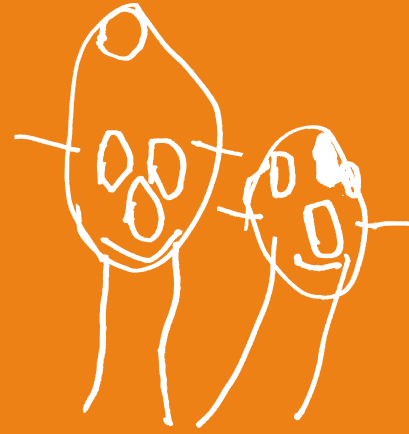


COMMUNICATION AND LITERACIES

Professional Support Document



COMMUNICATIVE PRACTICES

- Form relationships
- Learn conventions of their languages
- Extend ideas and take actions using language



MULTIMODAL LITERACIES

- Use a variety of sign systems
- Engage in multimodal meaning making



LITERATE IDENTITIES WITH/IN COMMUNITIES

- Co-construct literate identities
- Re-invent popular culture
- Use digital technologies

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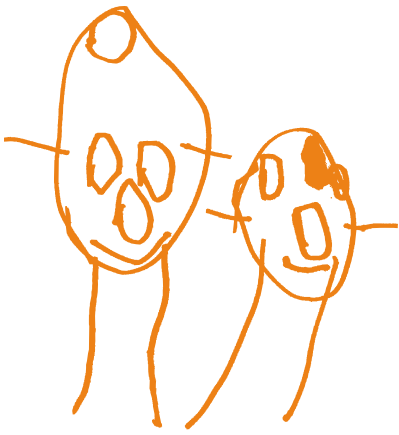
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We are inspired in our work by the commitment of early childhood educators throughout the province and by the children in their educational care.

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COMMUNICATION AND LITERACIES



Children experience intellectually, socially, and culturally engaging environments where their communicative practices, languages, literacies, and literate identities are valued and supported.



Sounds, silences, pauses, gestures, movement, eye contact, and body language — our first modes of communication — stay with us throughout our lifetime. Children learn to express, represent, and interpret their feelings, ideas, and questions through *speaking, listening, reading, writing, dancing, singing, drawing, moving, and constructing*. They learn these wide ranging literacy practices through their interactions with others and within particular social and cultural contexts throughout their lives.

What it means to be literate changes over time and place and within and across cultures. Through their participation in various communities, children contribute to changes. In the twenty-first century, for example, technological innovations are shifting the meaning of being literate from a dominant focus on language and print to a multimodal literacies approach. *Multimodal literacies* involve the simultaneous use of the modes of image, print, gaze, gesture, movement, speech, and sound.

Children are active learners in the process of making meaning of their worlds. *Their creations and productions give insights into what they are thinking about, how they communicate, and their identities within various communities.* Children influence and are influenced by language and literacy practices in their home, neighborhoods, and wider communities. Their personal, social, and literate identities are co-constructed within a range of relationships.



USING THIS DOCUMENT

This support document accompanies the *New Brunswick Early Learning and Child Care Curriculum Framework — English*. Building on the values, goals, and intended learnings introduced in the *Framework*, additional ideas and suggestions for planning and practices are offered. This document presents possibilities, makes spaces for co-learning, and celebrates the work of New Brunswick early childhood educators who bring the *Framework* to life in their local centres. You will find examples that illustrate what some children and early childhood educators *have* done using the framework. These may inspire you or spark your own ideas — for there are many possibilities. We invite you to join us, and join each other, in the ongoing process of creating curriculum with and for our youngest children.



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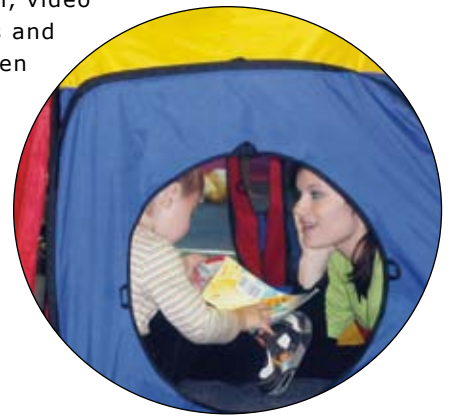


Images of COMMUNICATION AND LITERACIES

Making meaning of the world is at the heart of communication, literacy and language. We are born into relationships, activities, and routines and it is through these relationships, activities, and routines that we learn to communicate and learn about life and living.

Different people, different materials, different events, and different environments allow babies and young children to call upon different forms of communication, different linguistic repertoires, and different conventions as they interact within their various communities.

Communities include the more local communities of home, family and friends, and the global community we interact with through television, video games, computers, travel, and a range of other texts. The characters and events of popular culture often act as an entry point for young children to explore their realities, fantasies, and ongoing understanding of love and loss, good and evil.



COMMUNICATION AND LITERACIES *As Cultural Practices*

Communication and literacies are deeply influenced by societal expectations, practices and beliefs. These wide-ranging cultural, racial, gendered, physical, spiritual, linguistic, social, and economic influences shape literacy practices. Engaging with babies and young children in their daily lives requires deep respect and knowledge of children's interests, communicative intentions, communicative patterns, and preferred modes of engaging with the world. Some examples of what this means in everyday living and learning include:

- Listening carefully to children, families and each other
- Co-learning using children's and educators' interests and curiosities
- Engaging children with various kinds of mark-making tools and various modes of communication
- Seeing the literacy possibilities in daily tasks around clean-up, snack, greetings and leaving rituals
- Making the most of local events, local places and local people for language and literacy learning
- Investigating home literacies unique to families such hunting, gardening or knitting
- Having extended conversations during meaningful routines and events
- Reading, writing, singing, dancing, and re-inventing many types of text using all modes of communication
- Challenging stereotypes in daily aspects of communication, language and literacy
- Using popular culture and digital technologies as a way to scaffold and deepen literacy learning



Madison

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COMMUNICATION AND LITERACIES AT A GLANCE

COMMUNICATIVE PRACTICES

Form Relationships

Learn Conventions of Their Languages

Extend Ideas and Take Actions Using Language

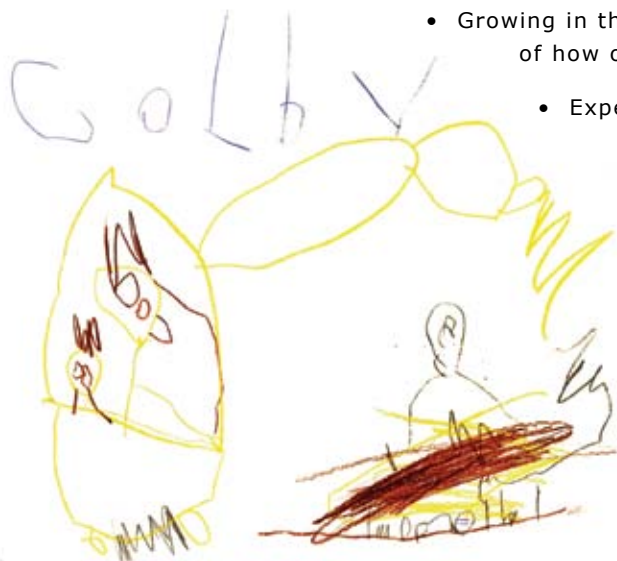


Nina

- Recognizing and responding to human presence and touch
- Becoming attuned to rhyme, rhythm, pitch, tone, and vibrations
- Practicing and playing with sounds
- Initiating and responding to gestural and visual languages
- Growing in their understanding of the conventions of languages
 - Growing in their understanding of vocabulary
 - Developing confidence in using languages
 - Growing in their understanding of how others use languages



Georgia



Colby

- Experiencing and developing diverse linguistic repertoires
- Using language to express thoughts, feelings, and ideas
- Using language to make friends, to share materials, and to structure, negotiate, and create imaginary worlds
- Using language to ask for help or information, to argue, persuade, clarify, celebrate, instruct, or to tell stories

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MULTIMODAL LITERACIES

Use a Variety of Sign Systems
Engage in MultiModal Meaning Making

- Becoming familiar with the sign systems of language, music, math, art, and drama
- Engaging in multiple forms of representation
- Transforming knowledge from one mode to another
- Engaging with the symbols and practices of language
- Engaging with the symbols and practices of music
- Engaging with the symbols and practices of math
- Engaging with the symbols and practices of art
 - Engaging with the symbols and practices of drama



Moo Cow by Jason and Blaine

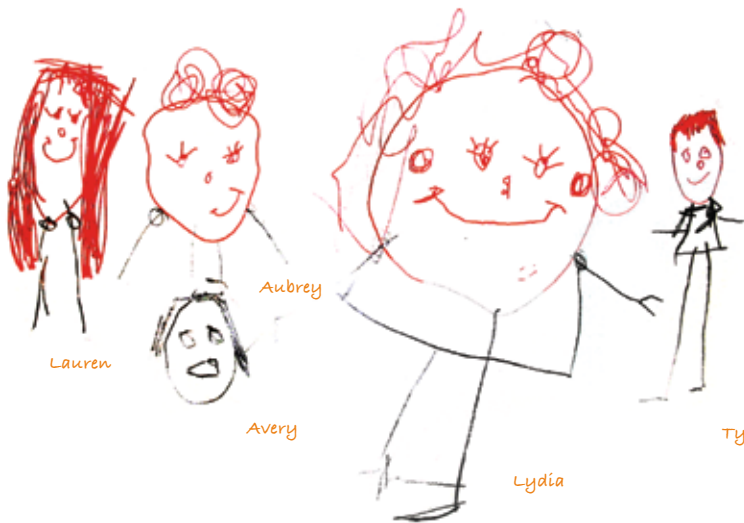


A bird by Georgia

LITERATE IDENTITIES WITH/IN COMMUNITIES

Co-Construct Literate Identities
Re-invent Popular Culture
Use Digital Technologies

- Creating texts reflective of family, local, and global literacies
- Learning various local literacy practices within a range of communities
- Learning the uniquenesses and similarities of their family's literacies and those of others
- Transporting and transforming the literacies of popular culture from home into the centre
- Exploring various identities and characters embedded in popular culture
- Growing in their capacity to ask critical questions about stereotypes represented in popular culture
- Representing their experiences with technologies in everyday life
- Accessing and using digital technologies



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Form Relationships

WHAT'S INVOLVED IN LEARNING

- Recognizing and responding to human presence and touch
- Becoming attuned to rhyme, rhythm, pitch, tone, and vibrations
- Practicing and playing with sounds
- Initiating and responding to gestural and visual languages



Bringing my baby to meet the visiting baby.



PERFORMING



EXPLORING

Greetings and good-byes

Holding, cradling, rocking, cuddling, peek-a-boo



READING



DANCING

Describing explorations, actions, routines, textures, sounds, and feelings

Encouraging turn-taking with verbal and nonverbal interactions

Responding to cries, gestures, sounds, silences, and words

Communicating with children...

Making eye contact

Exaggerating facial expressions, vocalizations, movements, and gestures

Smiling, laughing, singing, chanting, wondering, reassuring, pretending, and listening



PLAYING

Finger Plays • Action Rhymes • Knock-Knock Jokes • Limericks • Folk Songs

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Clean up to a piece of music

Perform new poetry

Chant favorite poems during walks

Introduce new picture books and reread favorites

Learning language throughout the day

Connect poems, songs, chants, rhymes or jokes to children's interests and/or passions

Join children's playful and spontaneous games, babbling, songs, poems and jokes

Talk, sing, perform action songs or chant poems during routines: diapering, meals, clean-up time and pick-up time



Changing environments changes conversations

Rayna was playing guitar with her friend and was having fun dancing and singing her song. I recorded her song as she sang it.

*"Change your mind
I love to hug
and give hugs
to my mom
Tonight I'm alright
Tonight I am fine
I'm a honey princess
My name is Island Princess
And Jingle Bells Hey!
And I have a pink stocking
Yeah! Yeah!"*



Rayna is developing confidence in using language by making up her own song. Rayna is engaging with the symbols and practices of music and drama.

Laurie Drew ~ Centennial Daycare



Poems, songs, chants, books and conversations engage children with...

- ...playing with rhythm, rhyme and movement
- ...expressing feelings and friendships
- ...making meaning of life experiences
 - ...discovering new words
- ...learning words have multiple meanings (My favorite colour is blue. I feel blue today.)
- ...learning about multiple forms of writing
- ...describing comparisons and contrasts (The sand sparkles like gold.)
 - ...exploring sounds (words that make sounds – crack, hiss, sputter; repeated sounds – soundless sliding slugs; repeated words, phrases or sentences, rhyming words, unusual and ridiculous word combinations)

BOOKS TO READ TOGETHER

- Go Away, Big Green Monster,* by Edward Emberley
- Head, Shoulders, Knees, and Toes and Other Action Rhymes,* by Zita Newcome
- Round and Round the Garden and other Action Songs,* by Caroline Repchuk
- This Little Piggy and Other Rhymes to Sing and Play,* by Jane Yolen and Will Hillenbraid
- Sing a Song of Mother Goose,* by Barbara Reid
- Noisy Poems,* by Jill Bennet
- Mud, Muddelicious Mud: Verses for the Very Young,* by Shirley Downey

Lullabies · Classical Music · Rock 'n Roll · Country · Jazz · Hip Hop · Blues

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Form Relationships



Making Friends With Books and Each Other.

James Stewart – affectionately known as "Granddad Jim" – visits Passamaquoddy Children’s Centre every Thursday afternoon. When he arrives, the children run to greet him with hugs and news of their morning, and he, in turn, greets them by name and listens to their news.

After some welcoming time, Granddad Jim settles into his place in the reading area and, in this case, reads *Joseph Has a Little Overcoat* by Simms Taback. It is a folktale based on the story *Something From Nothing* by Phoebe Gilman, a favourite of both Granddad Jim and the children.

When leaving time comes around, Anjali is still discussing the book with Granddad Jim. He too carries on the conversation and points out the song on the last page, shows her the musical notes and talks a bit about how to read musical notations. For several minutes after he has left, Anjali sits at the table and continues to re-read the book, page by page.

