



## **Millrise Moments**

### **April 2017**

Dear Parents,

Spring has arrived and we look forward to spending our days outside in the beautiful sunshine.

We would love to say "WELCOME TO OUR NEW FAMILIES"

Now that the weather is improving, can you still ensure your child has the appropriate outdoor clothing? We will be going out more and taking advantage of our beautiful yards. **Please no flip flops or sunglasses.** Just a reminder that the children need to have an extra set of clothes to stay at the daycare. The children get very upset when we try to put other clothes on them and we really don't have much to choose from.

If you would like to start bringing in water bottles for the children to take outside that would be great. These bottles are only for outside use and they need to go home daily for cleaning.

On April 6<sup>th</sup> Parent Link will be coming to the BrightPath Millrise to do a workshop at 6 PM. The focus will be community support and family accessible programs.

We are always looking for paper for the children to draw and color on. Any donation would be greatly appreciated.

We would like to wish all the children and staff who celebrate their birthdays in April a Very Happy Birthday.

The Hop a Thon will be on April 13<sup>th</sup>. I will send out the pledge forms on April 4<sup>th</sup>.

I will be sending out the ASQ for you to fill out and if you can return it by April 7<sup>th</sup>, 2017.

Instead of sending out new emergency forms if can I ask each of you to look at your form that is in the sign in binder and sign and date your name at the bottom if everything is correct, if there is a change than please write the change down on the back of the form so that we can change the front.

**Recipe of the Month: Beef and Vegetable Stew**  
(Please see attached)

**Policy of the Month: Missing Children Policy** (Please see attached)

**Frog Street Babies Schedule for April is: Handling Tantrums**  
(Please see attached)

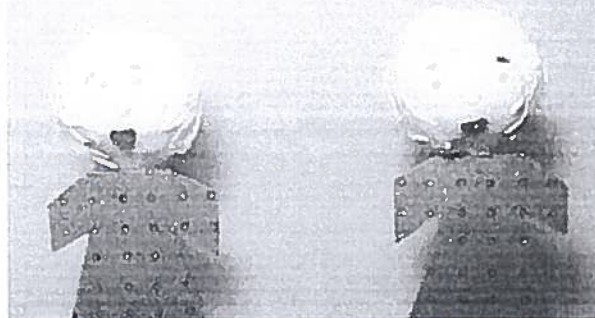
**Frog Street Toddlers Schedule for April is: First Half of the Month, Traditional Tales and the Second Half, Traditional Songs**  
(Please see attached)

**Frog Street Pre-K Schedule for April is: First Three Weeks of the Month, Things That Move and Last Week is Animals**  
(Please see attached)

For those of you interested in joining our Parent Support Group, I see this potentially as "an email group" where we welcome your input, ideas and expertise! Also if you would like to come in and talk to the children about your work, your culture extra that would be wonderful.



Look Alike  
Day



I Celebrate Diversity  
**Day of PiNK**



**HOP THON**

Dates to Remember:

- April 1<sup>st</sup> - April Fools' Day
- April 2<sup>nd</sup> - World Autism Awareness Day
- April 6<sup>th</sup> - National Tartan Day
- April 7<sup>th</sup> - World Health Day
- April 9<sup>th</sup> - International Day of Pink
- April 13<sup>th</sup> - Lockdown Drill
- April 14<sup>th</sup> - Reach as High as You Can Day
- April 15<sup>th</sup> - Global Youth Day
- April 16<sup>th</sup> - Easter
- April 17<sup>th</sup> - Easter Monday
- April 20<sup>th</sup> - Look Alike Day
- April 22<sup>nd</sup> - Earth Day
- April 23<sup>rd</sup> - First Day of Passover
- April 25<sup>th</sup> - St. Georges Day
- April 30<sup>th</sup> - Last Day of Passover

Kindest Regards,  
Millrise Staff



# Beef and Vegetable Stew

Source: Health Stand Nutrition Consulting Inc. [www.healthstandnutrition.com](http://www.healthstandnutrition.com)

This wholesome stew is great for a cold winter day and loaded with good nutrition.

