



brightpath

EARLY LEARNING & CHILD CARE



Moments
November 2017

"KINDNESS IS A LANGUAGE WHICH THE DEAF CAN HEAR AND THE BLIND CAN SEE" - Mark Twain

Dear Parents,

This month has **NATIONAL CHILD DAY** on **November 20th, 2017**. We would like to take time to acknowledge the children of our future. We would like all children, parents and staff on this day to wear royal blue on **November 20th**. Please find an attached sheet with some interesting information as well as a website.

nationalchildday.ca



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

In honor of our Veterans on Remembrance Day
November 11, 2017



We are asking that our staff and families join together to collect/bring in food donations (canned goods and non-perishables) to support the Calgary Veterans Food Bank.

The month of November we will be working on filling boxes for Operation Christmas Child. We need your help!! We have been working each November with the Samaritan Purse Canada to help them send Christmas Boxes to different parts of the world for the children in need. We are asking parents to take a shoe box home if they can. Fill the box and bring it back filled with small toys, hygiene items and school supplies so that we can organize them in the boxes. There is a hand out for you to tape on the box for boy or girl. Attach 7.00 dollars which is the cost to send the box. The boxes need to be completed by NOVEMBER 14, 2017. Thank you so much!

It's that time of year again and the weather is getting colder...

To ensure that the children and staff are able to continue playing outdoors we ask that you send your child with the following items every day and please label everything.

- Indoor shoes
- Winter jackets
- Snow pants
- Hats
- Mittens/gloves
- Winter boots

The staff and the children will be playing outside daily and we want to be sure that every child has appropriate clothing so he or she is warm enough.

Everyone can now take home the outside water bottles because we will moving into winter and they are not needed outside.



Upcoming News and Community Involvement

Get outside and engage children with nature!! It's is free!!

Creek Provincial Park

Ralph Klein Park

Ann & Sandy Cross Conservation Area

Check

Canadian Wildlife Federation

Wild Family Nature Club

For outdoor activities for your family in your area.

Parent Involvement Committee

This is an opportunity for families to assist in the organization of family activities at the Centre and this is a requirement of the Alberta Accreditation process. If you would like to know more about how to volunteer or what it entails, please let me know. I have been communicating by email with the families on this Committee. Please let me know if you would like to be a part of that email list as well.

cwf.tiged.org/wfnc/calendar/

To register go to:
www.edweb.net

free edWebinars - live or on-demand. Earn a CE certificate for attending or viewing the recordings. Register now and watch the recording later!

Enhancement Plan (QEP)

A quality enhancement plan is a set of goals that we believe will strengthen our program. As part of our Accreditation Process we created strategies that need to be completed at certain times during the year. I am happy to say that we completed all of our Intermediate Strategies and our Long-Term Strategies. As well as many ongoing strategies, some strategies that you will see implemented in the coming months are: Inviting Parent Link or other organization to come and do a presentation to the families.

Multicultural POT LUCK Dinner - November 23, 2017

We will be having our first annual multicultural potluck dinner on November 23, 2017 from 4 PM to 5:30 PM. Please come and join us for a fun filled experience. We ask each family to bring a dish to share, and if possible it can be something from your families' multicultural background. Can you also write out the recipe of your dish and we would love to make a cook book with the recipes. As families arrive, we want you to take the opportunity to enjoy the aromas and flavours from around the world, as well as to have the chance to visit with other families here at the Centre! Miss Jackie will be preparing something yummy on behalf of the centre.

RECIPE OF THE MONTH: Soft Fish/Beef Chicken Tacos and Sala (attached)

POLICY OF THE MONTH: Accidents, Illness and Incidents Reporting Protocol (attached)

FROG STREET

Babies: Seeing Through Your Baby's Eyes (attached)

Toddlers: Theme 3 - Friends (attached)

Pre-School: Theme 3 - Giants (attached)

Dates to Remember:

November 1st - All Saints Day

November 5th - Daylight Saving Time Ends

November 11th - Remembrance Day

November 13th - Daycare Closed for Remembrance Day

November 13th - World Kindness Day

November 16th - International Day of Tolerance

November 20th - National Child Day (Wear blue to acknowledge the Day)

November 21th - World Hello Day

November 23rd - American Thanksgiving

November 23rd - Multicultural Pot Luck 4 PM to 5:30 PM

IN FLANDERS FIELDS



In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.