Michelle, one of the educators at the Centre describes Granddad Jim’s impact upon her daughter, “She still runs up to him and hugs him when she sees him around the community”. Inez, the director, and Laura, another educator, recognize: “Our Granddad Jim is a treasure to countless families in the St. Andrews area.”



Granddad Jim talks about his visits as ‘priceless.’ He says that he gets as much out of the visit as the children. What began as an invitation to read has become a much anticipated community connection for young and old alike.

Passamaquoddy Children’s Centre & Tara-Lynn Scheffel, UNB



Why this matters:

This intergenerational relationship demonstrates the value of creating opportunities, on a regular basis, for young and old alike to get to know each other, take pleasure in each other’s company, and learn about a range of authors and illustrators together.

We read books anytime of the day such as after clean-up, before lunch, waiting for lunch to be prepared, quiet time, waiting for parents to arrive, settling down time, or when a child could use a bit of cheering up or wants some special time. We read at the reading corner, on a couch, at a table, in the quiet corner, lying upon a mat with pillows, outside on a blanket on a sunny day, on the chair swing, on field trips, waiting for the bus or at the library.

Grace Wentworth ~ Just Kids Day Care Center Inc.

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Form Relationships

Let's Sing and Dance.

During circle time, I asked the children what they would like to sing. Rachel and Kyle said, "The ABC's." Haley and Jaedyn said, "The Itsy Bitsy Spider." We had tons of fun singing The Itsy Bitsy Spider, then The Big Fat Spider, and The Teeny Tiny Spider.

I asked if there were any other songs they would like to sing. Cheyenne did the actions for The Wheels on the Bus, so we sang that too!

Next, I invited all my friends to stand and I told them that we were going to sing a fun song called The Hokie Pokie. After I sang a few verses for your hands and your feet, I asked the children what else we could put in and out. We did our noses, ears, bums, legs, arms, tongues and anything else they thought of. We had fun singing, dancing and laughing together.

You put your left hand in
You put your left hand out
You put your left hand in
And you shake it all about
You do the Hokie Pokie
And you turn yourself around
That's what it's all about!!!



What's next?

We could make up new songs. We could invent new actions for Hokie Pokie. There are many possibilities as we sing new songs. I always wonder what they want to sing and how they might want to spice it up.

Why this matters:

The children had so much pleasure gesturing and dancing while they explored rhyme, rhythm and pitch through singing. They playfully exaggerated their voices for each spider. They had input on what they wanted to sing, what actions they wanted to do as well as the opportunity to learn a new song. ~ Jenna Lebouthillier Sussex Early Learning Centre



Form Relationships

Ben's Mailbox Flyer.

Ben got some construction paper from our writing centre and drew his own lines and dots and cut along each of them. He wrote on two of the "tabs" he had created and then taped the paper to the side edge of one of our shelving units. He showed me his work telling me, "It's that thing you see on the mailbox with the names on it and you tear one off like this."

Showing his awareness of the world around him, Ben responds to visual languages by creating his own pull tab ad - the kind of advertisements that people put on mailboxes with tear off contact details. Ben, you never cease to amaze me!!!

~ Loo Elton Little Acorns Daycare Centre



"Nack-a-nack-a-doo!"

Today I was playing a game with Ben where he made me a bed and I had to pretend to sleep until he woke me up with a rooster sound.

Cammie started to watch our game and suddenly burst out "nack-a-nack-a-doo"

I felt this needed to be shared, as it made us all laugh. I don't think I'll ever think of a Rooster now without remembering Cammie's unique version of a Rooster call !!

Loo

November 6th 2000



Sarah was working very carefully and thoughtfully at her painting. I noticed that she was covering the upper part of her picture with blue paint but leaving the bottom unpainted. I asked what her plan was, thinking that she might be adding green for grass. Instead she said "I have left it white so that I can have room to write my name."

~ Lynda Homer UNB

Exploring A Snowy Day.

On Tuesday, I read the story of the young boy “Peter” in *The Snowy Day* by Ezra Jack Keats (1962). On Wednesday there was a covering of freshly fallen snow. I was anxious to learn about the children’s explorations of their snow blanketed playground. These are the very special comments the children made about their morning explorations:



Hannah-Jo: “I noticed tracks.”

Ethan: “I made the tracks that Peter was making. I made the footprint tracks, and the train tracks.”

Maria: “What made the prints?”

Emma: “I walked - my snow boots.”

Jayme: “I made a snow angel.”

Maria: “Did her snow angel get up and fly?”

Jayme: “Yes, it did.”

Emma: “Snow angels can’t fly.”

Maria: “Aiden, did you make tracks in the snow?”

Aiden: “Yes, train tracks just like Peter made train tracks.”

Amelia: “It was cold.” (She played in the snow with a digger)

Maria: “What made the tracks?”

Amelia: “The tires.”

I was amazed and impressed by the connections the children made to Peter’s winter play. They recalled Peter’s spontaneous explorations as they described their own snowy adventures. They made tracks, snow angels, and had so much fun exploring. Playing in the snow provides opportunities for walking, jumping, sliding, shoveling, scooping, shaping, and creating. The children use language to express their “thoughts, feelings, and ideas.”

~ Maria Gillis Unicorn Children Centre Inc.

Other Snowy books to explore:

The Snowman, by Raymond Briggs

Stella Queen of the Snow, by Marie-Louise Gay

Snowballs, by Lois Elhert

For Reflection

Consider the different spaces needed to communicate with infants, toddlers, and young children at their physical level. Think about soft spaces with blankets where adults and infants can interact in a visual, aural, and tactile way with materials and each other.

How do educators add to their repertoires of playful games, finger rhymes, poems, and songs for and with infants, toddlers, and young children? Think about the places of planned daily reading/singing times and times of spontaneous singing, counting, reading, and chanting.

Are adults engaged in playful conversations with children during routines such as feeding or clean-up times? Think about the use of humour,

tone, and tact in everyday conversations, and the ways in which children learn through modelling and imitation of non-verbal language. Think about extending children’s understandings of conventions through modeling rather than correcting. Think about the range of vocabulary you model for children through conversations, books, songs, poems, and chants.

When Braille, Sign Language, or pictographs are used, how are they introduced to the classroom community and what opportunities exist for their use in reciprocal communication amongst peers? Think about incorporating symbols from a child’s pictorial communication board into the classroom routines for all children.



Learn the Conventions of Their Languages

WHAT'S INVOLVED IN LEARNING

- Growing in their understanding of language conventions
- Growing in their understanding of vocabulary
- Developing confidence in using languages
- Growing in their understanding of how others use languages
- Experiencing and developing diverse linguistic repertoires



STORYTELLING IS THE LITERATURE OF PLAY

Paley (2009)

Children's lives are rich with oral language

Radio commercials	Movies	Phone conversations
Weather reports	Sports	Storybooks
TV news	Church	Grocery lists
Cartoons	Relatives	Recipes
Music	Brothers and sisters	Friends
	Skype	

Tracey: "And should I write that you want to be a wrestler when you grow up?"

Hunter: "I am a wrestler. I wrestle bears."

Tracey: "You wrestle bears!"

Hunter: "Well of course, the bear is stuffed."

~Tracey Andrews, Lots-2-Learn Preschool

STORY DRAWINGS

reveal how children soak up story traditions – whether from picture books, television, movies, video games, or songs and poems – and then mix them up and transform them into creations of their own

Kolbe (2005, 41)



What story traditions are revealed in children's play?
Buildings? Drawings?

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Longer than, higher than, same length as... Up, down, over, under, below, above, before, behind ...

Square, rectangle, triangle ...



Mark-making inspired by play: Taking lunch orders · Making menus · Writing grocery lists · Posting signs · Printing tickets ...

Adults' meaning making is 'socialized' by conventions. Their meaning making and representations are usually shaped by rules or correctness and are communicated through print. Young children's meaning making is informed by their experiences. Their meaning making and representations are shaped by their interests, purposes and are communicated through any materials at hand. (Kress, 2003)

What are conventions of fairy tales?

Once upon a time, a problem, a heroine and a happily ever after

What are conventions of words?

My name begins with an upper case letter, words have beginning and ending sounds, my dog's name is spelled O S C A R

What are the conventions of driving a car?

We stop at a red light, we drive on one side of the road.

What are the conventions of a play?

We have a cast, write a script, act one, two and three, intermission.

What are the conventions of a song?

Song title, chorus, stanza, sheet music.

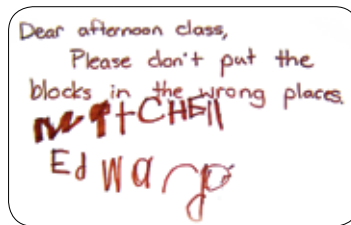


Anneke printed all the names of the children in her class at home. When she shared her list with me I decided to use it as an attendance list.

~ Allison Butcher Sackville Playschool Inc.

The Language of

Sand Play:	Block Play:
Gritty	Ramps
Grainy	Floor-boards
Coarse	Cylinders
Fine	Enclosures
Dry	Curves
Moist	Cubes
Wet	Towers
Pouring	Rows
Filling	Thick
Sifting	Thin
Measuring	Length
Smoothing	Stable
Rubbing	Incline
Patting	Filling
Digging	Dumping
Tunnelling	Climbing
Molding	Pulling
Excavating	Getting inside
	Balancing
	Stacking
	Designing
	Piling
	Patterning
	Experimenting
	Bridging
	Propping
	Tunneling
	Sorting
	Predicting



What is the language of:

- Cooking
- Gardening
- Water play
- Superhero play
- Restaurant play
- Recycling
- Fairy tales...

Picture books that play with conventions.

BOOKS TO READ TOGETHER

- Chester*, by Mélanie Watt
- Changes*, by Anthony Browne
- The Three Pigs*, by David Wiesner
- Meanwhile...*, by Jules Feiffer

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Learning Conventions of Their Languages

“I Want to Cross Over With Matthew!”

The Monkey Game (similar to Snakes and Ladders) consists of two islands separated by water and connected by a rope bridge. The monkeys (markers) must climb a pole, cross the “scary” rope bridge, and descend the ladder on the opposite island. But be careful! The “scary” rope ladder has four steps that send the monkeys diving into the water, returning them to the beginning island!



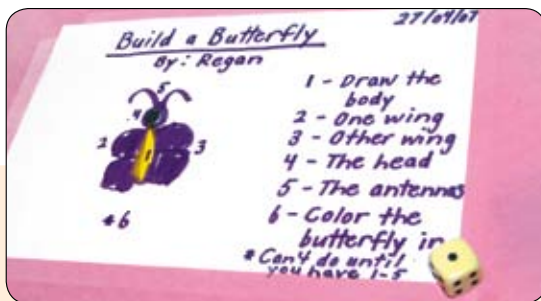
in honour of their friendships. Sometimes when they make it safely to the second island they frequently will swim back to the first island to start playing all over again saying, “I want to cross over with Matthew!”

Games involve children in the **language of number** as they roll the dice, count the dots and then move their markers accordingly. Counting, adding and subtracting, the children plan how many moves they’d like to get on the dice to safely cross the bridge. The **language of negotiation, turn taking, and friendship** readily occur as the children encourage each other — “You’ve fallen in ten times but that’s okay — next time you’ll make it across!” The children even adapt the game

Lots of **action words** are generated as we play this game because someone is always falling into the water -SPLASH!! and then has to decide how they will get back to the island, SWIM, WALK, RUN, HOLD THEIR BREATH UNDER WATER, and even TAKE A SUBMARINE!

Sometimes our markers are little cars or different animals. Other times we talk about where different islands are on our globe, or what’s it like to live on an island.

~ Sylvia Arsenault Sylvia Arsenault’s Playschool



The children were introduced to the dice game Build a Bug. They played this game many times. Soon they understood the structure of the game and they created their own games, dictated their own rules and taught their friends how to play.

These children’s versions were great additions to our game shelf.

~ Leigh White UNB Children’s Centre

Muffin Tin Number Recognition Game



We painted muffin cups different colors and numbered them 1-12. The children counted out sets of marbles to fill the tins. We created another version of the game when we buried the marbles in the sand table. There was lots of counting and socializing as the children dug for marbles and filled the cups. Many small items were sorted and counted such as small bears and fish over the weeks.

~ Jill Murray The Spotted Toad Daycare Inc.

Twinkle, Twinkle.

Cassidy, age 15 months, loves to sing Twinkle, Twinkle and do the twinkle actions with her fingers. She does the actions all the time - when she is at lunch, snack time, while being changed, upon wake-up, after nap - whenever the singing urge hits her!! If we are singing another song, she encourages with her actions that we do Twinkle, Twinkle. Cassidy has just started an action song that her mom has suggested - The Itsy, Bitsy Spider. Good job Cassidy in expressing your wishes through words and actions.

~ Gail Kierstead Salisbury Early Learning Center

Cassidy and I were playing together on the floor when she brought me over a doll. I started to hold the doll and rock it back and forth while pretending to burp it. Then I laid the doll down on the floor and started to sing Rock-a-Bye Baby.

Cassidy stood in front of me, raised her hands, and said something. I waited for her to repeat it and to my surprise she sang "Gingle, Gankle... to the tune of Twinkle, Twinkle, Little Star. I sang with her, doing the actions along with the song. When we finished I started to sing



another song. Cassidy waited till I was done and sang Twinkle Twinkle again. This went on for a couple of different songs until I admitted defeat and Cassidy and I sang Twinkle, Twinkle many more times, laughing and doing the actions every time.

Why this matters:

Cassidy is able to communicate what she wanted using both words and actions. She confidently tries new words copying the tune of the song showing she knows singing is different from regular speech. Cassidy's persistence and patience paid off as she was able to let me know that the other songs were not what she wanted. She confidently stood her ground, getting me to sing her favorite song and participate in her personal strengths.

