



brightpath
EARLY LEARNING & CHILD CARE



Millrise Moments February 2018

Dear Parents,

Winter is still in the air so we ask that your child/children have the proper winter clothing at the centre everyday. We realize some days are nicer than others but we still need proper clothing as the wind is cold and we try to go out every day. Please be so careful when walking outside because of the ice.

We will be having a Valentines Party in all of our rooms on February 14th, 2018. The children are encouraged to bring in cards to exchange on that day with their friends. Please just ask the girls how many kids are in each class and only have the children sign their name. Please wear something red or pink.

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

Paper donations are always so appreciated because the children love to draw their magical pictures.

The centre has a strict **NO TOYS FROM HOME POLICY**. There are plenty of toys and activities at the centre and we cannot be responsible for lost or stolen toys that come from home.

Frog Street Baby's: Singing is Joyful and More

Frog Street Toddlers: February 1st to the 16th SHAPES and SIZES and February 19th to March 16th is NURSERY RHYMES (Please see attached)

Frog Street Pre-School: February 1st to February 9th STORIES and RYHMES and February 12th to March 9th is I BUILD, I CREATE (Please see attached)

Policy of the Month: Parent Involvement (Please see attached policy)

Recipe of the Month: Outrageous Oatmeal Energy Balls (Please see attached)

February 15th and 16th is Teacher Convention so the Kindergarten to Grade 4 children are off from school. I will be setting up some field trips for this time so I will keep you posted.

It is a must that all children have an extra change of clothes in their cubby at all times. Accidents happen, the children are always playing outside and in the water tables, milk gets spilled etc.

Milestone Minute

At around 8, children develop the ability to consider the intent behind an action or choice, along with the ability to take another's perspective. As a consequence, children become capable of intentional meanness and social exclusion. However, in large part, most children this age will engage in such behaviors at one point or other. They are not bullies, but rather individuals who are ineffectively trying to assert (expected) power within relationships in inappropriate ways. To effectively influence future choices and social outcomes, we can help 8- to 10-year olds learn the tools they need to engage in more positive social interactions.

www.scholastic.com

We are always looking for difference workshops for staff and parents, if anybody has any ideas or knows someone please get in touch with me.

Dates to Remember:

- February 2nd - Groundhog Day
- February 7th - Send a Card to a Friend Day
- February 13th - Shrove Tuesday
- February 14th - Valentine's Day, Party at 3PM (All Rooms)
- February 15th - National Flag Day of Canada
- February 16th - Chinese New Year
- February 17th - Random Act of Kindness Day
- February 19th - Family Day (Centre Closed)
- February 22nd - World Thinking Day
- February 26th - Tell a Fairy Tale Day
- February 28th - National Anti-Bully Day (Wear Pink Today)