We are the Dead. Short days ago
We lived, felt down, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high;
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders

John McCrae



kindest Regards,

BrightPath Millrise Staff

Soft Fish / Beef/ Chicken Tacos and Salsa

Tacos Ingredients:

3 pounds lean/extra-lean ground beef / chicken breast / fish (basa fillets)
20 soft corn or flour tortillas
2 1/2 cups of shredded lettuce / kale
3 medium tomatoes, chopped
3 onions, minced
3 red peppers, chopped
2 cans (540 ml) refried beans
Salsa
Grated cheese
Cilantro (optional)

Make Ahead Big Batch Homemade Taco Seasoning

(makes 8 batches of spice mix; use 2 tablespoons spice mix per 1 pound ground meat or poultry)

8 tablespoons chili powder
2 teaspoons garlic powder
2 teaspoons onion powder
2 teaspoons dried oregano
4 teaspoons paprika
8 teaspoons ground cumin
4 teaspoons salt
8 teaspoons black pepper
1 teaspoon or more cayenne pepper (optional if you like it spicy!)

Preparation:

Combine all the spices in a bowl (store extra in an airtight container or jar). Brown ground / chopped meat in the oven. Add 2 tablespoons taco seasoning per 1 pound of ground meat along with up to 3/4 cup water and simmer until most of the water has evaporated.

Serve ground seasoned meat in soft corn or flour tortillas along with your favorite toppings such as shredded lettuce, diced tomatoes, minced onions, diced peppers, beans, salsa, grated cheese, sour cream and/or cilantro. Alternatively using the leftovers make a taco salad out of the same ingredients.

Accidents, Illness and Incidents Reporting Protocol

Purpose

Comprehensive health and safety protocols have been developed to minimise the risk of accidents and incidents occurring at the Centre. Unfortunately, accidents, illness and injuries are not entirely preventable.

The purpose of this policy is to:

- Set out the protocols that will be followed so that Centre Personnel clearly understand their responsibilities; and
- Establish the reporting protocols following an incident at the Centre.

Policy

The process of recording accidents and injuries is an important component in hazard control and accident prevention.

It is the policy of the Centre that all **accidents, injuries or illnesses** which occur at the Centre will be **documented** on the approved forms. A copy of the reports will be maintained and filed at the centre. All incidents reported to licensing will be stored on the centres Database.

The Centre Director or Person In-Charge is **required to investigate all accidents, injuries or illnesses** and to take necessary **action to prevent the re-occurrence** of similar incidents.

Where any person at the Centre sustains a serious injury or serious event occurs that may affect the health and safety of others, the Centre Director or Person In-Charge is **required to immediately inform the Area Manager**. If they cannot be contacted they will contact the Director of Operations or Director of Licensing and Accreditation.

All incidents are **analysed annually** and a report, using the prescribed form for Government of Alberta, Children and Youth Services is submitted to the regional child care office.

Definitions

Incident means

- (a) a serious illness of or injury to a child that occurs while the child is attending a program, and
- (b) any other incident that occurs while a child is attending a program that may seriously affect the health or safety of the child.

Cessation means stopping, bringing or coming to an end.

Convulsing means contracting violently and irregularly, as the muscular parts of a body; shaking with irregular spasms, as in agony from grief or pain.

First Aid means emergency treatment administered to an injured or sick person before professional medical care is available.

Hazard means anything that has the potential to cause injury, illness or damage to your health. A hazard presents the risk of injury when a person is exposed to it.

Resuscitation means restoration of consciousness or life functions after apparent death.

Staff: Child Ratios means the number of children to staff required to operate a Centre within legislated guidelines.

Unconscious means lacking awareness and the capacity for sensory perception, in other words, not conscious.