~ Angela Thompson Salisbury Early Learning Center



Dear Coy,
When I saw this picture of Vanessa measuring your tall Lego creation, I was amazed at how tall you were able to make it, especially on wheels. What a great idea to use a measuring tape to see how high you reached the sky. This shows great interest in math and numeracy. This could turn into great building skills like carpentry or architecture. I wonder what else could be measured with a measuring tape. What would a graph look like if you measured all your friends, like Kayla, Michael, Tyson, Vanessa?

~ Tammie Hachey UNB & Totally Kids Daycare and Afterschool

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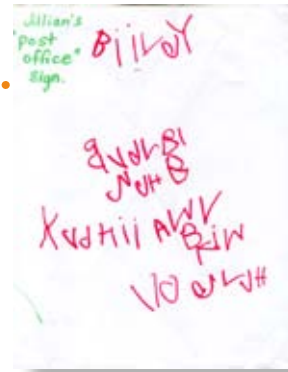
Learning Conventions of Their Languages

A Great Day at the Hartland Post Office.

We talked about our mailboxes both at home and in our daycare. We discussed the job of a mail carrier. We walked to the end of our driveway to take a closer look at our daycare mailbox. Next we wrote a letter to someone at home. This letter writing led to a trip to the Hartland Post Office so each child could buy a stamp, stick on their envelope, and put their letter through the mail slot.

The post office staff invited us to see what happened in the back room. We got to see where our letters went after they were put in the mail slot. We talked about the mail boxes the post office had, We even found Jordyn's box and looked to see if she had any mail. We also met mail carriers.

When it was time for us to go, the post office workers gave us special Santa paper to write a letter to Santa. We also got an invitation to return to the post office to mail our Santa letters.



~ Sarah Duguid Fredericton Christian Preschool

When Ethan's mother dropped him off, she said, "Remind Mommy to pick up Daddy. We can't forget!"

Together Ethan and I printed 'Mom pick up Dad' and Ethan posted the note on his locker.

~ Elizabeth Ross UNB Children's Centre



Why this matters:

The children had the opportunity to explore community life while touring the post office, mailing letters home and meeting postal workers. The direct experience of writing a letter, purchasing the stamp and mailing the letter was educational, impressive and FUN!

~ Stephanie Ketch
Totally Kids Daycare and Afterschool





Dear Parents,

The children love our mailboxes! It gives them the opportunity to draw and write to their friends. We invite your children to make mail for their friends. The mail can be anything that your children would like to make. Each morning the children can deliver to our mailboxes and each evening they can take their mail home.

~ Amanda Lambert, Jessica Gibbon
and Brad Stewart Kids Choice Childcare Ltd.

Ally and Noah Share a Story.

Ally and Noah were in the story corner looking at a book. I noticed there was lots of conversation going on between them as they turned the pages. "Horse," Noah told Ally as he pointed to it. Ally pointed to a cow and told Noah "Une Vache". They spent a long time looking at the book and talking to each other about the pictures in French and English.



They are learning to support and listen to others as they develop a friendship. They are experiencing and developing diverse linguistic repertoires. They are becoming knowledgeable and confident in their linguistic identities: French and English.

~ Angie Colford Just Kids Day Care Center Inc.



Like many early childhood educators, Mona Eljabi of Next to Mom Day Care uses children's home languages in signs throughout the centre.

I speak my language in front of all the children. Some of the French and English children are trying to speak it as well.

These are some of the Mi'kmaq words:
friend • **nitap**
yes • **eeg**
no • **môgoa**
play • **militaamg**

~ Ramona Levi Friendship Circle / Cercle D'amitié



Charlotte Francis (1956–2006), Coordinator of Early Childhood Services, Elsipogtog, created hand-made picture books that valued the children's heritage language of Mi'kmaq.

For Reflection

How do adults value and incorporate the home and heritage languages of the children's families within your centre and the larger community? Think about the range of languages spoken by your families – how are their languages and communicative practices valued, and made verbal and visible in your centre through speakers, books, images, songs, visitors, and field trips? Recognize that bilingual and multilingual children switch languages, and express ideas differently in different languages.

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Extend Ideas and Take Actions Using Language

WHAT'S INVOLVED IN LEARNING

- Using language to express thoughts, feelings, and ideas
- Using language to make friends, share materials, and structure, negotiate, and create imaginary worlds
- Using language to ask for help, information, argue, persuade, clarify, celebrate, instruct or tell stories



How do you know that?

Where could we find out about this?

Where did you learn that?



Inviting possibilities:
Look at that! I wonder, what else might we do!



Discovering what children know:
Tell me about your painting, drawing, block-building, dance, song, play dough sculpture...

ENTERING CHILDREN'S PLAY:
Play repetitive games and make-believe, introduce new words and ideas into the play, join children's story lines, imitate children's actions and describe actions, space and people.



Froggy by Sheridan

Listening to children's experiences of home.



Time For: Thinking Looking Sharing Laughing Demonstrating Investigating...

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Encouraging children to think about causes:

- How did you get that to happen?
- How did you make that noise?
- How can we get that to balance?
- How did you solve that problem?



Prompting experimentations:

How can we make the plastic elephant have a large shadow?
A small shadow?
How can we make the shadow disappear?

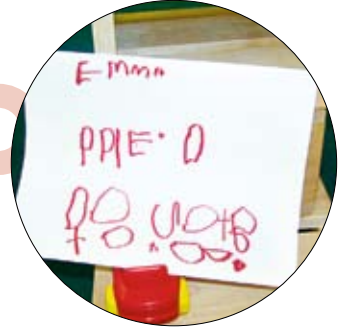


Supporting problem solving:

How will we decide who goes first?

What do you think is the best thing to do?

How can we change the rules to make this fair?



Making signs...

Learning about the power of print.

Learning letter names and sounds in context.

Reading and recognizing words.

Writing and spelling words.

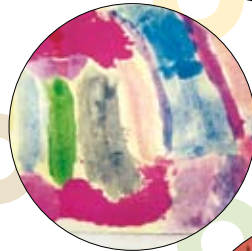
Negotiating space, materials and relationships.

Following instructions.

Keeping people informed.

Inviting friends to join in.

Cherishing friendship.



Encouraging predictions and thoughtful actions:

I wonder what would happen if we...

I notice you are using...

What if you tried this?



Promoting Reflections:

Do you remember what happened yesterday when you tried that? Let's look at your first castle drawing. What do you notice.



Listening Exploring Reflecting Asking Playing Conversing Instructing Imagining...

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Extend Ideas and Take Actions Using Language

A Visit to Play Dough Planet.

Using the hollow blocks Ben built a Superhero car. He points to each sticker attached to one of the blocks and explains, "This one goes to the moon and this one goes to the sun and THIS ONE goes to Play Dough Planet."

"What is on Play Dough Planet?"

"It's like Play Dough but stronger and bouncier and goopier," Ben answered as he placed quarter moon shaped blocks on the back of the Superhero car. "I'm taking cheese back to the planet. They only have pudding and chicken there on the sun, all the other food was taken by the bad guys. My planet blew up and Supergirl had to help me because she had the same powers as me. We're going to leave now."

"Can we do anything to your car to make it large enough for you to take me with you? I'd really like to go visit Play Dough Planet. I've never been there before."

"Nope. Ummm, but we can make you your own Superhero car and you can be Supergirl."

"Great, what powers do I have to use to fight the bad guys? Can I fly like you can?"

"You can do more than fly silly, you have all the powers you need."

All of a sudden Ben jumps up and goes running to hide in the cupboard.

"What is going on? You scared me!"

"I'm scared too. There's a monster over there."

"Oh no! What does it look like?"

"He is two sided. One side is black, the other side is white and he kinda looks like a hot dog."

Next Ben flew over and crashed into the blackboard, pretending to be shocked.

"Oh-ohh! I have to go get recharged now. He sat on some rectangular blocks, making some funny noises. "There, all charged up!"



"Can you take me somewhere else? What about the moon?"

We jumped back into the cars and pressed the button. "Boom!" I said pretending to have a rough landing. Ben got out of his car, looked around moving with a confused expression. "What's wrong?"

"We landed on the wrong planet."

"Oh dear. Well do you think you could show me around, I haven't been here before."

"Yep, let's take a look around." he walked over to the corner by the chalkboard and picked up a suit case, in which he found a map. "That's cool. This must be a Superhero School. I didn't know there were maps on this planet."

"So maybe this will help since I have never been here before. It can show me how to get around."

"Yeah it will and we should put it in the car in case we ever come back here," he said as he walked over to my car and put it in the storage space in the back. "You know, it's a good thing I came to this planet because I had to find out about the space suits anyway. They're on sale."

Ben suddenly took a flying leap, running toward the blackboard again. "WHOA!" he said, "The bad guys have kryptonite and it makes you stick to the kryptonite screen."

"OH NO! I think it's pulling me now," I said as I pretended to be drawn into the board. "How are we going to get away?"

He pulled himself off with great strain and then helped me off too.

~ Krystle Roherty UNB Children's Centre



Extend Ideas and Take Actions Using Language

Baby Books.

One of our children anticipated the arrival of a baby brother. This inspired the children to talk about when they were babies, play babies, wash babies and bring in baby pictures. The children were giving birth to all sorts of things in the classroom - dolls, dinosaurs, balls and hammers.

"Babies come from baby stores. Mom bought me at the construction store."
~ Mathieu

"Babies come from mommy's tummy. Doctors do magic things to get them out."
~ Kyle

"Babies come from the ocean. They catch them with nets."
~ Josh

"Babies come from people. The babies crawl to the mommies and daddies."
~ Chloe

~ Andrea Cameron YM-YWCA Kiddies College, Fredericton

So we wanted to know more about how they thought the whole baby thing works. The children were asked questions like: Where do babies come from? How do they get out of the belly? How did they get in there? We made a book of each child's answers. Below are some of their explanations:

"Babies come from bellies. I came out of my mom's belly. I was turned upside down so I couldn't get our. The doctor had to cut Mommy's belly open."
~ Cameron

Please feel free to write up Magic Moments or Learning Moments that you happen to see throughout the room while you are playing or observing the children. These will be recorded and put into each child's individual learning binder. Please remember to put the date and the name of the child being observed. You may put them in the box in the office marked Magic Moments. Thank you for your help.

~ Lynn Allen
Sackville Playschool Inc.



Angela Little of the Passamaquoddy Children's Centre documents inspiring things children say so that they can be read and reread by families.

Rachel and Jade were both in the book corner. Jade asked Rachel, "Would you like me to read you this story?" Rachel nodded yes. Jade began reading Rachel her story using the pictures as cues to prompt her storytelling. Once she finished, Rachel read Jade 50 Below Zero using her memory of the story from our reading of it earlier in the day.

Jade and Rachel are confident readers growing in their use of storybook language. They view reading as a pleasurable activity to share.

~ Natalie Laurin Sussex Early Learning Centre



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Extend Ideas and Take Actions Using Language

“Roxie”

Écrit et Illustré par : *Danika, William, Philippe, Dawson, Evan, Remi, Miles, Derek.* Writen and illustrated by:

Il était une fois une vache qui s'appelait "Roxie".

La vache sa fait mal, elle étai en train de manger, et elle a glissé. Pendant quelle faisait des gros sauts dans l'air, elle sait frappe la ventre sur une roche géant.

Le lait de Roxie a été partout.

Ensuite nous avons appelé l'ambulance et l'ambulance a mis un pensement sur son ventre la ou vien le lait. Après un millions de dodo, l'ambulance a retournée pour enlevé le pensement avec une différente main.

Aprés que le pensement était enlevé, il a finalement mangé. Puis elle n'a jamais retomber. Ensuite, la vache a sauté par dessus la lune et elle a dit, "Mooo." Enfin elle a ronflé comme ma Mémère.

La Fin

Once upon a time there was a cow named "Roxie".

The cow got hurt. He was trying to eat and he slipped on the grass. Then he was flipping in the air and she hit her guts into the big giant rock.

Then Roxie's milk went flying everywhere.

Then we called the ambulance and the ambulance put a band-aid on Roxie's guts where the milk comes from. He had to leave the band-aid on for a million sleeps. The Ambulance came back to take the band-aid off with a different hand.

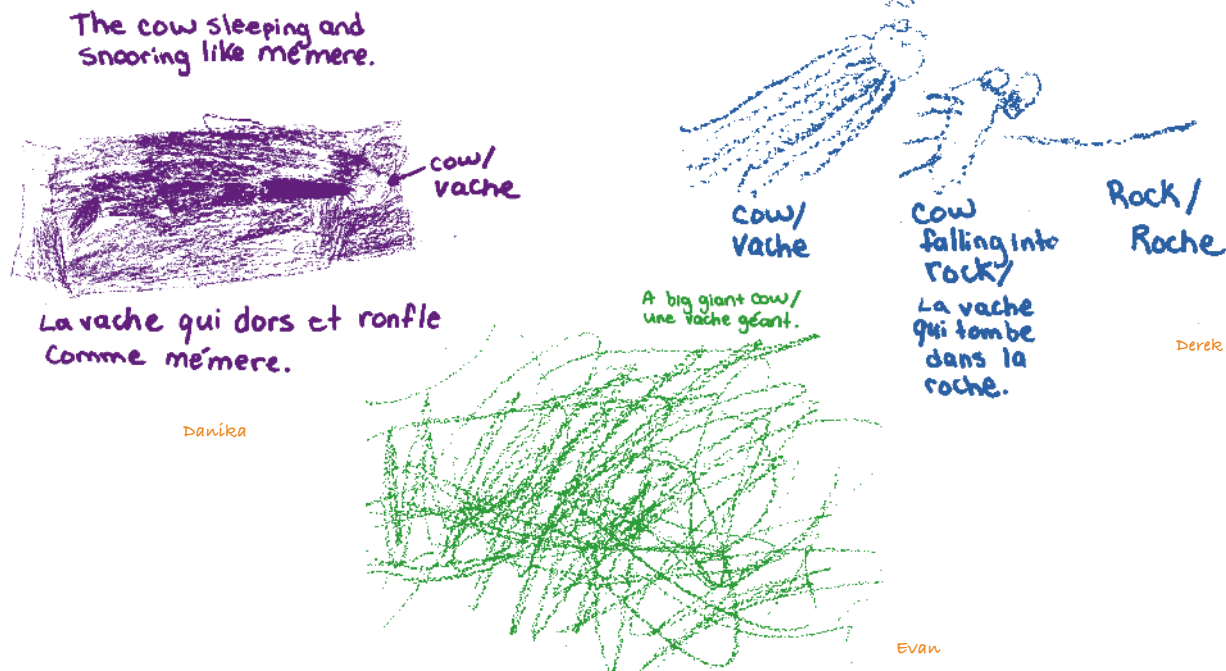
After the band-aid was off, he finally got to eat and he never slipped again. The cow jumped over the moon and then she said, "Moooo." And then she snored like my Mémère.

