

St John XXIII Pre-K DYNAMITE DINOS' NEWSLETTER JANUARY, 2018



December

We hope you have had a wonderful Christmas filled with, family, friends, love and laughter.

December was great, the children really loved acting out the Christmas Story!!!

They were so enthused and excited to have a variety of audiences; their parents, two grade 2 classes, our principal, vice principal, custodian and educational assistants. Your children were amazing!!!!

I hope you enjoyed the decorations your children made, with love and care.

Thank-you for the lovely words, cards and gifts.

January, Happy New Year!

This month we will talk about "winter", how we keep warm (clothing), how animals keep warm (hibernation).

We will be reading the books "The Mitten", "Snow Day", "Snowy Night", "Thomas' Snow Suit" and "The Bear Snores On".

I am looking forward to exploring all things winter with your children!

To let us know of your child's illness/absence or to discuss your child's program, please contact Ms. Sue Dexter and Office Phone: (780) 998-7777

Email: susand@eics.ab.ca

Birthdays this Month:

IF YOU WOULD LIKE, SEND CUPCAKES OR A TREAT FOR YOUR CHILD'S BIRTHDAY



Important Dates:
Found on next page.

News from the Classroom

Sue Dexter: susand@eics.ab.ca

IMPORTANT DATES:

January 8th- First day back to school

January 10th- FOP 9:00- 10:30 Visual/ Social Story Information With Ellen Bailey

January 17- A.M and P.M - 9:30- 11:30 Winter nature walk Turner Park

*Meet at the shelter at Turner Park 9:30 (Parents are responsible for their child's transportation

to and from the park). Both classes will be attending and parents need to accompany their child. Please dress winter ready!

Activities- making snowmen, snow angels, scavenger hunt and hot chocolate

January 17 – FOP in Gym 5:30-6:45 Physical Literacy and You (PLAY) Tracy Lockwood

ISP meetings will be held at the school at the end of January/ beginning of February, please watch for more information.

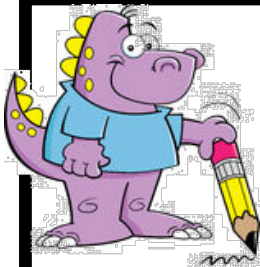
FOR CHILDCARE AND FOPs (WHERE MATERIALS NEED TO BE PURCHASED), WE ASK THAT YOU LET US KNOW HOW MANY CHILDREN YOU WILL BE BRINGING WITH YOU. Also if materials and supplies need to be bought we will be charging \$5.00 for extra children NOT attending our pre-school. Thank-you for your understanding and consideration.

Please remember if your child is on PUF funding, you are required to have ten FOPs per school year. If you are having trouble scheduling a FOP, please contact Sue Dexter after 4:00. We are currently short on the required number of FOPs. As a reminder Alberta Learning does audits in the spring, if our FOP numbers are short they can and will pull funding (SLP, OT supports) for our children. Thank-you

Please remember to **LABEL** all coats, hats, shoes, boots, mitts and snow pants with your child's name.

FUN FORK FRIDAYS- please send a snack that your children need to use a fork to eat and send a fork. Thank-you





Occupational Therapy Corner

Submitted by Suzanne Hauser- Occupational Therapist

OT CORNER

DRAWING: THE BACK DOOR TO PRINTING

Developmental stages:

- 3 year olds draw vertical and horizontal lines and circles
- 4 year olds draw crosses, diagonal lines and squares and when almost 5 they draw "X's."
- 5 year olds draw triangles.

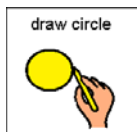
Here are some strategies/tips for learning to draw basic shapes.



DRAWING LINES

- **VERTICAL AND HORIZONTAL (diagonal lines come later)**

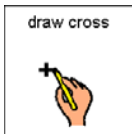
- ❖ draw lines as part of pictures i.e. put grass and fences in front of stamps of animals
- ❖ It is easier for them to learn that a vertical line goes down and a horizontal line goes across when drawing on an easel.
- ❖ Draw the lines and have them imitate, add sound effects.
- ❖ Some children, do best when you join numbers or letters with a line. If needed you can make a shaded pathway to draw the lines on.