Family Time

www.sciencekiddo.com

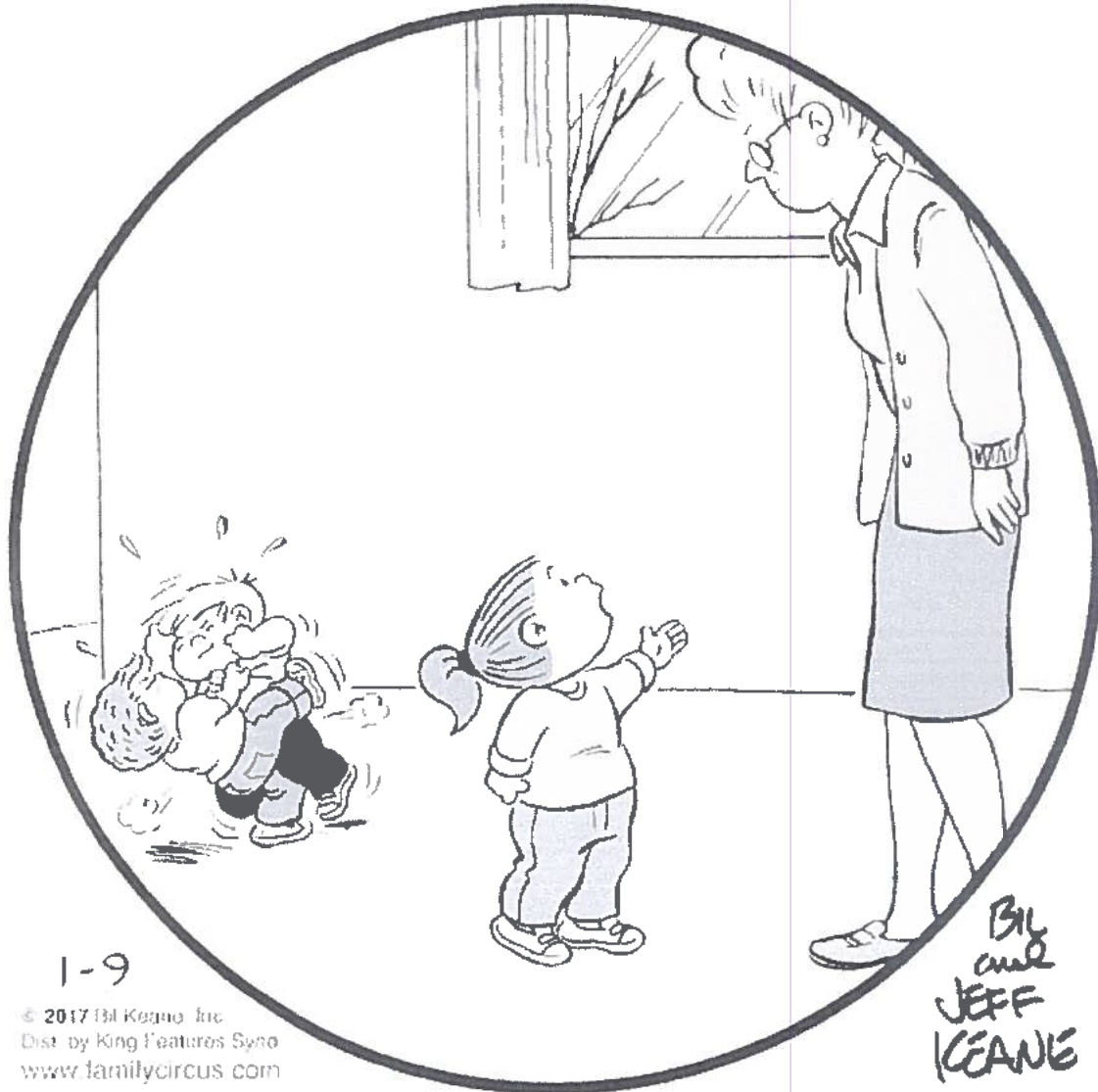
Expanding Snowman

- Ziplock bags
- Permanent markers
- Alka-Seltzer tablets
- Snow

Use a permanent marker to draw a snowman face on a zipper storage bag. Fill the bag up with snow to make your snowman baggie. Place 2-3 Alka-Seltzer tablets in the snow-filled baggie. Zip it up tight and then wait to see what happens! Over the next 30-60 minutes watch as the snowman baggie expands bigger and bigger! You may want to even set it in a larger bowl in case the baggie pops or leaks.

<https://frugalfun4boys.com/2018/01/20/hot-ice-science-experiment/>

Awesome Science - Instant Hot Ice, this is a very cool experiment, your children will love it!!



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**“You can tell the holidays are over,
Grandma. Everything’s getting
back to abnormal.”**

Here's an average toddler-sized meal

- One ounce of meat, or 2 to 3 tablespoons of beans
- One to 2 tablespoons of vegetable
- One to 2 tablespoons of fruit
- One-quarter slice of bread

Register for this edWebinar: I watched it yesterday and it was really great. It will now be in the archives to get it.

Preschool Children with Challenging Behaviors: What to Do When Nothing Else Works

Register for the next edWebinar:

Tuesday, Feb. 27 at 2 p.m. Eastern Time

[Encouraging Physical Activity in Preschoolers](#)

Presented by Dr. Steve Sanders, Professor, University of South Florida

We are looking for more parents to join our parent involvement committee. If you are interested please let me know and also what type of things you could help me with.

Accreditation will be with us late February or early March so please fill out the surveys and bring them back to the office.