The End

We read the children's story Roxie back to the children. They were on their knees leaning forward with excitement on their faces. They were also finishing the sentences as it was being read and yelling out the end of the sentences. When they were done reading it they all laughed.

~ Elise Doucet, Mandy Bernard, Gloria LeBlanc, and Gloria Collette

Dieppe Boys and Girls Club Day Care



I Love You.

As I wait for the daycare transportation everyday, I sit down with the children who are waiting and read them a few stories. Some children will tell me if they have a book they would like me to read. This particular day no one had any suggestions so I was just going to grab a few off the shelf. When I went to do so I noticed the book The Kissing Hand. I had never read the book myself but I had heard lots of chatter from the other educators at a recent institute. So I grabbed it!

I almost broke into tears reading it to the children. At that moment, I decided that I had to buy the book for my Mama. With me just recently moving out I think she needs to read it.

At the end of the book was a page with a hand on it. It was the sign language for "I love you." I taught the children the sign using the picture and my own hands. They all seemed proud of being able to do it, as was I.



Doing sign Language with the children also made me realize that the whole time I went to college I had a young woman in my class who was deaf. I never picked up or learned any sign language. I wish now I had communicated with her more.

Why this matters:

We all need to communicate and we all love somebody. What if we can't tell them with words how we feel? We also can't always see our loved ones every day. This book and simple gestures helped the children to realize we all miss and love someone sometime. Also that there's more ways than one to tell those loved ones exactly how we feel.

~ Jenny Davidson Sussex Early Learning Centre

For Reflection

How do adults affirm and extend children's language and thinking? Think about the use of paraphrasing, restating the child's ideas, describing, wondering, and open-ended questions such as: "Tell me about your building, painting, game, etc." or "Tell me how you solved that problem." or "What could we do next?"

Consider the ways you initiate communication and respond to nonverbal children. Think about how you ensure augmentative communication, for example – Pictoboards or Braille – within the centre community.

How do you model problem solving strategies through out the day in all activities? Think about

questions such as: "I wonder how else we could do this?" "Do you have another idea?" "Does that idea work for you?" "Can we change the rules so everyone can play?"

How do you record and honour children's thoughts, feelings, and inventiveness through multiple forms of documentation? Think about the use of camera and tape recorder in conjunction with writing down what children say. Think about writing down their speech to caption their paintings, drawings or three-dimensional constructions. Extend conversations by naming, using keywords, explaining and talking about objects and events, and discussing the recent past and near future.



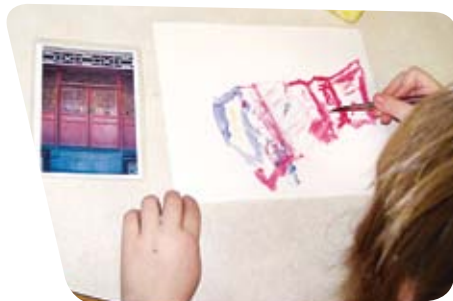
Use a Variety of Sign Systems

WHAT'S INVOLVED IN LEARNING

- Becoming familiar with the sign systems of language, music, math, art, and drama
- Engaging in multiple forms of representation
- Transforming knowledge from one mode to another



From **photo** to **painting**...



From **toy** to **image**...



From **voice** to **print**...



Transforming Knowledge...
Different modes communicate meaning differently.

Materials Matter!

- Paper* for mark-making
- Spaces* for moving
- Books* for reading
- Props* for role-playing
- Music* for singing
- Instruments* for performing
- Games* for counting and turn taking
- Blocks* for exploring space and shape
- Paint* for representing and expressing

From **experience...**
to **blocks...** to **play.**



From **experience...**
to **blocks...** and **onto the page.**



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Letters, sounds, words, and sentences speak the languages of print.

Tools • Fingers, garlic presses, rolling pins, cookie cutters with playdough, plasticine and clay!

Numbers, time, shape and size count the languages of math.



Tools • Scissors for cutting, tape and glue for pasting, hole punches and staplers for attaching!



What is a sign system?

Lines, shapes, space, and form, illuminate the languages of art.



Tools • Paintbrushes - different sizes with water colours, tempera, finger paint, and acrylics!

Musical notation, beat, rhythm and pitch compose the languages of music.



SPEECH, MOVEMENT, AND GESTURE PERFORM LANGUAGES OF DRAMA.



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Use a Variety of Sign Systems

Exploring Window Markers.



We introduced window markers to the two-year-old group. It was exciting and interesting watching their responses to the materials. We set up an area by the wall mirror and the window. We gave them a wet cloth and dry cloth for clean up and off they went.

Abby and Abigail enjoyed making lots of zigzags on the window. As their markings joined together they noticed that the yellow and blue markers made a new colour. Once this occurred they continued to explore with the other colours to see the different shades they could make.

Abigail decided to draw herself. As she drew each thing she'd say, "Look, here's my _____." I would then label each part of her face. When she was finished she stood back and admired her art work with pure delight.

~ Lisa Vienneau Cochran's Home Away From Home



Musical Melodies

Today as we listened to music I brought in some instruments and allowed the children to explore them. Very quickly Lexi picked up a drumstick and began to hit the drum, gently at first until she was banging on it loudly. She continued to bang the drum but decided to stand with it, holding the drum in one hand and hitting it with the stick in the other hand. She did this for quite some time before moving on to the maracas, which she also enjoyed immensely.

Why this matters:

As Lexi explores the drums she is working on her fine motor skills as well as her co-ordination I observed her today successfully doing two motions at once while trying to keep to the beat of the song that was playing in the background. Through music children can learn the beginning of phonics and how to distinguish the differences between sounds. Lexi is exploring dynamics of sound by playing softly and loudly.



What's next?

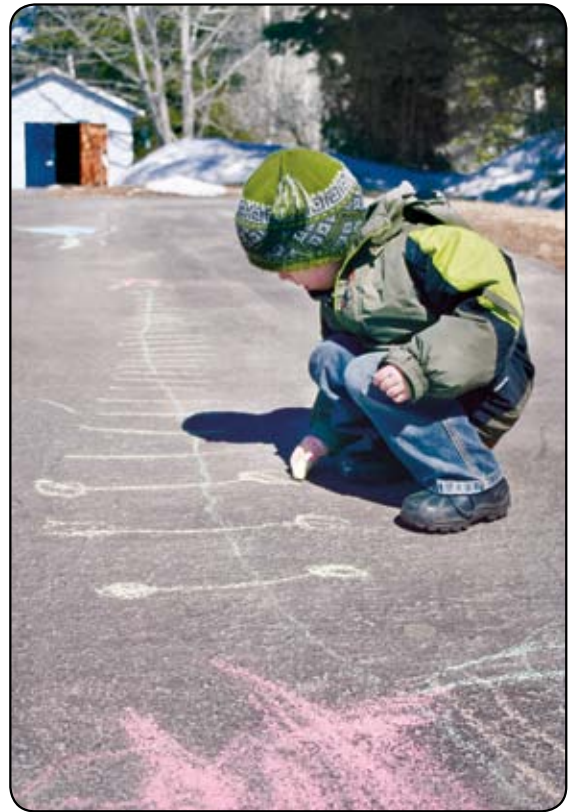
In order to allow the children access I hope to keep instruments in my room. I will introduce them to the Name Game so they can count the beats in their name. I also hope to find some old pots and pans to use as instruments.
~ Dianna Morris Chatham Day Care Centre Inc. Too

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Mark-Making in the Spring of the Year.

~ Karen Clark Clark's Early Learning Program



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Use a Variety of Sign Systems



“I’m Gonna Go Further.”

On September 25th, while sitting with a group of children who were drawing, Blake decided that he wanted to write numbers instead. He wrote from 1 to 19 only asking about how to write 6 and 9. When Blake got to 20 he wrote 1 10 – a clever strategy as twenty is two-tens. Jill and Blake discussed how to write the number 20 and he continued with 21, 22, 23, 24 until he got to 30. He asked how he should write 30. We talked about how he wrote 20 and we decided that thirty was a 3 and a 0. Determined, Blake continued to write up to 32. I told Blake about the Work-in-Progress shelf and he decided to put his work there until tomorrow.

During pick-up time, we told Blake’s mom about his interest in writing numbers. She shared that yesterday Blake had been playing hopscotch and this is maybe where his interest in numbers had stemmed from.

Upon arrival on September 26th Blake continued his number writing activity. When he finished writing the numbers

to 40, he noticed his paper had a small rip. He was a little concerned so Jill helped him fix it with tape. He decided he would like to take his work home.

The next day Blake arrived, collected a piece of paper and said, “I’m gonna go further than last time.” He wrote his numbers using a ruler to help him when he got stuck. Each day Blake spends a little time on his numbers. I wonder how far he will go each time.

Why this is important? Blake perseveres in completing his own activity revealing his deep interest in learning number recognition and representation. Blake’s confidence to invent a way to print 20 reveals his theory of numbers. Throughout this experience he is building relationships with adults in the room who help him at his request and provide him with a Work-in-Progress shelf until he is ready to start again. ~ Tonya White UNB Children’s Centre

Meet The Parents.

The first two weeks in February the Junior Preschool children have been talking about love and consequently families, in honour of Valentines Day. We talked about moms, dads, and siblings in our different families. I explained my family of Mom, Dad, and brother. Not everyone believed I had a mom and dad because I was “big” but Owen took particular interest asking me many questions about them. Then sitting down at the art table, taking great care, he drew his interpretation of my parents.



Yesterday I had the opportunity for my parents to stop by our centre. Owen was so excited to meet them. I was surprised how interested all the children were in meeting my family and how proud I was to have these two very important parts of my life come together.

~ Erin Brewer Sussex Early Learning Centre



Documenting Jenna's Puzzle-Making.

The children had been colouring and cutting out pre-made puzzles. I decided to take this activity a step further because I knew it would be no problem for the children to create their own puzzles. I provided paper, markers and scissors and asked them if they would like to make their own puzzles. Jenna was very proud of the puzzle she made and she enjoyed the challenge of putting it back together again.

I always take pictures of each step during activities. Photos allow the children and I to remember the steps we took and the challenges or discoveries we experienced.

The children enjoyed challenging me to put together their hand made puzzles. I would like to invite the children to create their own games. This would be very interesting as we could take our learning to new activity and see what we could do there.

~ Ghislaine Lebel Garderie Les Amis de Jessie



Why this matters:

The misconception of learning as simply a question of following the children's interest has been challenged through recognition that everything does not have to start with the children.

The important thing is when and how educator's ideas are enacted...most importantly it must take into account what kind of problem the children are closest to and allow children to construct the problem they are working on from many perspectives. Olsson (2009, 15)

For Reflection

What resources and sustained time do children have on a daily basis to support their growth in symbol-use within the five sign systems? Think about children's access to tools for mark-making in a range of areas in the room, props for shaping and extending dramatic play, a range of books, musical instruments, magazines, pictures, charts, labels, number play, name tags, signs, notes, videos. How are home languages of all children valued in spoken and printed forms?

How does the social experience gained from peer interaction contribute to multimodal literacy engagement and production? Think about how you provide for children to share ideas, thoughts, experiences, songs, dances, block buildings, poems, letters, lists, and jokes. How are pleasure, curiosity, and persistence modelled and honoured?

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Engage in Multimodal Meaning Making

WHAT'S INVOLVED IN LEARNING

- Engaging with the symbols and practices of language
- Engaging with the symbols and practices of music
- Engaging with the symbols and practices of math
- Engaging with the symbols and practices of art
- Engaging with the symbols and practices of drama



When Avery stated, "I don't know what to draw," I challenged her to look around the room. Avery decided to draw the dragon the children had constructed after reading *George and the Dragon* by Chris Wormell.

~ Jill Bateman UNB Children's Centre

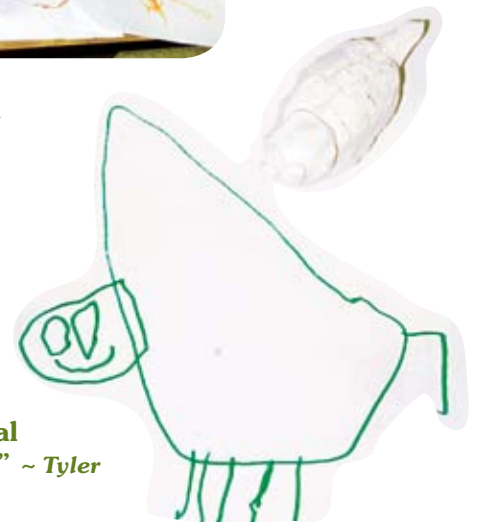


ADD MUSIC AND SOUND EFFECTS!

Felt boards and moveable parts promote playful participation in story performance.

After a series of special pet visits, children at *Next to Mom's* are invited to talk about, sketch, read about and mold their favorite animals.

~ Next To Mom Day Care Centre



"My favorite animal is a happy turtle." ~ Tyler



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Children are symbol weavers. Dyson (1986, 2001) They have less cultural experience and so are less constrained by boundaries between sign systems. Kress (Cited in Rowe, 2003, 265)



Authoring for young children involves language, vocalization, gesture, gaze, bodily action and mark-making.

Lancaster (Cited in Rowe, 2003, 265)

Encouraging creativity and engaging children:

Ask "What if?"

Instead of just listening to *The Lion Sleeps Tonight*, what if the children turned into sleeping lions?

What if the lions took a walk?