Makes 6 servings

## Ingredients:

18 oz. lean stewing beef chuck, trimmed and cut into 1-inch cubes  
1/2 cup onions, chopped  
2 cups carrots, sliced  
2 cups mushrooms, sliced  
4 cups low sodium beef broth  
1 can (28 oz.) diced tomatoes  
1/4 cup dry pearl barley  
2 medium potatoes, sliced  
2 tablespoons dried parsley (or fresh if you have it)  
2 tablespoons Worcestershire sauce  
1/2 teaspoon garlic powder  
1 bay leaf  
Fresh ground pepper to taste

## Preparation:

Brown cut up stewing beef in oven. Put some broth in a large pot over medium heat and add onions, mushrooms and carrots to the pot and sauté until soft. Return beef to pot and add the remaining ingredients. Bring to a boil and then reduce heat to medium low and simmer covered, stirring occasionally approximately 1.5 hours.

# Bean and Vegetable Stew

Replace beef broth with vegetable broth and replace beef with canned mixed beans or lentils.

Children are to be supervised by staff members at all times and BrightPath Early Learning and Child Care Centres have policies that clearly outline staff responsibilities in regards to child supervision.

Staff are required to follow the Child Supervision Policy and conduct the regular head counts and attendance outlined within especially during transition times.

Even when all precautions are properly observed, emergencies can still arise.

If staff cannot account for a child's whereabouts at any time the following procedure will be activated:

**The Centre Director, Assistant Director or Designated Person in Charge is to be informed immediately.**

- A thorough search of the entire premises, both inside and outside will be conducted, commencing with the last known area that the child was located.
- Doors and gates should be checked to see if there has been a breach of security whereby a child could wander out.
- The Centre Director, Assistant Director or Designated Person in Charge and any available staff will help in the search, ensuring the safety of the other children, with regard to supervision and security whilst the search is taking place..
- Staff should pay particular attention to areas a child could easily hide: behind or under furniture, sheds, climbing structures etc.
- The staff will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- If the child is found the Centre Director, Assistant Director or Designated Person in Charge in charge will inform the Area Manager and the child's parents.

In Ontario:

A Serious Occurrence Report will be completed and submitted to the Ministry of Education as per the Serious Occurrence Policy.

In Alberta:

An Accident/Incident Report Form will be completed and submitted to Alberta Licensing as per licensing regulations.

**If after 5 minutes of thorough searching the child is still missing, the Centre Director, Assistant Director or Designated Person in Charge in charge will inform the Police by calling 911, Area Manager and the child's parents.**

- While waiting for the police and the parents to arrive, searches for the child will continue.
- The Centre Director, Assistant Director or Designated Person in Charge will be responsible for meeting the police and the missing child's parents. The Centre Director, Assistant Director or Designated Person in Charge will co-ordinate any actions instructed by the police, and attempt to comfort and reassure the parents.

Date Reviewed: May 2015  
January 2017

Date Revised: March 2016



Dear Parents,

Children between 14 and 18 months are at a developmental stage when they are testing limits. They have an opinion and are anxious to make it heard. It is important to set limits and make sure children stay within those limits. Children need to learn that "no" means no. Because the brain wires from experiences, it is critical that you set and hold boundaries during this time. If you are wishy-washy, your child will not have any sense of limits and without understanding limits, your child cannot develop self-control.

### What You Can Do

- When you say "no," mean it even if you rethink your decision. Babies are too young to understand your rationale for changing a decision. They assume their tantrum has changed your mind and this reinforces the opposite of what you want (self-control).
- Discuss rules with all members of your family (spouse, grandparent, siblings) so that everyone will reinforce the same restrictions.
- Be consistent. For example, if food is not allowed in some areas of the home, make this a consistent rule in all cases, including a rule for other people in your home. Consistency over time helps children understand boundaries and, believe it or not, your child needs and wants boundaries.

