic kits, bowling set, nesting dolls, Citiblocs, Katamino blocks, Kapla, KEVA, Rush Hour game, dinky cars, parking garage
Makeovers, body paint, fashion dolls, fantasy, mermaids, robots, shape shifters, werewolves, costumes, mixing media, decorating, drawing on oneself, weather and sky, cooking, intentional mess making	Transforming 	scarves, clothes pins, hair rollers, string, yarn, ribbons, wire, mardi gras beads, pipes, chicken wire, beads, gems, pins, sequins, buttons, picture frames, paint chip cards, bingo chips, prisms, bottles of layered liquids, water beads, shaving cream, body paint, hair rollers, elastics, plaster cloth, ice molds, soap suds, battery operated Christmas lights, googly eyes	water, clay, sand, leaves, mud, flowers, weeds, dried herbs, dry goods, pinecones in water, tree needles, polishing stones, peeling bark, feathers, wood pieces, branches, sticks, vines, rocks for painting, pea gravel, seeds, 'Old Man's Beard', mushrooms	Wood pallets, mud kitchen, landscaping tools, rake, shovel, loose bricks, large cardboard boxes, paint rollers	Styrofoam heads, fabric remnants, boxes, paper tubes, binder clips, wrapping paper, old clothes, jewelry, egg cartons, cheese wax, empty K-cups, bread tabs, elastics, rubber bands, twist ties, fashion dolls or plastic toys with faces/paint removed	Mirrors, Plexiglas, spatulas, rakes, mixing spoons, squeeze bottles, spray bottles, mashers, mortar and pestle, rolling pin, cake pans, light table, plastic bin, water basin, flashlight, magnifying glass	Mr. Potato Head, doll clothes, building sets, Lite Brite, Magnatiles, Light & Color kits, Thermal reactive toys, Plasticine, Creature builders, Rock Tumbler, Color & Cuddle washable toys, shrinky dinks