What if the children could understand the language of monkeys?

What if they became other jungle animals?

Can you show the idea?

Let a puppet show the idea to the children.

Show it in a ballet. Show it in movement.

Show it in gesture. Show it in expression.

Can we sing it or do it as a story?

Can we turn it into a play?

Brodsky Chenfeld (2010)

ALL MODES: SPEECH, WRITING, IMAGE, GESTURE, BODY MOVEMENT OR 3D OBJECTS COMMUNICATE AND REPRESENT MEANING PARTIALLY. LEARNING HOW TO COMMUNICATE AND REPRESENT MEANING MEANS UNDERSTANDING WHAT EACH MODE CAN DO AND WHICH COMBINATION OF MODES BEST WORK IN EACH SITUATION.

Kress (2003)



My Family On Our Boat
by Drea

#1 Baby sister Bree with a penguin on her shirt

#2 Mommy with her glasses on

#5 & 6 Layla and Daddy doing the 'Crazy Fool'

~ Elaina Hallihan Periwinkle Blue Day Care/Preschool

Children combine writing with talk, drawing, gesture, and dramatic play. Rowe (2003)

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Engage in Multimodal Meaning Making

“The Red Book”

Angela Thompson of Salisbury Early Learning Centre, took some children on a community walk to search for red items. As the children excitedly named their red discoveries, Angela took photos.

“The Red Book” opens to a bit of pop culture — a red Spiderman cap. Reading the photos, we encounter a four-wheeler, red milk crates propping up a trailer, and a deer apples sign — all familiar icons of rural New Brunswick culture. Red roses and red trees are familiar sights of our natural world. Many photos highlight local street and shop signs and vehicle names. The children even found a red guitar and a red quilt.



“What’s In My Pocket?”

One of Donna Baisley’s “Kids Are Us” two-year-old children shared his discovery of the pockets of his pants with Donna. She asked him if he would like something to put in one of his pockets, and obligingly she printed a short note. He carried that note around all day and shared it with his mom at pick up time.

The next day he returned with a note for Donna’s pocket. Donna noticed other two-year-old children becoming interested in this note exchange and she scribed a range of notes for each child. However, Donna soon learned the children’s real interest was in what was in pockets — rather than the exchange of notes.

Donna created a three dimensional text. She cut pockets from different clothing articles, with assorted closures — some with buttons, others with zippers or snaps. Using a piece of rope she attached each pocket to an empty masking tape roll. On the front of each pocket she printed the repeated question: ‘What’s in my pocket?’

Inside each pocket was a hidden treasure for sensory exploration and conversation. On the back of each pocket was a verse related to the hidden object. For example, the pocket holding steel chimes reads, ‘Music for your ears to hear’; and the pocket holding a watch reads, ‘The time we are together goes by every fast.’

“A Small Book”

Leisa Comeau of Chatham Day Care Centre noticed the two-year-old children’s fondness for big trucks on their community walks. This reminded her of the abandoned truck in her yard that her children loved to play in. She shared a picture of this truck, telling the story of her children’s play.

In response to Leisa’s truck photo, three children brought in their vehicle pictures. Their action inspired Leisa to create a vehicle book. She invited families to take pictures of their vehicles and carefully chose a photo album with vehicles on the cover in which she placed the children’s pictures. “It needs to be small so children can carry it around with them.”

Leisa took care to ensure that each child was represented in the book by taking photos of those vehicles children noticed on their community walks.

Our Red Walk

and red milk crates.



A red slide

Signs, signs, everywhere signs,

APPLES



red jackets



and red on our hats.

From walking and talking to photography and storytelling to picture books.



How to Build a Snowman

By Karlie

First you make a big ball.
 Then you make a little smaller ball.
 Then a small one for the top.
 Then take little trees and stick them in the snow.
 Then you need little black eyes.
 Then make a little happy face.
 Oh, I forgot the nose, you need an orange carrot.
 All done!

~ Jennifer Laxton
 Little Treasures Child Care / Garderie Petit Trésors



Karlie



corey

Corey's Sticky Snowman

Kinda like a snowman at first. You know what those things are on the brown? Actually the brown is hair. Those sticky things they stick on flies. Now it's a sticky person. He helps people. If the flies fly around them he sticks his sticky things on the fly.

~ Maria Gillis Unicorn Children Center Inc.



Other Snowman texts to enjoy together:

- The Snowman*, by Raymond Briggs
- Snowmen at Night*, by Caralyn Buehner
- The First Day of Winter*, by Denise Fleming
- Stella, Queen of the Snow*, by Marie-Lousie Gay
- Winter Friends*, by Sylvia Panteleo
- Stranger in the Woods*, by Sylvia Panteleo

~ Photos by Karen Clark
 Clark's Early Learning Program

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Engage in Multimodal Meaning Making

“A Beat of His Own”

Over the weeks that Tristen has been with us, Vanessa and I have noticed that Tristen really enjoys to beat around and make music. He will pick up any item and explore it to see if it contains any musical potential. For instance, Tristen found an old chocolate tin in our “basket of treasures”. He started hitting it, alternating hands while I was reading the book “Love You Forever” by Robert Munsch. On another day he used some mallets he found on a canvas drum to keep the beat of the music that was playing in the room. We even observed him pausing when the music stopped.



playing it. Soon he discovered our water drums and began keeping a steady beat on them. When I turned on the music he began following it – resting when it rested. He even seemed to be keeping the beat in the air as drummers do while waiting to enter the song again.

Today Tristen picked up a mallet and a circular piece of wood. He walked around

What’s next?

In order to foster this learning for Tristen, Vanessa and I plan to research various early childhood musical learning and play activities as well as making sure there is always a variety of materials in the room at his disposal.

Why this matters:

As Tristen playfully explores and investigates different objects around our rooms, he is growing in his understanding of rhythm, repetition, and the properties of objects.

~ Dianna Morris Chatham Day Care Centre Inc. Too



Blaine’s three-dimensional mosquito.
“It’s a nothing blood bug... he, he, he, it’s a ‘squito’.
This is a driller thing cause ‘squitoes’ drill for blood!”

Sussex Early Learning Centre



Georgia

Before Georgia created this sketch, two groups of children were on two separate walks. Georgia found a leaf on her walk. She picked it up.

While she was picking up the leaf the other group of children saw her group coming so they hid. Suddenly, they popped out at the approaching group. Gavin who was in front got quite a scare. “Can you see his surprised eyes?” asked Georgia looking at her sketch.

~ Leisa Comeau Chatham Day Care Center Inc.

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Performing In Our Community.

This week we went to the Turnbull Nursing Home to visit with the senior citizens. When we first arrived, we went into the activity room where the residents were doing their fun and fitness program. As soon as the seniors saw their children their faces lit up. Violet sang, You are my Sunshine. Then the other children joined in and they sang the ABC song. It was awesome!

After they finished singing, Alexander told the story of Goldilocks and the Three Bears. He did a fantastic job and got a round of applause. After we left the activity room, we went on a tour of the facility and visited with some of the residents who were in their rooms. The seniors loved it and so did the children.

Our tour finished in the dining room where the kids were given a snack of chocolate chip cookies and apple juice. This was a very beneficial outing for the children and the seniors; it was a very social experience and one that is definitely worth doing again.

Brian, tell us more about Alexander's recital of "Goldilocks and The Three Bears".

In the mornings I usually ask the children if anyone wants to tell a story or hear a story. When it's my turn, I tell the fairy tales that I learned when I was growing up. I act them out; perform them with sound effects, actions, and change my voice for each character. I tell what I know. I don't know anything about Johnny Nitro for example, so the children have to tell those stories. What surprised me about Alexander is that he used actions, voice changes, and sound effects - just like I did.

And the children in your group know the words to "You Are My Sunshine"...

Yes, well, when Violet's grandmother heard the children were going to visit the nursing home, she taught Violet, You are my Sunshine because it is a song she loved and thought that the seniors might love it as well - and they did - as did Violet who sang the song twice.

~ Brian Gallon YM-YWCA Prince Edward Square

For Reflection

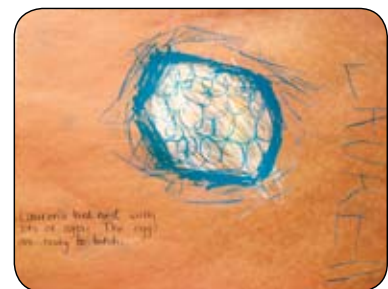
What methods does your centre have for documenting children's language and literacy growth within the five sign systems? How does that documentation honour children's experiences, knowledge, skills and playful explorations?

Think about how your documentation honours children's invention of stories, songs, poems, maps, three-dimensional structures, and drama. How does that documentation inform your responses to children's learning in individual and collective ways?

How are children supported in their multimodal literacy learning? Think about how you help children connect and extend talk, mark making, constructions, performances, and reading. How do parents and educators share their collective knowledge about multimodal language and literacy growth?



Breaden's bird nest with ten eggs.
"Daddy Bird is finding eggs."



Lauren's birdnest with lots of eggs.
"The eggs are ready to hatch."

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Foregrounding the language, tools, and practices of...

PRINT

Printed materials which hold meaning for children — names, words of personal importance, charts explaining the daily routines and notices dictated by children for displays – all contribute to children’s growing awareness of words and how they work. What ever their age, children learn that print sends messages, that it is organized in a particular way and that it is comprised of clusters of letters which they will later come to recognize as words. All of these understandings are taken for granted by adults but need to be acquired by children. Bromley (2006, 13)



HIGHLIGHT Letters, Words, AND Sentences IN THE ENVIRONMENT...

In Favourite poems • picture books • birthday cards • emails • songs • comics • notes • signs • recipes • puzzles...



On T-shirts • backpacks • posters • packages • shelf labels • toys...



Of Children’s talk • storying of events, questions, theories • painted stories • block stories...



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Marks communicate a message.



Plan for children to encounter and playfully explore print through:

- signs in the block corner, the dramatic play centre and the rest of the room
- letters to home, other children, friends, guest speakers, Santa
- lists, cards, surveys, rules, directions, maps
- books, poems, songs, recipes
- notes, reminders, invitations, shelf labels
- sign-in, nametags, placemats
- documentation of learning such as questions, descriptions, ideas, and theories

Mark Making Materials:

Thin markers
Thick markers
Crayons
Pens

Coloured pencils
Lead pencils
Sticks
Chalk

Finger paints
Tempera paints
Watercolors
Water

Clipboards
Chalkboards
Whiteboards
Feltboards

Fingers
Sticks
Stamps
Staples
Scissors
Glue
Tape



Learning to read and print favourite words



Facilitate meaning making and extend children's encounters with print by:

- Providing opportunities and resources for children to interact with print.
- Supporting children's comments about text and mark-making.
- Asking questions about meaning and extending learning when appropriate.
- Helping children to achieve what they are unable to do on their own through reading, talking and creating printed text with them.
- Sharing experiences with printed text.
- Showing how text is used.
- Recognizing children's efforts to gain meaning from text.
- Talk about the shapes and sounds of letters and words.
- Documenting carefully which texts the children respond to and how these can be built upon. Haller (1999, 65)



Different Texts Communicate Meaning Differently

BOOKS THAT INSPIRE MARK MAKING:

- Bear Hunt*, by Anthony Browne
- Ish*, by Peter H. Reynolds
- The Dot*, by Peter H. Reynolds
- The Shape Game*, by Anthony Browne
- Angel Pavement*, by Quentin Blake
- Harold and the Purple Crayon*, by Crockett Johnson



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Foregrounding the language, tools, and practices of...

MATH

Early childhood mathematical literacy refers to the mathematical knowledge, understandings and skills used in the everyday as children play, describe, and think about their world.
Ashton (2007)

Number Narratives...

- How many people live at your house?*
- How many blocks in your building?*
- How many crackers do we need for snack?*
- How many cubes wide is the door?*
- How many windows in our building?*
- Where do you see numbers at your house?*
- What number stories can we create together?*



LANGUAGE OF NUMBERS:

- NUMBER:** ONE, TWO, THREE, FOUR...
- ORDER:** FIRST, SECOND, THIRD, FOURTH, FIFTH, SIXTH...
- ADDITION:** ADD, IN, ALTOGETHER, TOTAL, ONE MORE...
- SUBTRACTION:** TAKE AWAY, HOW MANY LEFT, ONE LESS...
- MULTIPLICATION:** TALLYING, COUNTING EQUAL SETS...
- DIVISION:** HOW MANY WILL WE EACH GET, THE SAME AMOUNT, FAIR SHARE...



Infants and toddlers explore shape with their hands, feet, eyes, ears and mouths

Sand play

Board games

Finger plays

Counting poems

Block play

Putting away toys

Cooking

Nesting toys

Counting songs

Target games

Recording recycling

Books with patterns

Pouring drinks

Setting the table

Recording plant growth

Puzzles

Water play



FINDING, INVESTIGATING, AND MAKING PATTERNS:

Number • 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, **BLAST OFF!**

Orientation •

Size •

Shape patterns •

Colour • RED, GREEN, GREEN, RED, GREEN, GREEN, RED...

Auditory • CLAP, CLAP, STAMP, STAMP, STAMP, CLAP, CLAP, STAMP...

Visual • zig-zag, stripes, spotted, checkered...

How many *steps* to the...?

How many *markers* long is...?

How many *blocks* are in your tower?

How many *more cups* do we need?

How many *paper clips* to make a necklace?



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Measurement:

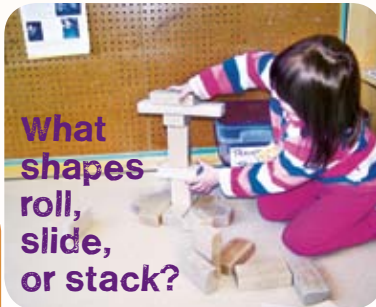
- ? How much
- ? How long
- ? How far
- ? How wide
- ? How heavy
- ? How high
- ? How short
- ? How tall

Work with children to make picture graphs, bar graphs, and tally sheets.

HEAVIER THAN
Longer than
 Shorter than



Finding Transforming Sorting Naming Describing



What shapes roll, slide, or stack?