Follow these simple steps when a tantrum occurs.

1. Put into simple words what you believe the problem is. Many tantrums escalate because children don't think we understand what they want.
2. Move on with your task. Let your child cry it out.
3. When your child is calm, briefly explain why she couldn't have her way.







# Parents as Partners

## Did You Know?

Sharing your first impressions of familiar tales with your child is a way to bond and create common ground between your childhood experiences and your child's experiences. One of the great advantages of traditional tales is the length of time they have been around.

## Try It Out

Tell your child the version of "The Three Little Pigs" that you remember from your childhood without using a book. Your child will be familiar with the story from our classroom lessons this week. Your child will be thrilled that you know the story too! Your child was introduced to this song this week. Sing it with your child. After you sing it a few times, your child will become more familiar with it and will ask you to sing it again and again.

### Three Pink Pigs (Tune: "Three Blind Mice")

Three pink pigs! Three pink pigs!  
See how they play. See how they play.  
They stay away from the wolf who's bad.  
He blew two houses away, so sad.  
There's still one house left and the pigs are glad.  
Three glad pigs! Three glad pigs!

*(raise and lower hands)*  
*(clap)*  
*(shake head "no" and point finger to say "no-no")*  
*(rub eyes as if crying)*  
*(hold up one finger)*  
*(hug each other)*



Frog Street Toddler © 2014 Frog Street Press



# Parents as Partners

## Did You Know?

Toddlers are famous for losing control of their emotions. When they do, they need an opportunity and a place to calm down.



## Try It Out

Create a Safe Place for your child. Prepare this quiet place in a spot other than your child's bedroom. Place pillows, stuffed animals, and stress-reducing squeeze balls in this area. Do not use this spot as a place of punishment. Your child should choose to go to the Safe Place on her own. Introduce this space to your child and suggest she go there to calm down but do not view this place as a "time out." When your child chooses to go to the Safe Place, join her after she calms down if she is receptive. Your child will be familiar with the Safe Place because we use it at school.



# Parents as Partners

## Did You Know?

Experiencing fear and anxiety are normal for both adults and children. The difference is that adults are better equipped to handle their fears. Helping your child learn how to manage her fears is an important component of effective parenting. Getting over fears usually takes a little time and maturity but a little help from a loving parent can speed things along.

## Try It Out

Here are some strategies to try:

- Talk with your child about her fears. Don't trivialize, minimize, or dismiss the cause of your child's fears.
- Discuss strategies for managing or facing fears, such as singing a song, drawing a picture that expresses the fear, or finding someone to talk with.
- Without lecturing, call attention to acts of courage in books that you read to your child.
- Try some tangible solutions. If your child is afraid of monsters, put some water in a spray bottle and label it "Monster Spray." Spray under the bed and in the closet just before bedtime.
- Be aware of your child's abilities and limitations. If she is afraid of climbing higher on the jungle gym but you know she is capable, encourage her. If she is struggling, help her climb one level higher and celebrate this achievement.



Frog Street Toddler © 2014 Frog Street Press



# Parents as Partners

## Did You Know?

Toddlers are characteristically picky eaters and often resist new foods. They hit growth plateaus and eat less which can appear as a lack of appetite. They also lose their appetite when they are teething or generally not feeling well. Pediatricians advise us not to worry about an apparent lack of appetite because toddlers will eat when they are hungry. There are some things that make this trying period a little more tolerable.

## Try It Out

1. Allow your child to gradually become familiar with new foods. It may take up to ten introductions before a child accepts a new food. Have your child try a bite of a new food earlier in the day and then again at a mealtime. Be happy when even one bite is accepted and be patient.
2. Never pressure little ones to eat. This will just cause more intense resistance. If your toddler is choosing mealtime to exert his independence, pressure from you will just make him more committed to his effort.
3. The color red is known to increase appetite. Place a red placemat under your child's plate.
4. Allow your child to help prepare the meal. Toddlers can stir, tear lettuce, and snap beans. Participation often increases the chance he will like what is on the menu.
5. Be a good role model. Eat your green beans!