I will be sending out a parent consent form for you to fill out next week. You can sign it once you get it so it does not have to go home. There are only 2 questions on it plus your signature.

kindest Regards,



Millrise Staff



Singing is Joyful and More

- Dear Parents,
- Babies love music. They will generally stop what they are doing in order to pay closer attention when they hear a song. If you are singing to them directly, they will make eye contact with you and smile.
- While singing is joyful, it also has many other benefits. Generally singing creates a sense of well-being which in turn causes the brain to release endorphins that help protect the immune system and also act as a memory fixative. Ever wonder why you so easily remember TV ad jingles?
- All early sounds, including music and rhythms, play a profound role in shaping the brain. Linguistics, psychologists, and neuroscientists have recently changed their long-held opinion about the relationship between speaking and singing. The latest data shows that music and language are so intertwined that an awareness of music is critical to a baby's language development. As children grow, music may foster their communication skills. Our sense of song helps us learn to talk, read, and even make friends.

What You Can Do

- Sing to your baby as often as possible.
- Create songs about taking a bath, eating, changing a diaper, or any other routine. Sing about events and things that happen during the day. Your baby doesn't care if you can carry a tune or if your song has rhyme or even makes sense. Just have fun!
- Sing along with songs on the radio.
- Make an effort to learn songs that are sung to your baby at school. Sing these songs at home.
- Play music for your baby when she is awake. Play a variety of music styles, such as country, classical, pop, and jazz. Babies have sensitive hearing so keep the volume low. Music played at a decibel level that is too high can damage a baby's ears.
- Play a musical instrument (xylophone, bells, piano) when you sing. Your baby will enjoy the novelty.
- Smile when you sing. Remember singing is joyful!



Rain, Rain, Go Away
 Rain, rain go away.
 Come again another day.
 Little baby wants to play.
 Come again another day.

Rock-a-Bye Baby
 Rock-a-bye baby in the tree top.
 When the wind blows, the cradle will rock.
 When the bough breaks, the cradle will fall,
 And down will come baby, cradle and all.

Parents as Partners

Did You Know?

Children have no sense of urgency. They meander and linger and are frustrated by your insistence to hurry. Remember how often you have wished for the luxury of time and try to respect this aspect of their development. They are absorbing everything and trying to make sense of what they are learning.

Try It Out:

Develop routines that lead toward your goal whether it is getting your child to bed, getting her to finish eating, or getting her to follow you out the door in the morning. Routines are a toddler's "clock." Try these tips to help with your morning and evening routines.



Morning

Make morning routines more manageable by giving your toddler a job she can do to contribute to getting out the door, such as gathering everyone's coats, placing things by the door, or feeding the dog. If your child is focused on an activity you choose, she is less likely to get involved in something she discovers and decides to explore.



Evening

Allot a greater quantity and quality of time to special routines so that times when rushing seems inevitable go more smoothly. Start your bedtime routine (bath, quiet play, bedtime story) an hour before bedtime.

Frog Street Toddler © 2014 Frog Street Press

Parents as Partners

Did You Know?

Your child is developing brain connections for self-control between 16 months and 48 months. 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 boundary lines in which to develop self-control.

Try It Out:

When you say "no," mean it even if you rethink your decision. Toddlers 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).

When your child has a tantrum, follow these simple steps:

1. Use words to describe what you believe to be the cause of the emotional outburst. This will often reduce the intensity of the tantrum because part of the issue is that your child thinks you don't understand what he wants.
2. Then, walk away and let your child cry it out. If you try to reason with a child during this time, it will only extend the length of the fuss.
3. Be consistent. For example, if you don't allow snacks before dinner, make this a consistent rule in all cases. Consistency over time helps children understand boundaries and, believe it or not, your child needs and wants boundaries.

Parents as Partners

Did You Know?

Getting toddlers to eat can be a battle. When your child was younger and dependent, feeding time was often a pleasant experience for both you and your child. But now as your child has moved into toddler years, she can be demanding and determined to feed herself. This can create a conflict with your need to keep her neat, get the food in her mouth, or even complete the eating process in less time.

Try It Out

- Recognize that your child will not starve. Don't get into a power struggle. If your child misses a meal, she will most likely eat later.
- Don't worry if your child is not eating a particular food. Providing vitamins for your toddler will ensure she is getting the proper nutrients.
- Make mealtime fun by having your toddler help prepare the meal and then eat together as a family.
- Toddlers often eat smaller portions more frequently. Try offering a nibble tray. Place fun finger foods (banana slices, apple wedges, cheese squares, dry cereal) into a compartmentalized dish, such as an ice cube tray or muffin tin. Place the nibble tray on an easy-to-reach table for your little one to enjoy.