Procedure

1. **Managing incidents:** Centre Personnel will comply with the following in the event that any person at the Centre sustains an injury requiring First Aid or medical treatment:
 - a) Centre Personnel will immediately apply First Aid principles to manage the injury;
 - b) Persons, including children attending the Centre, **not directly involved** in the management of a serious incident will **be relocated to another area of the Centre.**
 - c) The Centre Director or Person In-Charge will make an assessment of the injury to determine further action:
 - i. Where the injury is **minor, for example a small cut** or abrasion (other than to the face), Centre Personnel will document the incident and following action on an Accident or Incident Report form that is provided to the parent/guardian;
 - ii. Where the **injury is serious**, Centre Personnel do not believe an **ambulance is required**; centre Personnel will contact the parents/guardians by phone, emergency contact or next of kin immediately to inform them of the situation. If the parents/guardians cannot be contacted the Centre Director or Person In-Charge will contact:
 - a. Health Link Alberta & BC: 811
 - b. Telehealth Ontario: 1-866-797-0000
1-866-797-0007

The above phone numbers will put Centre Personnel in contact with a Registered Nurse who will be able to offer guidance for the appropriate steps to follow to care for the injured person. These contacts may also assist in advising if a hospital visit is necessary.

Anytime the Health Link/Telehealth services are contacted the time of the call and the **name of the professional spoken** to should be noted.

Never hesitate to contact these Health Services as they can offer an educated medical opinion that may be valuable in a variety of instances.

****At any point if Centre Personnel suspect an ambulance may be necessary, they should immediately call 911. ****

- iii. Where the **injury is serious and requires an ambulance**, Centre personnel will call **911** immediately. The parents/guardians, emergency contact or next of kin will be contacted by phone, **after 911** has been called, to inform them of the situation.

In some circumstances, the Centre Director or Person In-Charge will contact emergency services **prior** to contacting the parents/guardians, or next of kin. For example,

- a. Cessation of breathing;
 - b. Child is unconscious – even if the child gains consciousness an ambulance is still to be called immediately
 - c. Convulsing or seizures;
 - d. Severe bleeding that with first aid is not clotting;
 - e. Any other serious injury
- d) The Centre Director or Person In-Charge will provide specific information to Emergency Services, including the following:
 - i. Centre address;
 - ii. Nature of the injury;
 - iii. Name of the injured person;
 - iv. Details of First Aid treatment already administered; and
 - v. Any other information requested by Emergency Services.

The Centre will not be liable for any medical, ambulance fees or other costs that may be incurred as a result of seeking medical attention;

- e) **Emergency Services may provide instructions to Centre Personnel**, while waiting for the ambulance to arrive. Where Centre Personnel receive direction from Emergency Services **they will be implemented**;
- f) Centre Personnel will remain with the casualty until the parents/guardians or next of kin arrives. The Centre will contact the parents/guardians or next of kin to **advise if the casualty has been taken to hospital**; and

2. Where the casualty is a child, a person familiar to the child will **accompany them in the ambulance** if the parents/guardians are unable to attend the Centre immediately. A **copy of the child's Enrollment form will be taken** to the hospital. Where the child has a **medical action plan**, a copy will be provided to the Ambulance Officers.

3. **Head Injuries:** Centre Personnel will contact the parent/guardian of a child for **all head/face injuries**. Centre Personnel will ensure they are familiar with the **symptoms of concussion**. Centre Personnel will follow the below procedure after all head injuries.

- a) Centre Personnel will have the **child sit in a quiet place** for at least 15 minutes after a head injury. If after 15 minutes no **signs of a concussion**

are evident the child may return to their activities. Centre Personnel will **continue to monitor the child closely** during play for another 30 minutes. The child should be encouraged to participate in quiet play only and avoid active play such as running and jumping. In any event the director or designate **must contact the parents and an accident report must be completed and signed**. A **photograph** of any visible head injury should be taken and placed in the child's file with the report.

- b) If a child is showing **ANY signs of a concussion** Centre Personnel will immediately call **911**. (Ref to appendix B)
- c) If the parent/guardian takes the child to a clinic or hospital, BrightPath will require a doctor's note detailing what activities the child is well enough to participate in.
- d) Director or designate is **required to follow up with the family** to determine if the child injured required **medical attention** as **licensing** will need to be contacted and a **Licensing Incident report** will need to be completed. Immediate contact to your Area Manager and/or Director, Licensing and Accreditation and/or Director, Western Operations is mandatory.

