

Child Care Connections

Fall 2017

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Step into new beginnings.....

Introducing..... *Beckie Evans RECE*

I am excited to introduce myself as the new Quality Initiatives Coordinator for Investing In Quality Peterborough. I already know many of you in the early learning community but for those I have not met, my name is Beckie Evans.

I am a registered early childhood educator who has worked in the sector for over 30 years. In my professional journey I have had the opportunity to work in various positions including child care; kindergarten classrooms; rural and city family resource programs; home child care and post-secondary institutions.

These roles have given me knowledge and experience in child development; pedagogy; workshop facilitation; mentoring and program development.

I look forward to working with the early learning community as the Investing In Quality Initiative continues to grow and strengthen positive outcomes for children. As we embark on this new journey together, I leave you with this thought...



“Quality mentorships are like a weaving project. Many strips of material are interdependent on each other and are essential to weave into place to have a secure base for mutual respect and trust.”

Peer Dialogue

Thursday, October 25
9:30 - 2:30

IIQ Engagement Submission

Thursday, November 30



Appreciation Dinner

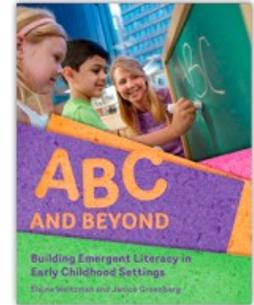
Thursday, November 16

“Those things you learn without joy you will forget easily.”
– an old Finnish saying.

Emergent Literacy

Susan Scoffin RECE

This past spring, the Speech Hearing and Language Association of Peterborough (SHLAP) brought Janice Greenburg from the Hanen Centre to speak on early literacy. Much of her talk was based on the book, '**ABC and Beyond: Building Early Literacy in the Home and in Early Childhood Centres**', which she co-authored with Elaine Weitzman. Janice began by reminding us about the importance of literacy and how it is a key to the future academic success of children.



We tend to think of literacy as reading and writing but emergent literacy begins at birth or before with oral language. Language, reading and writing are 'intimately linked'. (zerotothree.org) This can be important information to **share with parents** who may not always be aware of the importance of talking with their children.

Janice went on to stress **the importance of reading** and that *not all books are created equal*. Quality matters! It may be more worthwhile to have a small number of quality books rather than a large number of mediocre ones. Children like being read to! But it is not just about the story. They feel cozy and comfortable. It is fun and interesting. There are appealing pictures. They can relate it to their lives and there is repetition and familiarity.

Some children need extra support. These may include children from vulnerable families, children for whom English is not their first language and children with language delays. Reading to children provides opportunities to learn:

- New words
- The language of books
- How stories work
- How books and print work
- About letters and sounds
- World knowledge

Janice stressed the importance of engaging children in the reading process to make it more like a conversation rather than just '*reading at them*'. Educators and parents can follow their lead, answer their questions and pose questions to extend their learning. We can think out loud and say, 'I wonder what will happen next?'

"It is the *talk* that surrounds the storybook reading that gives it power, helping children bridge what is in the story and their own lives."
NAEYC and IRA 1998

Vocabulary is key. It predicts literacy success and is a tool for thinking and learning about the world. Children need to hear new words over and over again and books are an excellent source of new vocabulary. Choosing new words to '*sparkle*' can help to build children's vocabularies. "*Think of words as thousands of stars in the sky. Your goal is to make new words in a story "sparkle" so that children attend to and remember them, use them when you are discussing the story and, in time, use them on their own.*" (pg. 23)

Step It Up: 3 levels of vocabulary

1) familiar words - we use them most often
(wet, dog, clean, fast, baby)

2) more sophisticated words - unfamiliar or more precise
(soggy, release, purchase, weary)

3) specialized words - occur infrequently and are specific to particular content
such as science or biology (non-fiction books are a great source for these)



Emergent Literacy cont'd

Make words 'sparkle': The authors use the example of the word **'hibernate'**:

- Point to the picture of the bear sleeping / Act it out.
- Change your facial expression / Make a 'sleepy' face.
- Change your voice. Make your voice sound tired.
- Explain what it means. 'This is something bears do in the winter when they have a very long sleep.'
- Use other words to describe. "The bear is going to sleep the whole winter without waking up."
- Draw on children's experiences, "Don't you ever wish that you could hibernate and stay in bed?"