If your child loves:	(S)He may be exploring	Loose Parts	Natural Loose parts	Large play	Recyclable/ Repurposed	Additional tools/ bases	Commercial Toys/ Gifts
Climbing everything, playing peek-a-boo games, sitting upside down, hanging from bars, looking through holes and transparent objects, standing on toys, crawling under tables, optical illusions, magic	Orientation/ Perspective 	Mirror tiles, convex and concave mirrors, cardboard tubes, boards, stools and chairs, ropes, washers, prisms, marbles, tiddlywinks, stained glass, small figurines, scale models, empty picture frames, colored acrylic	Hay bales, reflective pools, sand, piles of leaves, large rocks, stumps, logs, coconut halves, snow, sand	Plastic culvert pipe, large concrete form, ladders, stools, rope hammock, lycra sling, jungle gym, tree house, cave, barrel, Twister game, large felled tree, cornstalks, trees for climbing, caves	Telephone books for stacking / climbing, overturned buckets, pvc pipes, CD's, sunglasses, transparent bottles, old maps, coffee cans, dental mirrors, sunglasses, colored lenses, everyday objects cut open or turned inside out.	Mats for laying on, puppet theatre, magnifying glass, compass, loupe, flashlights, shovels, hangers and hooks (for building downwards), overhead projector	Brik-a-blok, Crazy Forts, stilts, microscope, telescope, camera, binoculars, periscope, pop-out tunnel, tent, jungle gym, kaleidoscope, sky projector, 3D puzzles, rocking horse, magic kit, fly-eye replicator, acrylic blocks
Combining multiples of same objects, making finely detailed art, mosaics or collage, making confetti, harvesting, scooping and filling, ball pits, record breaking, unusual weather events, statistics, lists, textiles, layering or polishing, assembly lines, shops, merchandise displays, patterns, making tall towers or deep holes, knitting or crochet	Aggregating/ Cumulative effect 	Post-its, popsicle sticks, pins, tiles, tiddlywinks, beads, wooden cubes, aggregated magnets, poker chips, stacks of cups, balloons, gems, colored string, beach glass, found objects sorted by color, tissue paper squares, match sticks, dice, hair rollers, sequins, ball-head pins, dried flowers, flat marbles, paper mache, plaster, wax, unifix cubes, math counters	Seeds, shells, shark teeth, pebbles, burdocks, chestnuts, berries, dried flowers, tree rounds, wildflowers (for bouquets), rocks, berries, pinecones, acorns, lotus pods, honeycomb or old wasp nest sand, snow, mud, piles of leaves, sandstone, wool roving for felting, sticks of uniform length, polished stones, beach glass, straw for weaving	stacks of tires or logs, planks, fallen branches, trunks for fort building, facing mirrors, room full of chairs to arrange, trunk cut into rounds, stacks of milk crates, stacks of hula hoops, bricks, pallets	Bottle caps, bread bag clips, backspash tiles, k-cups, corks, CD's (broken for mosaic tiles), toilet paper tubes, marker caps, cheese wax, industrial waste products in large quantities, nuts and bolts, twist ties, anything that can be collected in large amounts	Canvas, grout, clay, cement, measuring tools, timers, mirrors, camera, mesh, gridwire, grid paper, resin or mod podge, glue, mortar and pestle, floral foam, flower press, containers for collecting	Bunchems, Keva / Kapla / Citi blocks, craft kits (Cross stitch, rug hooking, friendship bracelets, etc.), snow-block molds, origami paper, paint by number, rainbow loom, perler beads, wool roving for felting, perler bead sets, Lego, collectables
Shaking banging or tapping objects, musical instruments, crinkly paper, music, rhythm and rhyme, shouting into cups or tubes, animal sounds, noisy appliances	Sound 	Straws, tubes, funnel, pipes, balloons, buttons, beads, bells, wind chimes, dowels, marbles, tins, pvc pipes, washers, pots and pans, metal utensils, sandpaper blocks, cups, chains, corduroy, cheese grater, bobby pins, glasses of water, paint stir sticks, wrenches, wire whisk, paper plates, comb, brush, bottle of toothpicks, clay pots	Pebbles, tiny shells, beans, bamboo shoots, hollow branches, coconut shells, walnut shells, conch shell with the apex cut off, seed pods, hollow gourds, blade of grass (hold between thumbs and blow for whistle effect), driftwood, crickets	Hollow logs, garbage cans, oil buckets, fence posts and sticks, echoey stairwells, hula hoop, skipping rope, pogo stick, yoga ball, 2 x 4's made into a giant xylophone, large garbage bins, corrugated roofing	bottle caps, plastic easter eggs (for shakers), rubber bands, pipes, cardboard tubes, corrugated materials, plastic water bottles, mason jar lids, pie plates, vacuum cleaner tubing, plastic buckets, tennis ball cans, yogurt containers, bubble wrap, gloves with washers and buttons attached to the fingers, metal measuring tape	Earmuffs (for other children), audio recorders, microphone, megaphone, stethoscope, speakers, computer or tablet	Zube Tube, musical instruments, metal slinky, rainstick, Makey Makey, slide whistle, Euler's Disk, gong, percussion toys from around the world, noisemakers, Boomwhackers

About this chart: A schema is a repeated pattern of behavior a child employs in order to explore and learn about his or her environment. The lines between schemas are not always clearly defined. A child may exhibit an interest in one dominant schema or many schemas at the same time. One schema may be connected with another. A dynamic horizontal schema may grow into an interest in trajectory or transporting, for example. Going through a barrier and enclosing often go hand-in-hand as well. Positioning may be a sub category of transforming, or vice versa. The chart is not intended to limit materials, but rather to illuminate an educated guess as to which materials a particular child might be drawn to during open-ended play.

The method in which the materials are presented may influence a child's interest. Deeper engagement can often be garnered by setting up a provocation to play which combines loose parts conducive to a child's schematic interest with other items related to a child's thematic interests.

Example: trajectory schema + interest in monkeys>
boards + logs + toy monkey + tree= monkey catapults = hours of experimentation

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Internet Resources:

The Theory of Loose Parts, An important principle for design methodology. *Simon Nicholson* 1972, Vol. 4, No. 2:

<http://jil.lboro.ac.uk/ojs/index.php/SDEC/article/view/1204>

Schemas in Children's Play, Clare Caro 8/8/2012

<http://www.nature-play.co.uk/blog/schemas-in-childrens-play>

Sand and Water Tables, Tom Bedard

<http://tomsensori.blogspot.ca/>

Facebook Groups

<https://www.facebook.com/groups/Loosepartsandintelligentplaythings> (Or search "Loose Parts and Intelligent Playthings" on Facebook)

<https://www.facebook.com/groups/386341941392735/?fref=nf> (Or search "Schemas Discussion Group" on Facebook)

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Getting Started with Schemas, Nikolien Van Wijk, 2009. The New Zealand Playcentre Federation

Extending Thought in Young Children, Chris Athey, 2007. SAGE Publications Ltd.