4. **Documenting Incidents:** Centre Personnel are required to **document all incidents that require First Aid** or medical attention immediately on an Accident or Incident Report form.

Where Centre Personnel handwrite the information on the form they must use a blue or black **pen**.

Pictures will be taken of all head/face injuries and any other serious injuries.

The Accident/ Incident Report form must **be signed by** the Centre Director or Person In-Charge, Centre Personnel who witnessed the incident and the parents/guardian must sign on the day of the incident (where the incident involved a child).

Parents/guardians will be asked to **sign the Accident or Incident** form and a copy will be **emailed** to them.

Where the accident/incident was serious, that is, it required **immediate medical attention** by a medical practitioner; the following additional reports will be documented:

- a. All Centre Personnel who **witnessed** the incident or where involved in the provision of First Aid will document the events and their actions;
- b. A detailed map of the area, including the location of Centre Personnel at the time of the incident;
- c. A list of all Centre Personnel working at the Centre at the time of the incident; and
- d. A copy of the Attendance Records for children in the group where the incident occurred (where classes were combined at the time of the incident, all relevant attendance records are required).

5. **Reporting accidents and incidents:** Centre Personnel will inform parents/guardians or next of kin of all accidents and incidents which occur at the Centre the same day. Where there is a **serious incident**, or injury, Centre Personnel will contact the parents/guardians, emergency **contacts or next of kin immediately** following the incident.

The Centre Director or Person In-Charge will contact the **Area Manager to inform** them of all serious incidents. All details are to be provided to the Director of Operations or Director of Licensing and Accreditation prior to submission to Government Departments. Once the Area Manager has confirmed that the incident is a reportable incident, the Centre Director is to phone Child Care Licensing or Regional health authority offices (depending on what province) to notify them of the incident as soon as possible.

In **Alberta**, Serious Incidents (see list below) are to be reported **Immediately**, in BC within 24 hours to the regional Health Authority.

Contacts are as below:

BC Regional Health Authority

1. Fraser Health Authority, Telephone: 604-930-5405, Fax: 604-930-5415
Interior Health Authority: 1-877-980-5118, Fax 250-868-7760

Alberta Child and Family services Division

Edmonton Region: 780-427-0444

After hours (child abuse hot line) 1-800-387-5437

Email HS.Reg6cccincident@gov.ab.ca

Calgary Region: 403-297-8033

After hours 403-297-6100

Red Deer Region: 403-341-8642

Note: Operation hours of the Child Care services office is Monday to Friday 8:15 am to 4:30 pm. Otherwise use the after-hours number. You must call or email in Edmonton the after-hours contact not waiting till the next day.

2. When faxing reports, you must speak to a licensing staff member to confirm the fax has been received. Or you can scan the report and put a read response on the email. It is **recommended that reports are emailed.**

Incident report must be completed and submitted to licensing within 48 hours.

In Alberta, the following incidents must be **reported immediately** to your Licensing officer;

- a **serious illness or injury** to a child that requires the program to request emergency health care and/or requires the child to remain in the hospital overnight;
- an **error in the administration of medication** by a program staff resulting in the child becoming seriously injured or ill and requiring first aid, or the program requesting emergency health care and/or requires the child to remain in hospital overnight;
- **Emergency evacuation,**
- The **death of a child**
- An unexpected absence of a child from the program (i.e. **lost child**);
- A child removed from the program by a **non-custodial parent** or guardian;

- An **allegation** of physical, sexual, emotional abuse and /or neglect of a child by a **program staff member or volunteer**;
- Program **closure** due to an emergency,
- **Intruder** on the program premises,
- The commission by a **child** of an **offence** under an Act of Canada or Alberta;
- A **child left** on the premises outside of the Centres operating hours.
- Any other incident that occurs while a child is attending the program that may **seriously affect the health or safety** of the child

In British Columbia, the following is to be reported to: Licensing

- **Abuse** including: emotional, physical, financial, sexual
- Aggressive/ unusual behavior
- Attempted suicide
- Death
- Disease **outbreak**
- Emergency restrain
- Fall
- Food poisoning
- Medication error
- **Missing /wandering child**
- Motor vehicle injury
- Neglect
- Other injury
- **Service delivery** Problem
- Unexpected **Illness**
- Choking
- Aggressive or **unusual behaviour**

The **Area Manager** is responsible for compiling necessary reports required by Government Departments and insure they are submitted on the Centres behalf.