Frog Street Toddler © 2014 Frog Street Press

Parents as Partners

Did You Know?

A child's understanding of shapes is the foundation for his future reading and math skills. When a child learns to recognize circles and triangles, he is building early skills that will help him recognize numbers and letters. When children start reading, they often learn to recognize words by their shape. Your child has been learning about shapes for the past few weeks. As we continue to review these shapes, you can help your child's knowledge grow by reinforcing learning at home.

Try It Out

- Make play dough shapes. Roll play dough into a snake and then shape the snake into a circle, square, triangle, or heart.
- Bake cookies using different-shaped cookie cutters.
- Have "shape hunts" around the house or neighborhood.
- Read books about shapes.
- Discuss the shapes of toys. For example, a jack-in-the box is square and a top is round.



Looking Ahead

Please bring a hard-boiled egg to school next week to help with our Humpty Dumpty activities.
Please donate clean, recycled baby food jars so we can make Purple Cow Milk Shakes next week.



Stories and Rhymes

Week 1	Nursery Rhymes
Week 2	Traditional Tales
Week 3	Folktales
Week 4	Ballads and Fables



Our character education focus will be on developing the concepts of commitment and loyalty.

Dear Family,

During the next four weeks, we will be discovering stories in many forms and formats. Children will explore traditional and modern rhymes: stories delivered through poetry, chants, and ballads; and stories from many cultures. Sometimes children will sing the stories. Sometimes they will role-play the stories, making the characters come alive through their actions. Sometimes they will change familiar stories to create their own. Prepare to hear reports about the wonderful characters they are meeting.

Literacy

As we begin this theme, children will recite and learn many traditional nursery rhymes. Sometimes we give them a bit of a twist like Dr. Becky Bailey has done with "Wonderful Woman." This poem is a new version of the traditional poem "There Was an Old Woman Who Lived in a Shoe." Learn this one and enjoy reciting it with your child.

Wonderful Woman

by Becky Bailey

A wonderful woman lived in a shoe
(hold hands)
She had so many children
(“Lead” partner turns other partner’s hands
over palms up)
She knew exactly what to do.
(“Lead” touches each finger of partner’s hand)
She held them. She rocked them,
(“Lead” closes partner’s hand in a fist and
rocks it gently)
And tucked them in bed.
“I love, I love you,” is what she said.

Math

Children will begin to collect data and organize it in simple graphs. We use tally marks to keep track of our data. You will also hear your child using ordinal numbers (first, second, third) to indicate order. Help your child practice at home with a simple sorting activity. Make an observation. For example, say: *The glass of milk is bigger than the salt shaker.* Ask your child to identify something else that is bigger than the salt shaker. Continue and then switch to smaller objects. Say: *My carrot stick is smaller than the salt shaker.* Physically sort the objects into two groups or keep a tally mark count. Repeat the activity with other comparing words, such as longer and shorter, thicker and thinner, heavier and lighter.



Notes



For additional at-home activities, see the *Stories and Rhymes* PATT Mat.

Parent Involvement

Purpose

The purpose of this Policy is to:

- Set out the way that families will be encouraged to become actively involved in the Centre.

Policy

It is the policy of the Centre to work in partnership with families and the community to support children's learning and development while in care.

The 'Open Door' philosophy encourages the participation of parents/guardians, extended families and members of the community to enrich the programs and care provided to children.

Effective parental involvement provides the following benefits:

- Children's self-esteem is enhanced where there is positive regard between the family and Centre Personnel;
- Parents/guardians have intimate knowledge of their child, when shared with Centre Personnel enriches the child's experience while at the Centre;
- A collaborative approach to learning and care-giving provides greater consistency for the child. For example, toileting and discipline;
- Supports Centre Personnel to bridge the gap between the home and the Centre, particularly with regard to attitudes, values, and parental expectations.

Centre Personnel will:

- Respect the contribution provided by parents/guardians;
- Respect parent/guardian's privacy and maintain confidentiality; and
- Accept the parents/guardian's right to choose how their child will be brought up. Wherever possible, Centre Personnel will endeavour to comply with parent/guardian's requests.

Definitions

Communication means is the process of exchanging information and ideas.

Confidentiality means the ethical principle that requires persons to hold secret all information unless permission has been given to permit disclosure.

Feedback means the process of communication whereby a person can disagree, ask a question, repeat information for understanding, or otherwise talk back in the communication process.