DRAWING CIRCLES

- ❖ When progressing from spirals to circles, the issue is learning when and where to stop.
- ❖ Use topics of interest: make a dotted pathway - use arrows or a circle of train tracks with a train as the start/stop point.
- ❖ Use sticker at the start/end point or blue tack. Tell the children to go "roooooound and GET STUCK". Draw around a snack - if they do a circle then get to eat the "smartie" or fruit loop.
- ❖ Draw around a shape - could be a pond and the starting point - the dog - has to walk around the pond to the other side - back at the top to find his food bowl. Some children are interested in circling pictures of favorite movie characters or numbers or letters. You can pretend they are catching the characters in bubbles. If the bubble-circle is not complete, then the character can run away.

- ❖ Cut a light colored circle and paste it onto black paper. This helps some children to be more accurate in drawing the circle.
- ❖ We teach printing to start letters and "O's" at the top. However, if the child is really struggling with drawing, let them first get used to drawing the shape starting at the bottom.
- ❖ Draw shapes as part of pictures. i.e. lines - grass, circles - pizza, cookie, wheel, spider

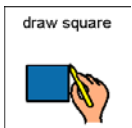


DRAWING: CROSSES AND X'S

- ❖ To make the model use two different colors to differentiate the two intersecting lines.
- ❖ Use the "+ or t" story: Row down the river, jump and drive across the bridge. Use pictures at the start and end of these lines as further cues. This story is different from drawing a X. Having the 2 stories helps children to draw these to look different.
- ❖ side, slide down the other way"
- ❖ Use wood sticks and play dough to build the shapes.
- ❖ When children try to copy the cross without the demonstration, they often draw the cross as 4 separate lines. This is where the two colored lines and the concept of crossing the bridge help.
- ❖ The "X" story: "slide down one side, jump to the other
- ❖ Draw shapes as part of pictures. i.e. railroad tracks, airplanes

**DRAWING: DIAGONAL LINES / **

- ❖ Use a box, trace a line from one corner to the next, then draw it on his/her own. If needed put dots in the corners.
- ❖ Use a matching picture worksheet where you join same pictures with a line. This is a great way to practice drawing diagonal lines.



DRAWING - SQUARES

- ❖ Draw shapes as part of pictures. i.e. train, truck, house, garage
- ❖ Encourage the child to do the strokes in imitation, provide a model, as needed physically assist the child so that s/he understands what to do and to guide the motor plan; practice with repetition builds skill
- ❖ Use a multi-sensory approach to reinforce the learning & build in practice into other play centers - sand, play dough.
- ❖ Use sound effects, visuals and shape stories to engage child and facilitate learning of the steps. i.e. dots at corners then remove dots gradually; "down, stop, across stop, up stop, across stop"; "wall, wall, floor, ceiling", you can also add in a "driving car" theme.
- ❖ Use characters, objects that child is interested in to facilitate engagement. Draw squares around pictures (make it a house) or have the child choose best square & put a stamp or sticker inside the circle.
- ❖ Use dots or stamps or stickers for the corner dots
- ❖ Have the child choose the best square drawn & put a stamp or sticker inside the circle.

Let's Talk About Speech and Language

Ellen Bailey: ellenb@eics.ab.ca



January is always an exciting time of year. The kids are used to the classroom routine and are ready to absorb so much language and learning!



Asking Children Questions

Some questions are easier for kids to answer than others. Take some time this month to think about the types of questions you are asking your child and which ones he/she is able to answer appropriately. How much help do you give your child to support their responses? Answering questions requires many skills including; understanding what is being asked, processing the question, forming an answer and then speaking the answer.