All incidents are **analysed annually** by the Centre Director and Area Manager and a report, using the prescribed form for Government of Alberta, Children and Youth Services is submitted to the regional child care office once reviewed by the Director of Licensing and Accreditation.

3. **Parent/Guardian reported incidents:** If a parent/guardian contacts the Centre to report an incident the Centre Director is to ensure **staff direct** this **Immediately** to them. The Centre Director is to document the conversation and complete the **Parent and Community issue and Concern form**.

The Parent and Community Concern and Issue Policy must be followed.

If the Parent concern is an **allegation of abuse** by a staff member. The staff member will be **removed** from the room and the area manager will be contacted. In situations where the staff member cannot be immediately removed the Centre Director or designated in charge will make sure they are **not alone with the children**.

Associated Policies

Safe Environment Policy
Health Care
Parent and Community Concerns and Issues Policy
Duty to Report – Child Abuse
Missing Child Policy
Supervised Care for Sick Children

Associated Forms

Incident Report Form
Enrolment Form
Accident Form
Parent and Community Concerns and Issues Form
Staff Concern Form

Reference Information

Sources: St John Ambulance in Canada – www.sja.ca
Child Care regulations 143/2008
Date Reviewed: October 2015
January 2017
Date Revised: April 2016
October 2016
August 2017

Appendix A

A copy of the below form should be given to staff with their handbook and associated new hire forms. A signed copy should remain in each employee's file.

Appendix B

If a child is showing any of the below symptoms, call 9-1-1 and inform parents/guardians immediately.

SIGNS AND SYMPTOMS OF A CONCUSSION IN A CHILD/TEEN	
SIGNS OBSERVED BY PARENTS	SIGNS REPORTED BY CHILD
<ul style="list-style-type: none"> Appears stunned or dazed Shows behavioral or personality changes Is confused about events Answers questions slowly and repeats questions Can't recall events prior or after event Forgets class schedule or assignments Loses consciousness (even briefly) Trouble thinking or concentrating 	<ul style="list-style-type: none"> Headache or pressure in the head Balance problems or dizziness Nausea/Vomiting Sensitivity to light or noise Does not feel right Blurred vision or double vision Feels dazed, sluggish, foggy or groggy Difficulty concentrating or remembering Sleep disturbances Feeling irritable, sad, nervous or more emotional

Appendix A: Reporting Injuring Accidents/Incidents

Please provide staff with a signed copy

Accidents: When a child is hurt

Incident: Anything (which is not an accident) that could have an adverse effect on the Child

1. All accidents/incidents requiring First Aid shall be reported to the Centre Director and to the child's parent immediately.
2. All accidents involving injury to a child's head or face must be reported to the Centre Director and child's parents immediately. If you suspect an ambulance is needed call 9-1-1 immediately.
3. For accidents/incidents in which you are uncertain if the severity requires medical attention; please contact:

Alberta Health Link: 8-1-1
BC Health Link 8-1-1
Telehealth Ontario: 1-866-797-0000
1-866-797-0007
4. An accident/incident report form shall be maintained recording the nature of the accident/incident and the correct action taken.
5. Staff must record the date and time when the accident/incident took place and when the Program Director and parent were notified.
6. Staff that witnessed the accident/incident must sign the form.
7. The accident/incident report form must be signed by the parent and maintained at the centre (a copy will be emailed or given to the parent).
8. If an accident is serious enough to require immediate medical care one staff member must always remain with the child and apply First Aid while a secondary staff member calls 911, the child's parent's and notifies the Centre Director.
9. If the child needs to go to the hospital they should be accompanied by the Centre Director or Assistant Director.
10. The child's emergency card and an accident report form should be brought with the child to the hospital.