Make Print POP (Point Out the Print): Children learn about print through exposure:

- Move your finger along the word or line
- Explain how it works (from left to right)
- Explain what the print means. 'This is a word that we read.'
- Throughout the day around the house
- During play / When writing / On the go
- Encourage children to make marks and to print. Mark making is a foundation for literacy.

This book is available in the IIQ resource library along with companion resources.

For more information check out the Hanen website: <http://www.hanen.org/Home.aspx>



Professional Learning Highlights

Continuous Professional Learning

Melanie Dixon, from the CECE, will speak about Continuous Professional Learning (CPL).
This is open to all RECEs (students welcome)

Date: Tuesday, October 10
Location: Knights of Columbus Hall
Time: 7:00 - 8:30

Dr. Jean Clinton (2 sessions)

Afternoon: Parents as Partners
2:00 - 3:30 p.m.

Evening: The First "R" is Relationships
7:00 - 8:30 p.m.

Location: Peterborough Public Health
Date: Thursday, October 12

Enterprise Talk

How we talk with children has a deep influence on relationships and our interactions with them. Enterprise Talk offers a different approach in times of difficulty.

Date: Thursdays, November 9 & 30
Location: IIQ office
Time: 6:30 - 8:30

Taking Care of Ourselves

Jack Veitch with CMHA will be speaking about managing our own stress.

Date: Monday, October 23
Location: IIQ office
time: 7:00 - 8:30

Registration required for most sessions.

For information, contact Katherine Orgill: (705) 749-3488 ext. 218

katherine@investinginquality.ca



For full details and registration, visit the **Professional Learning** tab on www.investinginquality.ca

Rooting for Healthy Kids

Reuben Noteboom - Nourish Young Gardeners Intern

It has been a pleasure to be a part of the 'Rooting For Healthy Kids Garden Pilot Project' funded by [Healthy Kids Community Challenge Peterborough](#). Through the Pilot, sixteen child care centres received garden boxes or beds with compost and soil to help make growing and eating fruits and vegetables with kids more accessible.

Though I did not have the privilege to visit all the centres during my position as the *Nourish Young Gardeners Intern*, I have seen the inspiring reality of many of them. In particular, the opportunities to explore, plant, touch, learn, and get my hands dirty in the gardens with children have left me almost speechless with joy and awe.



Kids are growing and eating radishes, zucchini, beans, peas, tomatoes, "salad," carrots, cucumbers, nasturtiums, herbs and basil, and recognizing them by name and taste with excitement. Through this Pilot Project, I have learned that there is not such a thing as "too small a garden" or "too few plants" or "not enough gardening experience." Anyone can plant a single seed in a small DIY pot with kids and nurture it with some water and sun. Any child can try a new vegetable or fruit and have their face light up with pleasure. Any child can look up with a green bean in their mouth and yell "Good!" with a smile when asked how it tastes. The trick, and it is not a trick, is to just start—and there are many resources and sources of support waiting for need of assistance.

I have faith that those who are already eating food grown with kids, by kids, will continue to practice, experiment, and share their successes with others year after year, and that those who have not yet tried, or feel intimidated by the perceived time, cost, or expertise that are required for such an adventure, find themselves inspired to choose any single act of growing food and share the experience with the children around them. Children and adults can learn together in the act of becoming closer to where our food comes from and boost their fruit and veggie consumption as a result. Do not be nervous to reach out to partner staff, parents, community members, the Nourish Team, or the children themselves for support!

If you have a gardening or food-related story with your child care centre that you feel could inspire or benefit others, [Nourish](#) would love to hear about it! Please send along your stories to Joëlle Favreau, Nourish supervisor, at JFavreau@ywcapeterborough.org.

For gardening resources, fact sheets, and step-by-step how-to's, visit the Nourish Factsheet page at <https://nourishproject.ca/factsheets>.

Many thanks for a gardening-filled season.

Most sincerely,

Reuben Noteboom



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Early Learning and Child Care Peterborough