Frog Street Toddler © 2014 Frog Street Press



# Things that Move

Week 1	I Move
Week 2	Travel
Week 3	Transportation
Week 4	Mysterious Movers



Our character education focus will be on developing the concepts of self-reliance and independence.

## Dear Family,

We move. Animals move. Cars, boats, trains, buses, and planes move. The wind and oceans move. Clocks and Ferris wheels move. During the next four weeks, we will explore things that move—seen and unseen. Don't be surprised to find yourselves counting vehicles, listening for vehicle sounds, watching the movement of the sun and the moon, and creating your own dance movements. As children explore the idea of travel, a special visitor from our classroom will be traveling to your home. Watch for a note from our puppet mascot Fanny Frog. She is anxious to spend some time with your family.

## Literacy

Enjoy imitating the movements of animals as you recite or sing this little rhyme.

### Can You Move with Me?

Tune: "Do Your Ears Hang Low?"

Can you wiggle like a worm?  
 Can you squiggle? Can you squirm?  
 Can you flutter? Can you fly like a gentle butterfly?  
 Can you crawl upon the ground  
 Like a beetle that is round?  
 Can you move with me?

Can you flip? Can you flop?  
 Can you give a little hop?  
 Can you slither like a snake?  
 Can you give a little shake?  
 Can you dance like bee  
 Who is buzzing 'round a tree?  
 Can you move with me?

## Math

A theme about movement is the perfect time to emphasize position words. Children will describe positions of objects (over, under, beside, behind) and explore the directions the movements take. Children will begin to place markers on a grid to show that they understand positional words. Reinforce positional words at home. For example, as you look through a picture book, find objects in the *over* and *under* positions and ask your child to locate them. Hold a rope or yardstick at different heights, and ask your child to go over and under it. Set up an obstacle course using objects your child can go over and under. On each object, tape a card with the word *over* or *under* printed on it.

## Notes



For additional at-home activities, see the *Things that Move* PATT Mat.



# Animals

Week 1	Farm Animals
Week 2	Zoo Animals
Week 3	Bugs
Week 4	More Bugs



Our character education focus will be on developing the concepts of curiosity and compassion.

## Dear Family,

When children are asked about things they are most curious about, animals always make the list and bugs are usually at the top. For the next four weeks, we will be immersed in the world of animals—farm animals, zoo animals, insects, and bugs. Children will learn about the appearance, habits, and needs of animals. They will learn about the habitats of different animals and use a checklist to determine whether a backyard critter is an insect or a bug. Enjoy their enthusiasm!

## Literacy

As you and your child discover critters in your backyard, garden, park, or vacant lot, sing this little song. Make up your own verses to tell about the insects and bugs you see.

### My Busy Garden

Pam Schiller

Tune: "She'll Be Coming 'Round the Mountain"

Oh, the ants are busy digging all around—dig, dig.  
Oh, the ants are busy digging all around—dig, dig.  
See them scurry here and there, tossing dirt into the air.  
Oh, the ants are busy digging all around—dig, dig.

Oh, the bees are busy buzzing all around—buzz, buzz.  
Oh, the bees are busy buzzing all around—buzz, buzz.  
See them buzzing here and there, lots of pollen in the air.  
Oh, the bees are busy buzzing all around—buzz, buzz.

## Math

During our study of animals, children will be introduced to problem solving. We will use story scenarios to do beginning addition and subtraction problems. We will continue to work with shapes and create patterns. We are becoming much more sophisticated in the way we display the data we collect. Often we make a real or picture graph and substitute stick-on dots for each picture to create a symbolic graph. At home, continue to encourage your child to sort and categorize anything and everything. Be sure to ask for an explanation of the rules used in sorting. The ability to verbalize these rules is important.

## Notes



For additional at-home activities, see the *Animals* PATT Mat.