Seeing Through Your Baby's Eyes

Dear Parents,

- A baby's vision is suited to social interaction right from birth. Babies can focus fairly well on objects that are 9-14 inches away. This is about the distance of your face when you are holding your baby in a cradle position. A baby's ability to see your face plays a primary role in bonding.
- A baby's vision at birth is blurry but will steadily improve over the next few months. Babies will begin to distinguish colors between the second and third month of life. Their range of vision will improve to several feet by the end of the second month and, by the third month, they will show interest in people and things across the room. A baby's vision will not be 20/20 until after the first year.
- The American Pediatric Association recommends no television, tablets, or computers for children younger than two. Because a baby's brain is wiring for a three-dimensional world, overuse of two-dimensional objects can be confusing to this process.



What You Can Do

- Hold your newborn close to your face when speaking to him. Your baby's favorite thing to look at is your face!
- Provide three-dimensional objects for your child to interact with visually. Limit exposure to technology.
- During your child's first month of life, place objects you want him to see about 10 inches from his face. During the second month, you can place objects a couple of feet away.
- Move objects in front of your child between the second and third month to allow him to practice tracking.
- Surround your child with colorful toys.
- Babies enjoy looking at broad stripes that are alternating light and dark colors. Hang a striped blanket over the side of your baby's crib or place your baby on top of this blanket when he is playing on the floor.
- Choose brightly-colored toys rather than pale-colored toys when selecting new items of interest for your baby.
- Protect your baby's eyes from the sun. Place a shade on car windows. Have your child wear sunglasses if possible.
- Don't expect your baby to be able to stare at you for a long period of time. It takes great muscle control for him to hold your gaze. This ability will usually develop during the first month.



Parents as Partners

Did You Know?

Social skills are declining in American children. Researchers believe that this is because many children spend more time with technology than engaged in human interactions. In fact, the only activity that outranks the number of hours viewing television is sleep.

Children develop and refine social skills by interacting with family members and friends. Social and emotional intelligence begins to wire at birth. Children need plenty of face-to-face interactions with others in order for these intelligences to wire to their optimum levels.

Try It Out

Eating dinner together is a great time to develop social skills and strengthen connections. While there is normally plenty to talk about at dinner, try making a set of "conversation cards" to stimulate novel conversation. Questions on your cards may include:

- Which animal do you think is the funniest looking? Which animal is the most beautiful?
- What color would you like to paint your room? Why?
- If you had a tree house, what would you put in it?
- If you could be any age, which age would you choose? Why?



Looking Ahead

Please bring old toothbrushes that you are willing to donate to our classroom for next week's activities.

Frog Street Toddler © 2014 Frog Street Press



Parents as Partners

Did You Know?

Vocabulary is one of the most accurate predictors of reading success. Children who are surrounded by adults who verbally interact with them will have a vocabulary that is 185 words larger than 18-month-old peers who have not been exposed to verbal interactions. The more vocabulary children possess, the greater their ability to comprehend text.

Try It Out

Children are learning about doctors, nurses, and dentists this week. Talk with your child about how these people keep us healthy. For example, while brushing your child's teeth, talk about how the dentist helps make sure our teeth are healthy and makes sure we have a nice smile. Say: "Look at your face. What a nice smile you have!"



Looking Ahead

Children will be learning about police officers and firefighters next week. Begin calling attention to these individuals when you see them in the neighborhood or community and use vocabulary associated with these professions, such as *protect*, *help*, *community*, and *friends*. If you know someone in either of these professions, please let us know. We would love to have them visit our classroom next week to tell children about their job.

Parents as Partners

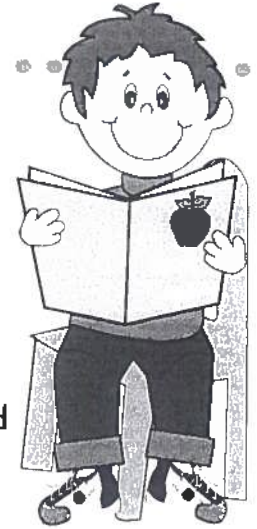
Did You Know?