Grievance means any complaint or concern from parents where the parent/guardian wishes to obtain an action or response.

Parental Involvement means the participation of parents/guardians in a regular, two-way, and meaningful communication involving their child's learning and other activities ensuring:

- Parents/guardians play an integral role in assisting their child's learning.
- Parents/guardians are encouraged to be actively involved in their child's education.
- Parents/guardians are full partners in their child's education.

Participation means the condition of sharing something in common with others.

Partnership means a cooperative relationship between people or groups who agree to share responsibility for achieving some specific goal.

Procedure

1. **Open door philosophy:** The Centre actively encourages the participation of parents/guardians, extended families and members of the community to enrich the programs and care provided to children.

Families are encouraged to visit the Centre during operating hours to experience first-hand the educational programs offered to children. These visits allow parents/guardians to gain a more thorough understanding of their child's development progress.

Persons with special talents, skills or experiences are invited to contribute to the educational program by sharing these with the children. Examples of special talents, skills or experiences may include:

- a. Discussing an occupation;
- b. Demonstrating an occupational skill;
- c. Playing a musical instrument;
- d. Sharing a hobby, such as knitting or cooking;
- e. Sharing a cultural background; or
- f. Bringing a book or song to share with the children.

The Centre will organize special events, social gathering and fun days to encourage family participation at the Centre. Examples of these events may include:

- a. Grandparents Day,
- b. Mothers Day/Father Day morning tea;
- c. Special Persons Day; and
- d. End of Year celebrations.

Families will also be encouraged to support the Centre where children are participating in an excursion or and fieldtrips

2. **Parent communication, feedback and input:** The Centre actively encourages effective communication between parents/guardians and Centre Personnel.

The following strategies will be employed to promote effective communication:

- a. Daily two-way communication between parents/guardians and Centre Personnel which is open and honest is an effective technique to share children's experiences, goals and expectations;
- b. Messages that attack or injure a person's self esteem will not be used;
- c. Parent Notice Boards, Newsletters, BP Connect, Parent Meetings and Discussions provide opportunities to inform families of Centre news and other matters which may affect their child;
- d. Newsletters will be produced at a minimum of every two (2) months and will include information, such as:
 - i. Centre information;
 - ii. Parenting tips;
 - iii. Changes to policies; and
 - iv. Programming events for each class group.
- e. Centre Personnel will provide families with information about the child's day on BP Connect, including the following:
 - i. Activities that the child participated in;
 - ii. Dietary intake;
 - iii. Toileting information for infants and toddlers;
 - iv. Sleeping patterns; and
 - v. General disposition
 - vi. 2 photos/week of the child being engaged in learning
- f. If requested, Centre Personnel will arrange a mutually convenient time to conduct a Parent-Teacher meeting to discuss the individual child;
- g. All Centre methods of communication (ie; BP connect, communication books) will be reviewed with the parent upon their centre orientation in order to ensure parents/guardians are aware of all methods of communication available in the Centre.
- h. Parents/guardians will be invited to attend Information Evenings throughout the year; and parent support groups committee and surveys.
- i. Parents/guardians are encouraged to evaluate the Centre and provide feedback by doing the annual survey and participating in the parent involvement committee. Constructive criticism is an effective tool to improve the service delivery provided by the Centre to children and families.
- j. Ages and Stages Questionnaire (ASQ) will be given to families to complete twice a year. The results will be summarized and shared with the families.

Associated Policies

Parent and Community Concerns and Issues Policy
Service Commitment Policy
PB Connect Contracts
Parent Handbook

Associated Forms

Parent and Community Concerns Form
Parent Orientation Checklist

Reference Information

Date Reviewed: May 2015
 September 2016
 January 2017
 July 2017

Outrageous Oatmeal Energy Balls

(Source: <http://nutritiontofit.com/oatmeal-cookie-energy-balls/>)

Ingredients:

1 cup old-fashioned oats
1 cup unsweetened shredded coconut
1/2 cup WOW butter (or sunflower seed butter)
1/4 cup pure maple syrup
1 teaspoon vanilla
1/4 teaspoon cinnamon
1/2 cup raisins or mini chocolate chips

Mix all ingredients together until an even consistency forms.
Using your hands, roll dough into tablespoon-sized balls.
Refrigerate for one hour.
Can be stored in the refrigerator or the freezer.