Model:
 Counting objects
 Guessing how many
 Counting fingers



Daily routines teach

A sense of time

Discuss:
 Time it takes to get somewhere

Discuss:
 Time it takes for events to happen

Discuss:
 Seasonal Changes

over to the right of
 below
 beside
 between inside
 above outside
 behind under

BOOKS THAT ILLUMINATE MATH CONCEPTS:



- Ten Black Dots,* by Donald Crews
- Anno's Counting Book,* by Mitsumasa Anno
- Color Zoo,* by Lois Ehlert
- Tumble Bumble,* by Felicia Bond



COLLECT, CLASSIFY AND REPRESENT INFORMATION TO ASK AND ANSWER QUESTIONS



Circles / Squares / Triangles / Rectangles / Cubes / Cylinders / Cones / Hearts / Stars / Diamonds / Hexagons

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Foregrounding the language,
tools, and practices of...

MUSIC

Children should have many opportunities to explore, examine, share, listen, sing, move and respond to music they create themselves or that others create.

Manners & Carroll (1995, 24)



MONA'S MUSIC PROJECT

- EXPLORE NEW INSTRUMENTS
- LISTEN TO BOOKS AND CDS
- INVITE CHILDREN TO SING THEIR FAVORITE SONGS
- MOVE A PARACHUTE TO MUSIC
- MAKE YOUR OWN SHAKERS
- INVESTIGATE WATER BOTTLE SCALES
- INVITE A MOM AND DAD IN TO TANGO
- CELEBRATE A CHILD'S BALLET LESSONS
- LISTEN TO A CHILD'S PASSION FOR THE HARMONICA
- GRAND FINALE - DRESS UP FOR A BALLROOM WALTZ TO STRAUSS.

~ Mona Elyabi Next To Mom Day Care Center



Unfortunately, we tend not to think of children as composers of music because we make judgments of their compositions based on adult standards.

Upitis (1990, 3)



Jam Session

Children love to express themselves through music. Setting up a real set of drums with microphones and speakers gives them the opportunity to be creative while also giving them responsibility of using real equipment.

~ Suzanne LeBlanc Le Jardin des Câlins



Music and Rhythm are everywhere!



- Clash and crash of pots and pans
- Ring of wind chimes in the garden
- Whoosh of wind in the leaves
- Crunch of walking in the snow
- Whisper of rubbing our hands
- Instrumental music in the mall
- Rattle of seeds in a container
- Swish of windshield wipers
- Rustle of leaves in a pile
- Rain beating on the roof
- Bird song in the morning

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The most supportive action is to encourage baby's love of musical company by becoming part of it.

Trevarthen & Malloch (2002, 15)



Play any rhythmic music. As you play the music move to it. The babies will watch you. Keep your eye on the babies they will show you the music they like. Brodsky Chenfeld (2010)

Sing, sing, sing for the joy of singing!



BOOKS THAT INSPIRE MUSIC MAKING:

Round and Round the Garden and Other Action Songs,
by Caroline Repchuk

Head, Shoulders, Knees, and Toes and Other Action Rhymes,
by Zeta Newcome

The Wheels on the Bus,
by Maryann Kovalski

This Old Man,
by Carol James

This Little Piggy and Other Rhymes to Sing and Play,
by Jane Yolen & Will Hillenbrand

I Know an Old Lady Who Swallowed a Fly, by Nadine Bernard Westcott

Barnyard Dance!, by Sandra Boyton

Knick-Knack Paddywack!,
by Paul Zelinsky

The Wheels on the Race Car,
by Alexander Zane

Old MacDonald,
by Rosemary Wells

- Lullabies
- Skipping Songs
- Rhymes and Chants
- Favorite Movie Theme Songs
- Country • Love Songs • Classical
- Remembered Songs from Childhood
- Folk • Commercial Jingles on TV
- A Cappella • Campfire Songs
- Marches • Carols • Jazz
- Popular Tunes • Rock
- Reggae...

- Sing old favorites and introduce new tunes
 - Move with children to music
- Perform actions of a song, chant or story
- Use music during routines (clean-up songs)
 - Change lyrics of familiar songs
 - Invent new rhymes
 - Read books that are songs
 - Author songs with children
- Record children's made up songs
- Make sound-makers for and with children
- Explore musical instruments with children
- Highlight musicians in your community
- Respond to children's discoveries of sound
- Add sound effects to stories and poems



Move to the tempo:
March to the beat.
Moving fast, moving slow.
Sing a tune, explore a pitch:
Singing high, singing low.
Listen for the dynamics:
Play that note loud and fast,
Now play it soft and slow.
Making up the lyrics,
Or use vocal play to scat.
Clap out a rhythm:
Repeat lively patterns
Of sound and silence,
Play and pause to applause!



Lydia

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*Foregrounding the language,
tools, and practices of...*

ART

Sometimes art might be finger painting on a table that gets washed off later, or a picture drawn in the snow or mud. We can share this process with parents by taking pictures and describing children's language, their actions on the materials and the effects they produce. I always prefer to ask, "Tell me about your picture" rather than "What is it?" This opens up the conversation to focus on the process. If we focus on the process children might be braver about trying. It takes away the pressure of having to produce.

Jill Bateman, UNB Children's Centre

Line
Colour
TEXTURE
SPACE
Pattern
Shape



**Hanging paintings
at floor level for
the youngest
artist's gaze!**
Kid's Choice Toddler Centre

COMMUNICATING TO EXPAND AND VALUE VISUAL ART EXPERIENCES:

- WATCHING IN RESPECTFUL SILENCE
– SMILING, EXCHANGING GLANCES
- LEARNING FROM CHILDREN
– WHAT HAVE THEY DISCOVERED
OR NOTICED?



ROLLING PINS
COOKIE CUTTERS
GARLIC PRESSES
POPSICLE STICKS

A Collage Buffet

Bos (1978)



Modeling & Molding



Balls
Coils
Bridges
Columns
Snakes
Cookies
Holes

Squeeze
Roll
Bend
Twist
Flatten
Pound
Press
Pinch
Stroke
Squash
Poke
Carve



Textures

Prickly	Silky	Stony
Hairy	Satiny	Rough
Smooth	Feathery	Gritty
Wooly	Furry	Bumpy
Velvety	Knobby	Grooved

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Lines & Patterns



<i>Spiraling</i>	Painting
<i>Swirling</i>	Stroking
<i>Spidery</i>	Sweeping
<i>Bold</i>	Jabbing
<i>Thick</i>	Dabbing
<i>Thin</i>	Swirling
<i>Fine</i>	Scrubbing
<i>Sharp</i>	Splattering
<i>Jagged</i>	Layering
<i>Pointed</i>	Splat
<i>Piercing</i>	Patterns
<i>Diagonal lines</i>	Shapes
<i>Horizontal lines</i>	Colors
<i>Up and down</i>	Wash
<i>Back and forth</i>	Tints
<i>Around and around</i>	Shades



Inviting children to tell you about their representations:
You've painted this very carefully; How did you start? I see you've made many dots. I wonder what is happening here; Can you tell me?

Observing and/or narrating children's techniques: *I notice your curly lines.*

Posing a challenge: *How will you show those whiskers?*

Expressing curiosity: *I wonder how you made that texture? Colour? Shape? How did you make that stand up? How did you join those pieces?*

Printing their words and displaying their work.



Models inspire painters from four to ninety-four.

Choose objects and visual works that interest children and are close to the shapes children are able to draw or paint.

Remember children may:

- simply enjoy touching, looking and talking about the object
- interpret and represent the object in their own style
- choose to ignore the object and represent other ideas
- choose to focus on one part

Kolbe (2007, 2005)



Experimenting with shape, motion, and colour

Exploring materials

Expressing emotions

Representing a person, place, object or event

Investigating a technique



Words can be part of visual vocabulary before they are part of a child's verbal vocabulary.

Kolbe (2007, .17)

BOOKS THAT INSPIRE ART MAKING:

Beautiful Stuff,
by Cathy Weisman Topal & Lella Gandini

Rapunzel's Supermarket,
by Ursula Kolbe

It's Not A Bird Yet,
by Ursula Kolbe

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Foregrounding the language,
tools, and practices of...

DRAMA

What do educators learn when they play/perform with children?

They can "enter those worlds not to observe but to participate with children, not only to listen but to interact and shape meaning, and not only to enter imagined space-time but to explore possible ways of acting and identifying with other people in the world." Edmiston (2008, 12)

Children perform cultural and imaginative narratives from experiences, books, movies, video games, tv...

Through performance they enter into roles where they can author understandings and identities, take on other perspectives, explore languages, and solve problems collaboratively.

Children love to perform to an appreciative audience of friends, families and educators.

As they perform, children can move in and out of authoring and performing.



COSTUMES
PROPS
PUPPETS
DRESS UP CLOTHING
SIGNS
MASKS
DANCE SCARVES



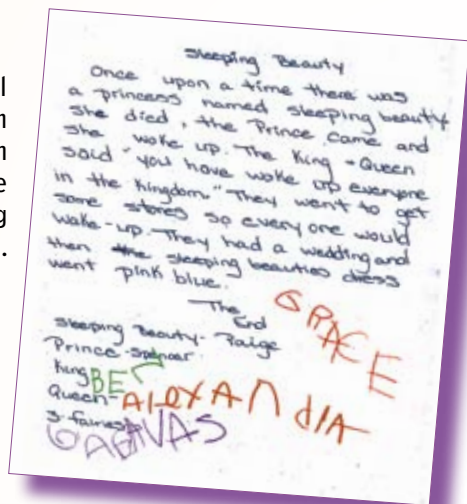
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Sleeping Beauty

Once upon a time, there was a princess named Sleeping Beauty. She died, the Prince came and she woke up. The King and Queen said "You have woken up everyone in the Kingdom."

They went to get some stones so everyone would wake up. They had a wedding and then Sleeping Beauty's dress went pink blue. *The End*

Children in Jill Bateman's room sign up for parts in a play they wrote about "Sleeping Beauty".



The key is curiosity, and it is curiosity not answers, that we model. As we seek to learn more about the child, we demonstrate the acts of observing, listening, questioning, and wondering. When we are curious about a child's words and our response to those words, the child feels respected. The child is respected. Paley (1986, 127)

Superheroes trying to avoid fiery lava.



How can we face that unknown creature of unpredictable strength?

Performing stories of possible actions and reactions satisfies our desire to understand the power and mysteries of life and death; love and hate; and good and evil. Playing out events we identify with allows us to construct meaning, ask questions about the unknown, explore how we might act or react and understand the range of ways power might be used. Edmiston (2008)



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Co-Construct Literate Identities

WHAT'S INVOLVED IN LEARNING

- Creating texts reflective of family, local, and global literacies
- Learning various local literacy practices within a range of communities
- Learning the uniqueness and similarities of their family's literacies and those of others



Brooke

"There's Daddy. There's Brooke. We need a bus ticket. The cars are red. This is the road."
 Brooke said as she drew her Daddy and herself traveling to Unicorn Children's Centre by bus.
 ~ Maria Gillis Unicorn Children's Center Inc.

Nanny, mommy, poppa, and Lily participating in Run For the Cure in Nova Scotia, Fall 2009.

Lily and her family support this fundraiser yearly in honor of Lily's Aunt Kelly, a cancer survivor.

~ Maria Gillis
 Unicorn Children's Center Inc.



Lily



Many questions about bugs inspired a visit from an entomologist. His passionate presentation about bugs along with some important props transformed our dramatic play centre into an bug laboratory.

UNB Children's Centre

The language, practices and symbols of Animal Hospitals... ~ Gail Fournier Millidge Avenue Tot Spot Childcare



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"I am going to draw the airplane. Know what the airplane landed at? A round airport. They had special seats. There was another airplane coming to pick us up. That's the picture of the big plane. We went to New York City."

"I am going to add a little more people." Anderson said as he dotted the page.

"We saw a little Kitty in a cage with a zipper to open and close. It's just like a big piece of ribbon and the people who make food walk through it," Anderson said as he drew five or six vertical lines. Look at all the people, Maria, there's all kinds of people."

~ Maria Gillis Unicorn Children Center Inc.

What are your families' literacy practices? At "Next to Mom Day Care Center"...



- A dad who is a sous-chef invited the children to make their own pizzas;
- A mom and dad taught the tango during a music project;
- A mom shared her career as a paramedic and left paramedic supplies for the children;
- A mom shared her talents as a cake decorator on special days;
- A dad who is a carpenter helped children construct picture frames.



What are your families' passions, interests, hobbies, ways of celebrating... ?



I am motivated by the creativity and imaginative ideas that are born each day in our art centre! Most materials are recyclables complimented by necessities like glue, tape, and mark-making tools.

With the accumulation of master-pieces, I thought, "What better way to share them than an Art Show!" So I invited families to a potluck and art gallery premiere on Friday at 5 pm.

We all voted to pitch in on pizza and it was a success! We had a ten minute slide show of children's pictures from September to now and each child had a wall space "Featuring.... so-and-so!"

Every family was present and expressed sincere thanks for the family time and the chance to get to know other families too!

I provided t-shirts and fabric paint so each child and their family could design t-shirts.

A great success overall and well worth the work and extra time! I plan on hosting an event at least quarterly to show the parents how important community is in my daycare!

~ Cassandra St. Louis Precious Gems Play Centre

Like many educators, Amy and her husband share their home interests with children. In this care they brought in an abandoned nest and a trunk gnawed by beavers.

~ Amy Savoy Chatham Day Centre Inc. Too



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Co-Construct Literate Identities

Community Inspires Circus Curriculum

As we walked down Water Street in St Andrews, I witnessed the children's excitement as they stopped to watch a Juggler. Noticing the children's absorbed attention and delight in the Juggler's performance, I experienced an A-Ha moment. This unpredicted event could inspire a circus project. I decided to invite Eric to our centre to share his circus passions with the children.



Eric teaching us how to juggle.



Eric showing children how to contort their bodies.



Learning to do cartwheels and flips.