Your child is at the perfect age to learn how to handle a book. Children have mastered eating finger food now and can pick up the small items without much trouble. Since they are beginning to understand rules and limits, now is the time to begin setting boundaries with books.

Try It Out

Make it a habit to read to your child nightly and always include book etiquette. Here are some ideas:

- Select books that have a character your toddler will grow to love as it shows up over and over again, such as Franklin the Turtle series by Paulette Bourgeois or Sandra Boynton board books.
- Teach your child how to hold a book with the cover positioned correctly.
- Help your child turn the pages one at a time.
- Make sure your child understands that books are fragile. We treat them gently and we always put them back in their special place when we are finished.
- Provide a special place to store your books.



Frog Street Toddler © 2014 Frog Street Press

Parents as Partners

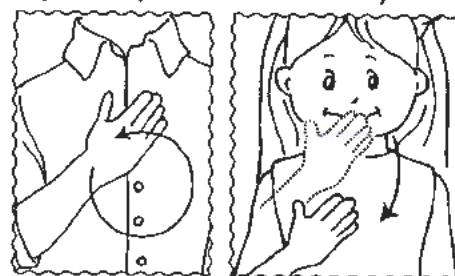
Did You Know?

Social skills are not innate. They have to be intentionally taught. Children learn to say *please* and *thank you* by listening to us and hearing our reminders. They learn how to listen when someone is talking and not interrupt by the same means. Language and social skills are best learned by example.

Try It Out

- Encourage your child to smile, say "hi," and strike up conversations with other children. Give her words and phrases to use like, "What's your name?" or "Where do you live?"
- Be a good role model. Be friendly when mixing with others. Say "please" and "thank you" when appropriate. Smile.
- Role-play good table manners. Encourage your child to say "May I be excused?" and "May I have more, please?"

We are learning some words in American Sign Language in our classroom. Practice using the signs for *please* and *thank you*.



please

thank you



Giants

Week 1	Big and Little
Week 2	Nature's Giants
Week 3	Giants Made by People
Week 4	Make-Believe Giants



Our character education focus will be on developing the concepts of courage and humor.

Dear Family,

During the next four weeks, we will be learning about giants! Before children can comprehend the concept of giant, they need to understand the differences between big and little. So we will begin by comparing all kinds of big and little things from animals to toys to words. Then we will explore giants in nature, such as mountains, glaciers, trees, waterfalls, oceans, and big animals. We will also explore giants that have been made by people, such as skyscrapers, bridges, ships, planes, trains, and roller coasters. Finally, we will explore make-believe giants from fairytales and fables.

Literacy

Many dinosaurs were mighty giants. Enjoy singing this song about dinosaur movements as you and your child pretend to be giant dinosaurs.

The Dinosaurs

Tune: "She'll Be Coming 'Round the Mountain"
 Oh, the dinosaurs are trudging all around—stomp, stomp.
 Oh, the dinosaurs are trudging all around—stomp, stomp.
 See them wobbling here and there
 Mighty heads up in the air.
 Oh, the dinosaurs are trudging all around—stomp, stomp.

Oh, the dinosaurs are bellowing everywhere—growl, growl.
 Oh, the dinosaurs are bellowing everywhere—growl, growl.
 Hear them screeching high and low
 As they sniff and snort and blow.
 Oh, the dinosaurs are bellowing everywhere—growl, growl.

Oh, the dinosaurs are swimming here and there—splash, splash.
 Oh, the dinosaurs are swimming here and there—splash, splash.
 See them diving in and out
 Splashing water all about.
 Oh, the dinosaurs are swimming here and there—splash, splash.

Math

Children will be learning about perspective and measuring. They will practice ordering sets of similar items by size. At home, enjoy a variation of the traditional game "Mother, May I?" with a giant twist. Play the game with several players. Name a player and give simple directions that require counting and big or little movements. For example, say: *Maria, take three baby steps.* or *Ivan, move forward five giant jumps.* When the player asks, "Giant, Giant, may I?" roar a positive response and help count the movements.

Notes



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