- 1) Yes/no questions: require a one-word response that can be verbal or nonverbal (head shake/nod). Some children have difficulty knowing how to answer these types of questions and will just repeat some or all of the words in the question.
- 2) Simple “wh” questions: These may include “where” questions such as “Where is the ball?” which is easy for little ones to answer by pointing to the objects. Others may include “what’s that?” or “what’s this?” in relation to familiar objects.
- 3) Choice questions such as “Do you like ____ or ____?” or “Do you want ____ or ____?”:
This type of questioning gets kids to use single word vocabulary and gives them a model of their choices. It is important to change up the order that you offer the choices because some kids will just repeat the last option given rather than giving a “real” response.
- 4) The next level of “wh questions include longer questions such as “Where....?” “What....doing?” and “Who is....?” Kids who can answer these type of questions can usually understand questions like “Can you....?” as well.

Keep a balance between asking questions and commenting. It is important to create opportunities for back and forth conversations rather than just testing children by bombarding them with questions.

- 5) More complex who, what, and where questions: Encourage your child to combine more words to answer the questions and give more specific information. For example, when the child is answering “where” questions, encourage them to use words like “under” and “beside” rather than saying “over there”. If a child is ready for these more advanced questions, they are likely able to answer “What if...” questions and give functions of objects “What do you do with a ____?”
- 6) “When....?” and “How many....?” are more challenging types of questions.
- 7) Open-ended questions: This type of questioning gets children combining sentences and sequencing information. They may start with “Tell me about...” or “How do you....” You could have your child tell you about a story you just read or describe the steps for completing a simple task (i.e. brushing their teeth). These type of questions generally require higher level thinking and include questions like “why?” and “how”. You could get your child to predict what will happen next in the story, problem solve “What could she do?” or explain what happened.

Try asking your child the following questions to see if they are understanding the small changes in wording.

Did you eat breakfast?

What did you eat for breakfast?

Where did you eat breakfast?

Who did you eat breakfast with?

When did you eat breakfast?

How did you eat breakfast?

Why did you eat breakfast?

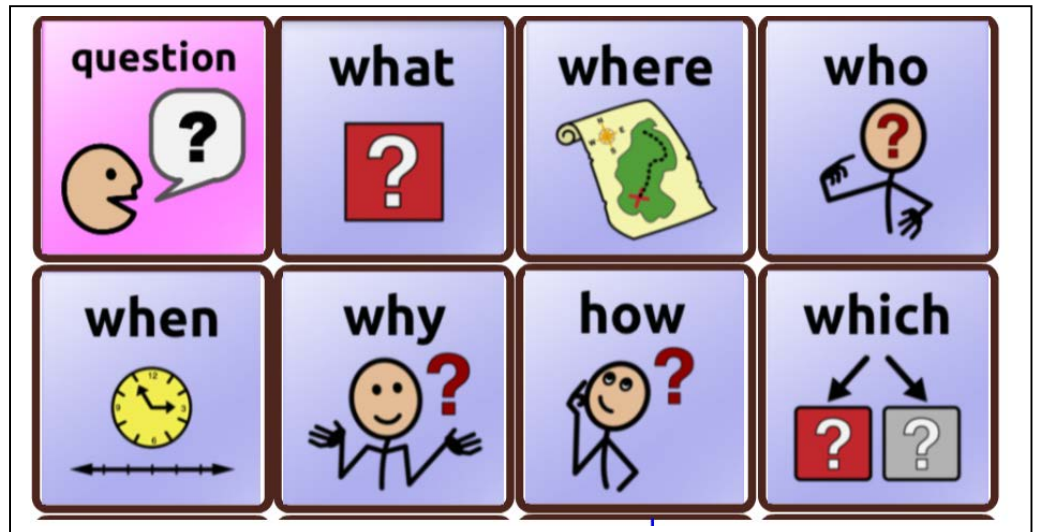


What can you do to support your child who is learning how to answer questions?