Serving food



Our ticket booth



Our concession stand

Creating clown puppets





Charlee the clown selling ice cream.



Buying and selling ice cream and cotton candy.



Some of our performers.

Transforming Our Classroom Space



A face-painting book, a price list, a volunteer mom, Simone Kitter, costumed as a painter, a tablecloth, a mirror and some festive decorations transformed this table in to a Face Painting Booth.

Loïc invents a balancing game using our juggling balls and a concession stand tray.



Kaylee lion and Aidan elephant sneak into our circus tent.



Why this matters:

As Early Childhood Educators, the compassion, dedication, and joy in our profession has multiplied through the new Curriculum Framework. My mind and heart were always set on program planning through themes until the excitement arose in my three-year-old children while on a routine neighbourhood walk. Seeing how this local juggler inspired a month long circus curriculum was my "A-Ha" moment.

I now trust that through careful observation, determination and getting to know my children better, our curriculum will unfold before us. Though there are many challenges, the excitement of the children telling me what they want to learn is exhilarating.

~ Angela Little Passamaquoddy Children's Centre Inc

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Co-Construct Literate Identities

Making a Christmas Wreath.

On Monday we went outside our play fence to explore fir trees with the children. We explained that you can use the fir tips to make a wreath. We described how to snap the tips off the tree showing that the tips should be approximately 1 - 1½ feet long. The children collected many tips and put them in our shed. We explained that we had to leave the tips in the cold or they would dry out and all the spills would fall off. Then we showed them what spills were.

On Tuesday we brought the tips inside, placing them on a newspaper covered table. I showed the other wreath making supplies: a ring and wire. Demonstrating how to break the tips, I placed them on the wreath ring, holding them in place by winding the wire around them. The children took turns winding the tips onto the ring until our wreath was finished.

On Wednesday we decorated our wreath. I showed the children how to attach the decorations with the extra wreath wire. The children finished our wreath with a big red bow. Thursday we hung our wreath on the front door. The children were all excited to tell their parents who were equally thrilled to see their children's wreath.



Did you know? New Brunswick is the largest wreath-manufacturing province in Canada!

Why this matters:

Together we explored local wreath making in the context of the children's day care. The children are introduced to the language of wreath making - fur tips and spills, the characteristics of a fir tree and the process of constructing a wreath. Wreath makers in the community continue to contribute to our centre by saving the wire spools for our children to explore in other ways.

~ Christina Shaw, Jennifer Janes, Stephanie Kelson Pennfield Daycare

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Adventureland Daycare and the Library

Your centre goes to the library regularly — can you talk about what is involved in taking the children to the library?

Every Tuesday twenty-two children and three educators take a forty-minute walk to the public library. The three and four year old children walk together holding hands while the educators hold the hands of the two-year-old children. Sometimes we borrow a red wagon for them because it is a long walk. Our walk takes us on less heavily traveled roads — on the trail to Sobey's, up Carleton Street and through the graveyard. The children always recognize the Sobey's sign. Once we reach the graveyard, they know we are almost there.

When we arrive we usually meet children from other childcare centres. We browse through board books, listen to the librarian read and sing some songs together. Then I take the children up the picture book aisles where they can choose two or three books to take back to the centre for the week.

What happens with the books when you return? How do you decide what to read?

Back at the centre, the library books are placed in a library bin. In the morning the helper of the day chooses two stories that will be read. This works well because I have five children and there are five days in a week. Everyone gets his or her turn! In the afternoon, I get to choose the story. It takes fifteen to twenty minutes to read the stories. Children spend time with books on their own



and each other. We have bookshelves in every room and we read throughout the building at different times of the day.

Before I read with the children, I read the book myself - as much as I can - to get an idea of the story and of the expression and tone to use when I read aloud. Sometimes we do follow-up that is spontaneous and/or planned. For example, when I read *The Twelve Hats of Tara*, making a hat with material was spontaneous. Another time when we read *Bubble, Bubble* by Mercer Mayer I planned for a bubble table so that the children could make their own bubbles.

What do you notice about how children interact with the books?

The fours tend to retell the stories and they use the same expression and tone that I use. The threes look at the pictures. They love to read *The Monster at the End of this Book: Staring Loveable, Furry Old Grover* by Jon Stone. Over time they memorized the whole book. We have started the Scholastic books program and the parents pick out books for home. There are also lots of chances for the centre to buy books.

~ Cara Thiessen Victoria Street Adventureland Daycare



For Reflection

Become knowledgeable about the artistic and cultural life of your children, their families, your community, and beyond. Think about your own participation in events and communities – do you convey your excitement and interest to the children and build upon theirs?

Think about how you recognize children as readers, writers, musicians, artists, performers, and mathematicians in their own right in their daily lives. Documenting with photographs and drawings is a way of showing that children's representations are taken seriously while honouring the many identities of children and their families.

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Re-invent Popular Culture

WHAT'S INVOLVED IN LEARNING

- Transporting and transforming the literacies of popular culture from home into the centre
- Exploring various identities and characters embedded in popular culture
- Growing in their capacity to ask critical questions about stereotypes represented in popular culture

Pretending to be Other People, Animals, or Destructive Monsters

allows children the opportunity to explore identities, complex ethical situations and other perspectives.

By authoring understandings and identities children can explore themes that might preoccupy and disturb them even if they have not encountered them in everyday reality: birth, death, hatred, anger, love, injury, war, violence, fear, being left alone, good and bad,...

In play we can start and stop it. Everyone playing needs to be emotionally and physically safe so remind children that when someone says "no" they need to stop.

When safety is established children can think and feel deeply about imagined events that would be more violent, traumatic and horrific in real life.

Edmiston (2008)



"Optimus Prime" by David



The Ultimate Flash is a lightning guy. He wears a big, red ^(cape) ~~cap~~.
 IF HE SEES a BABYSITTER fights them.



television oral rhymes jokes raps radio stickers cards jewellery clothes artifacts for role play games comics books cell phones computers video

Learning the 'Hoe-Down Throw-Down'.

Hannah Montana has been playing a huge role in our room. With her new movie out, the Hoe-Down Throw-Down has become very popular. Laura and Emma took great pride in displaying the moves to this dance. The girls used teamwork to execute how things would happen. They displayed a huge amount of respect for themselves and others as they involved everyone.

~ Aimee Olsen
 Beary Special Daycare Inc.



Learning the Hoe-Down Throw-Down.
 Hannah Montana has been playing huge role in our room. With her new movie out, the hoe-down throw-down has become very popular. Laura and Emma took great pride in displaying the moves to this dance. The girls used teamwork to execute how things would happen. They displayed a huge amount of respect for themselves and others as they involved everyone.

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When children bring in their cherished toys we can see it as an opportunity to take children's theories, hypotheses, dreams, and fantasies seriously, instead of seeming not to have heard anything or telling children that they should not talk about these things.

Dahlberg Cited in Dahlberg, Moss & Pence (1999, 52)



As an adult player be ready to co-create imaginary worlds in blocks, paints, sand, water, gesture and performance. Be ready to explore possible selves, invented worlds and **what if...** scenarios.



video games food drink toys clothes shoes film video posters magazines music television oral rhymes jokes raps radio stickers cards jewellery clothes

Respecting and learning about children's knowledge, experiences and ideas can be balanced with counter-images that challenge cultural stereotypes such as "Yes, girls can be pirates ... or hockey players"



Popular culture can inform the literacy curriculum of early years settings when educators recognize and build upon children's popular cultural pursuits.

J. Marsh (2003)



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Re-invent Popular Culture

Keertan's Superheroes.

The blue and red one is Spiderman.
 The Blue one is a Power Ranger.
 The green one is the Incredible Hulk.
 The black one is Batman.
 The yellow one is Superman and
 the yellow one with claws is Wolverine.
 The orange one is Johnny with Fire.

~ Jill Shaw Centreville Child Care



~ Michelle LeBlanc Little Treasures Child Care/Garderie Petit Trésors

"I'm a Figure Skater!"

When Gabrielle arrives each morning we never know if she is Gabrielle, Dorothy, Lisa, Barbie Princess, Gossamer Fairy, or Alisa. This morning she arrived dressed as a Figure skater. She told me she needed to make figure skates. She cut the paper into four pieces, put one piece under her foot, one on each side and a strap over the top. She taped them all together around her foot. As she was doing this she looked at me and said, "China won the gold." She then made her second skate, stood in front of me and said, "Look, I 'm a figure skater."

Later, that morning, Gabrielle decided to write a play about a figure skater. It was called, "The Figure Skaters at the Olympics." She went around the class asking who wanted to be in her play. She needed two

figure skaters, three hockey players, a dog, and a cat. During our story time the children performed Gabrielle's play.

Gabrielle had been talking about the Olympics all week. Drawing from the media coverage of the Olympics, Gabrielle chooses her clothing, creates paper skates and authors a play for her and her friends to perform. We will continue to support Gabrielle's desire to write plays, create props and perform them during group time.

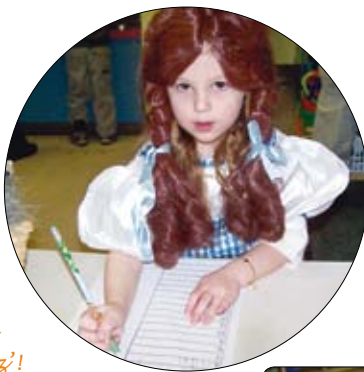
~ Tonya White
 UNB Children's Centre



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“Somewhere Over the Rainbow.”



Gabrielle, you surprised us when you arrived disguised as Dorothy from ‘The Wizard of Oz’! From your ruby slippers, to Toto in a basket, to the perfect braids, you looked just like Dorothy and even signed in as her. When I asked you if you wanted to write the play about your character you didn’t hesitate for a moment. You dictated the whole story to me from the part where you sing “Somewhere Over the Rainbow” to your chant of, “There’s no place like home.”

Soon other children wanted to be a part of your play. You were busy, with the clipboard in one hand and Toto in his basket, in signing up children for parts in the play, helping decide costumes and locating a yellow brick road.

Paige knew she wanted to be a witch. When she heard that there was a good and a bad witch she decided to be the good one. Ava asked to be the bad witch. Paige made a witch’s hat but couldn’t decide how to make it stay on her head. I suggested a band to staple it on similar to our birthday crowns and she decided to use a birthday crown instead. The beautiful yellow dress that she found in the dress up clothes was a perfect costume. Ava wanted a mask. She drew a face on black paper that was quite scary. Tonya helped her cut out eyeholes and put pipe cleaners on the sides to hold it onto her head.

It was obvious that Spencer was to be the Lion as he loves to play lions. Braedon put his name down as the Tin Man and in the meantime wrote a play of his own about the dog he had brought from home. Trent agreed to be the scarecrow and Jibril, Grace, Alexandra and Tonya were to play Munchkins.

Why this matters:

Gabrielle brought this powerful story that she knows so well to life in her pretending and performing. She was charismatic in her enthusiasm and attracted many other actors, eager to perform in her play. She was challenged to think of ways to act out her story in the environment. Other children used their imaginations as well to create the costumes they needed.

~ Jill Bateman UNB Children’s Centre



You became concerned at one point that you would need a yellow brick road. Luckily Kim noticed the large sheet of painted cardboard in the hallway. You and your friends paraded it around the room until you decided that the play was going to happen on the large steps so the yellow brick road was to be below it.

Before the play was performed you felt it necessary to warn the class about the scary scenes and suggest children could cover their eyes if they get scared. You started the show by descending the stairs and singing your song so beautifully. From then on you acted, directed and organized this amazing performance. You had a definite idea of how the show was to be performed and encouraged each actor to fulfill his or her role in the way you saw it.

There was a moment of worry when the Tin Man, Scarecrow and Lion were to receive their gifts and you remembered that we hadn’t cast anyone as the Wizard. Alexandra stepped up and did a fine job. You ended the show with the line, “There’s no place like home” three times. What a great job!



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Re-invent Popular Culture



"This is Mickey. I saw him at Disney. He says hi, but not talking, just with his hand."

"Mickey and Donald. You know what! Mickey is black and white and his shoes are yellow."

Mickey Mouse

During free play you decided you were going to draw Mickey Mouse. Ever since you got back from Disneyland you like to talk about Mickey Mouse a lot. After your first try, you said you could not draw him and you gave up.

The next morning when I came to work Martha showed me a wonderful picture you made of Mickey Mouse. I was so happy that you did not give up. Then you showed me another picture you made of Mickey Mouse. You did a great job, but you still were not happy with it. You did not think it looked much like Mickey Mouse.



That's Jane and Michael and the big one is Mary Poppins. Practically perfect in every way! That's me too.
~ Jackie Deil Springwater Christian Preschool

Later that afternoon, you decided you wanted to make Mickey again and guess what! After making three pictures of Mickey Mouse you were finally happy with your picture. It had a nice round circle for his face, and two smaller circles for his ears. You did not give up and you kept trying. If you put your mind to it, you can do it.

Why this matters:

- You are learning to extend ideas and take actions using language.
- Developing a sense of appreciation for human creativity and innovation.
- Developing a sense of self.
- Developing a disposition for flexible and fluid thinking.
- Learning to test your limits.
- Developing your fine motor skills.
- Transforming the literacies of popular culture into the centre.

~ Michelle LeBlanc
Little Treasures Child Care / Garderie Petit Trésors

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“My Favourite Superheroes”

“My favorite superheroes are Batman, Spiderman and Superman,” Alex explained after I admired how he was dressed from head to toe as Spiderman.

“Look,” he whispered as he pulled up his pant leg; “These are Mr. Incredible socks.”

Alex and I played a Spiderman game. I used the dinosaurs to attack his train track and he, as Spiderman, shot his sticky webs at the attacking dinosaurs to keep them trapped for 5 days!

While we played Alex taught me the following facts about Spiderman:

- Spiderman climbs walls.
- Spiderman shoots webs from his wrists.
- Spiderman jumps very high.
- Spiderman is invisible at night.

Later in the morning Alex painted a picture of Spiderman. This gave us the perfect opportunity to sing the theme song and to think about how we write the word Spiderman.