- Provide support and prompts which can gradually be faded away
- Point to the answer (the location of the object), hold up the answer or show visual of the answer.
- Give two options (i.e. “Is it on the chair or under the chair?”)
- Start the answer and then pause for the child to fill in the last word(s) (i.e. “The book is on....”)
- Say the answer and have your child imitate the answer.
- Focus on one type of question for a week before switching to a different type of question

Don't forget to provide extra wait time for children who need it! Allow 5-10 seconds for child to respond before prompting or asking the question again!

- Answer your own questions to model the answers (i.e. “Hmmm what did I have for breakfast? Oh yeah, I had cereal for breakfast!”)
- Emphasize the important words (i.e. WHO drives the bus?)
- Try asking questions about things that are in the child’s environment before asking about abstract concepts that are not in the “here and now”.
- Use visuals to help cue your child (pictures shown here or use sign language for the question words)



CONCEPTS OF THE MONTH

Early Learners: **Big and Little:** These are fun concepts to practice in everyday situations. From playing with playdough (i.e. making big snowmen and little snowmen) to eating snack (do you want the big cracker or the little cracker?) or even driving to school (i.e. “look at the big truck!” or “Look at the little car”). I find kids often ask me to draw pictures (and trust me, I’m not good at this!! But they don’t seem to care). I often incorporate concepts by asking them “Do you want me to draw a big horse or a little horse?” - this is especially fun when drawing on a whiteboard or large paper to exaggerate the differences. When singing “the itsy bitsy spider” we often sing it two ways – once in a big voice with big actions and the other in a high-pitched voice and small actions to help them learn the difference between big and little. Feel free to add in other words like “small” or “tiny” to help expand their vocabulary. Have fun thinking of ways to demonstrate big and little with your child this month!!

Older Kids: **Between:** Working on preposition words can be difficult – especially when there are so many “b” words like “beside” “behind” and “between”. This can get very confusing for the children – especially if they have trouble hearing or remembering the subtle differences in how these words sound. Make sure you really emphasize these words when you are talking and pause a bit before and after saying the word to help it “stand out” for your child to hear. You can talk about your child sitting BETWEEN Mommy and Daddy, flossing teeth to clean BETWEEN the teeth, or driving the toy car BETWEEN the blocks. Have fun thinking up ways to incorporate this concept into your child’s daily routine this month.

Winter Vocabulary

Animals

(from story "The Mitten") mouse, bear, rabbit/bunny, fox,
hedgehog, owl

Clothing:

hat/toque, jacket/coat, scarf, mittens, gloves, long-sleeved
shirt, boots

Activities:

skate, hockey, sled/toboggan, ski,

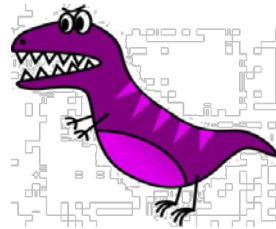
Others Winter words:

snowman, snowflake, goalie, hill, snowplow, snowmobile,
icicles, cold,

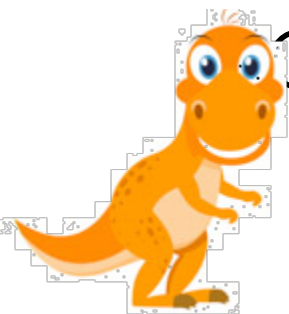
Thought for the month...

Our thought for the month.....

HAPPY NEW YEAR!



If parents have ideas they would like to share or topics they are interested in for our "Thought of the Month," please email Sue by the 25th of the month.



Our team



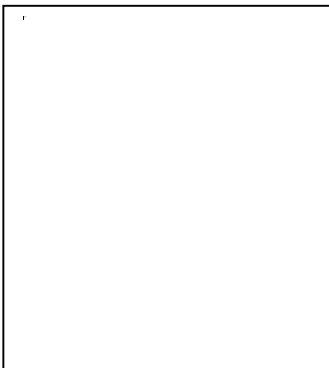
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