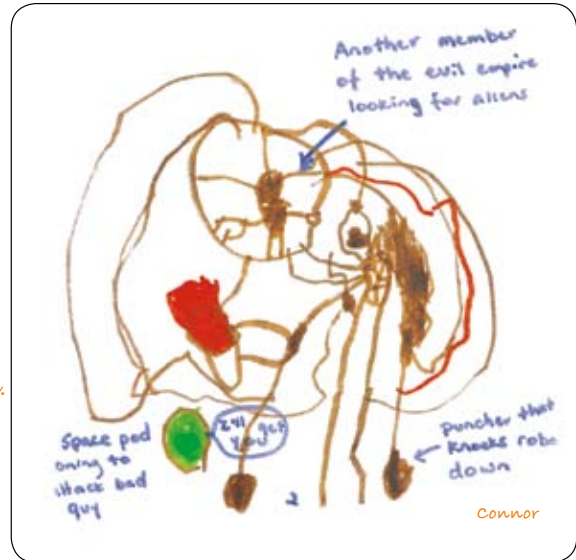
What’s next?

I look forward to learning what Alex knows about Superman and Batman and exploring different ways he can represent his knowledge of superheroes.

Why this matters:

Alex is using language and pop culture, one of his passions, to create imaginary worlds in his play. He recreates his knowledge of Spiderman through painting, play, dress, singing and conversation creating a connection between his home literacy practices and those in his centre.

~ Sherry Rose UNB Children’s Centre



For Reflection

Ask children and their families about children’s favourite characters from TV, books, videos, video games and comics, and music or sport celebrities. Think about how taking on these different identities informs children’s literate play, and can be extended to other sign systems such as painting or print.

Explore media representations by asking questions that challenge representations, such as, “What toys do you think both boys and girls would like to play with? How come you think that only boys can be Ninjas?”

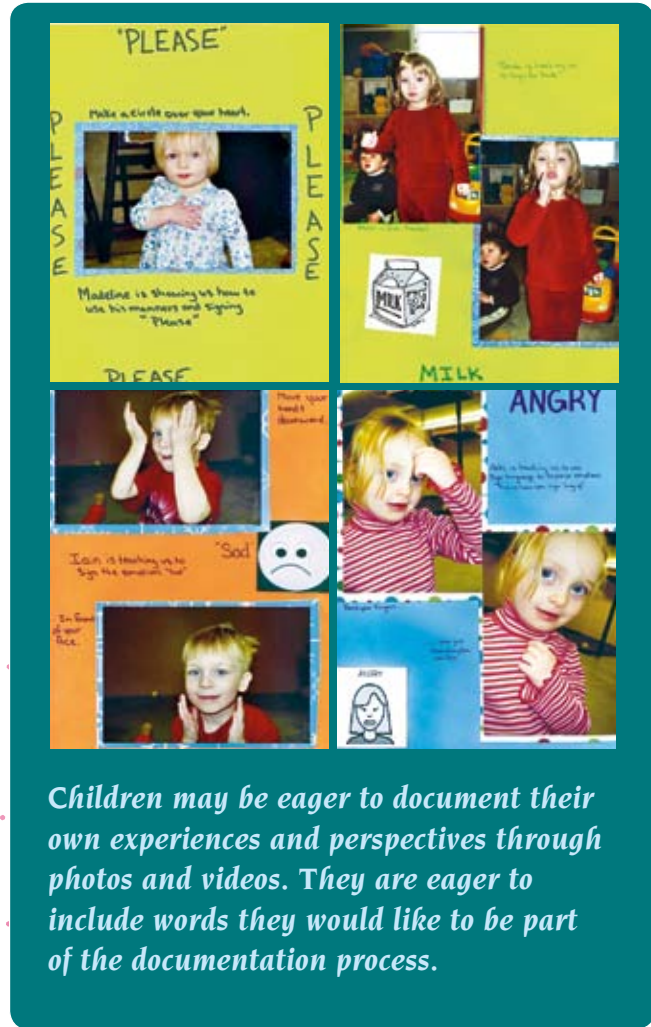


Use Digital Technologies

WHAT'S INVOLVED IN LEARNING

- Representing their experiences with technologies in everyday life
- Accessing and using digital technologies

Using digital technologies to make books with children.



Children may be eager to document their own experiences and perspectives through photos and videos. They are eager to include words they would like to be part of the documentation process.

Including digital tools in play gives children the opportunity to share what they know while they are creating imaginary worlds.



Providing children, families and educators with a camera can be an active, accessible, and flexible way to welcome participation and value creativity.

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Andrea used digital technologies to record the children's millipede project. Transferring the display into a book form allows the educators and children to celebrate a history of their learning while keeping the interest alive for those who have a deep interest in millipedes.

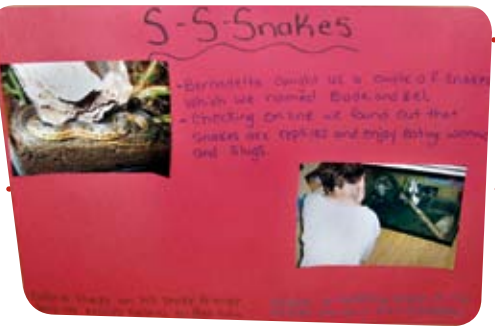
~ Andrea Sobey & Amy Savoy
Chatham Day Care Centre Inc. Too.



WHAT EVENTS MIGHT CHILDREN, FAMILIES AND EDUCATORS DOCUMENT? SPECIAL TRIPS, FAMILY PETS, FAVORITE STORIES, SONGS, HOBBIES, TREASURES...



GAMING WITH FRIENDS.....



S-S-Snakes

Bernadette caught us a couple of snakes which we named Blade and Eel. Checking on line we found out that snakes are reptiles and enjoy eating worms and slugs.

Gabriel checks on his snake friends daily. He enjoys helping to feed them. Gabriel is checking to see if the snakes are done their breakfast.

Checking online we found out about our snakes!

Sussex Early Learning Centre



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Use Digital Technologies

Watch This...

Alia used two pieces of paper to create two TV's for our loft area. Our new small red couch may have inspired her to think about making TVs. She looked for tape and taped the TVs in front of the couch. "One for the children and this one for the adults," she told me.

Then she had another inspiration and ran back to the art area returning with a 'clicker' she had created. She had cleverly used the pack of stickers that were slightly puffy to create realistic buttons on the clicker.

"Now, who likes princesses?" she asked the children playing in the area. "Me," yelled Swati and Alia answered, "Okay, watch this princess movie."

Why this matters:

Alia loves artwork and is often inspired to use it in her play. Her handmade TV and clicker fitted in perfectly with the couch in our room and other children were excited by the idea of playing that they were watching TV.

Alia had brought stickers to school for a few days and used them in various ways in her artwork. Today they were perfect as the raised buttons on a remote control. It is interesting that she makes connections between home and school by bringing items that she plans to use with her school projects.

This particular play situation also shows how relevant media experiences are to children today. They have a familiarity with various forms of media and use it with ease in their play. Her great idea could give us a chance to discuss media issues and impressions with this group of children.

~ Jill Bateman UNB Children's Centre



"Say Cheese!"

Rachel was playing in the dramatic play centre taking pictures with a prop camera. She was taking pictures of the windows, doors, plants, shelves, etc. Rachel then began taking pictures of children, going from person to person snapping pictures. "Don't forget to smile!" She would remind them.

Then Rachel gathered some children together to take a group picture. She adjusted each child fixing their hair, and telling them to sit up and to look at the camera. "Say 'Cheese' everybody!"

Rachel really loved snapping pictures, making sure she had everything lined up the way she wanted before taking the picture, paying close attention to every detail before clicking the final picture.



What's next?

We have been adding more digital prop equipment to explore with technology in the daycare. We understand technology is always a part of home life and we have been adding props to act out home living.

~ Katie Parlee Sussex Early Learnin Centre



Brian noticed the children performing into the full-length mirror in the dramatic play centre. Thinking about their local experiences at the Saint John Museum TV Studio, Brian added a hand made camera as a play prop to the dramatic play centre.

~ Brian Gallon YM-YWCA Prince Edward Square



By including cell phones, telephones, remote controls and keyboards in the dramatic play centre Mona Eljabi recognizes and values children's daily experiences with digital technologies.



WE LIVE IN SUSSEX

Educators have hung photos of local landmarks from the children's community in the block corner. Children's drawings of these landmarks are hung on the adjacent wall.

Sussex Early Learning Centre

SEASONS

OCTOBER	NOVEMBER	DECEMBER
JANUARY	FEBRUARY	MARCH
APRIL	MAY	JUNE
JULY	AUGUST	SEPTEMBER

Mona Eljabi of Next To Mom Day Care Center documents the seasonal changes of a tree outside the daycare. "If I do this two years in a row I wonder what the tree would teach us?"

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Use Digital Technologies



Stained Snow.

The children were excited to squirt the snow with coloured water. I supplied the children with a range of containers - a few squirted while others sprayed. Some children were so excited by the cause and effect of spraying snow while others took great care: sharing colours, expressing ideas and combining their efforts.

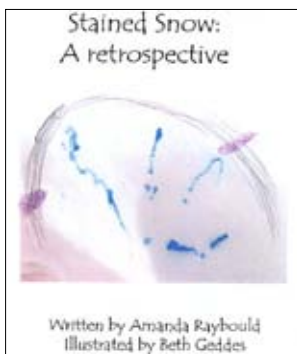
What inspired you to turn the children's mark making on the snow into a book?

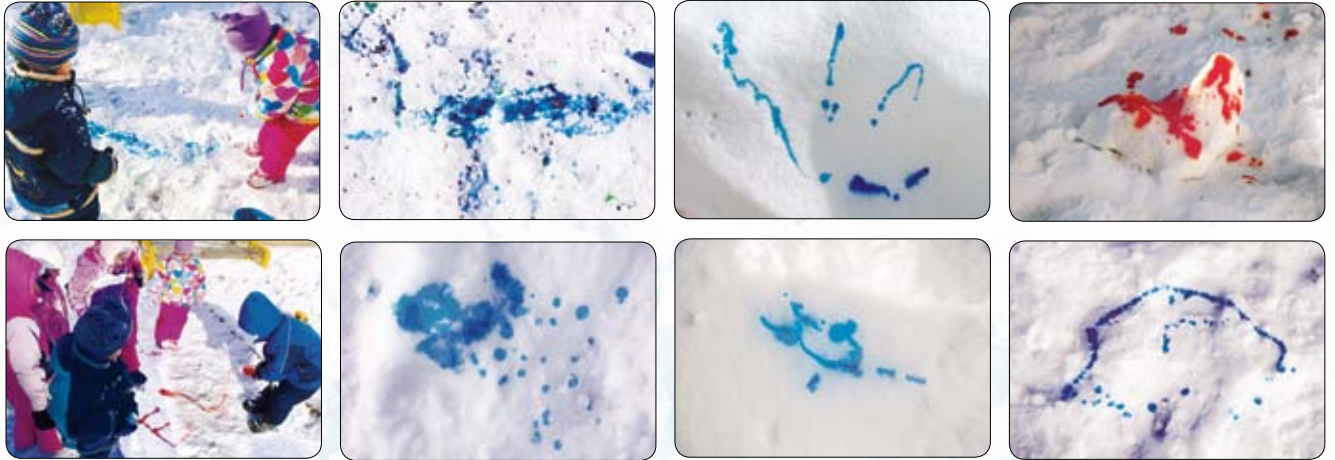
The inspiration for our book was the illustrator Beth Geddes. It was a cold day and after our bottles full of coloured water were empty, many of the children wandered off to play with other things. I had not even thought to take pictures of their snow stains until I saw how important Beth thought they were. She was very sad that the snow would melt, or more snow would come and the snow stains would be gone and no one would know their stories.

Who is the illustrator Beth Geddes? Tell me about how the illustrations were created.

Beth Geddes, the illustrator, is exceptionally shy but very imaginative five-year-old. Furthermore, Beth was moving to Scotland in 8 weeks and was feeling apprehensive about the big change in her life. "I am going to miss my friends and the snow in Canada." I was also thinking of large "hole" Beth would leave in our class. I thought this would be a nice project for her to share with her new class in Scotland. I also made a copy for our bookshelf.

The process was very easy. I first printed the pictures on regular computer paper and presented them to Beth. I gave her one snow stain at a time. She illustrated it on her own and then told me what she would like to say about it. My original idea was to have her use her own penmanship in the book, but she was hesitant about that. "I want it to look like a real book." I explained to her that real books look like whatever the author wants, but decided to go with her vision of what it should look like. After she illustrated the snow stains with colouring pencils, I took the illustrated papers and scanned them into my computer and added the text that Beth and I had written together.





How did the children respond to the book? Is there anything else you think I should know?

The children were ECSTATIC about the book. They were very proud of their friend Beth and excited that children in Scotland were going to look at THEIR snow stains. The children take turns choosing our daily reading material and Beth's book is chosen most days.

I regret not including a picture of Beth somewhere in the book because the children always appreciate seeing what an author looks like. Last year was my prototype and this year I hope to make a larger book with one illustration from

each child. I also think it could be a partner project, with one child illustrating and another thinking of the text.

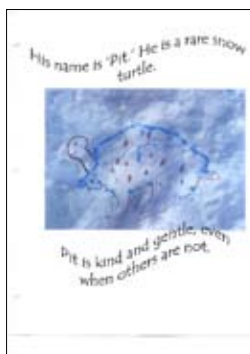
It may seem bizarre that I only worked with one child on this project. The reason I decided to do that is because Beth was moving away shortly, she articulated the vision for the project, and she worked independently on it.

~ Amanda Raybould Moncton Montessori School (2008) Inc.

For Reflection

What new technologies are available for use in your centre? How is this technology used to document children's learning, as a way to communicate thinking, interests, and growth between home and the centre? How is documentation used for planning? Think about how you engage children in rereading documentation.

How do educators, families and children use technologies in and beyond the centre? Think about access to a range of cultural experiences and digital technologies.



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