

NEW BRUNSWICK CURRICULUM FRAMEWORK FOR EARLY LEARNING AND CHILD CARE ~ ENGLISH

LEARNING AND CARING WITH OUR YOUNG CHILDREN

Professional Support Document



By Candace Gallagher, Sherry Rose, Kim Stewart, and Pam Whitty.

Published 2019 for Department of Education and Early Childhood Development,
Government of New Brunswick by the Early Childhood Centre.

Editors: Candace Gallagher, Sherry Rose, Kim Stewart, Angela Tozer.

Design and Layout: Mandy Wright

Printing and Binding: Taylor Printing Group Inc., Fredericton

Text (front matter, exemplar annotations, reflective questions and references),
design, and front cover artwork copyright © Early Childhood Centre UNB.

Individual exemplars (text, illustrations, and photographs) copyright © corresponding children, parents, and childcare centres.

This collection copyright © Early Childhood Centre, UNB.

All rights reserved. Enquiries should be made to the publisher.

Educators are permitted to photocopy the exemplar materials for teaching purposes only.

ISBN 978-1-55131-148-7

icon image

By Kallie

outside cover background
image

By Evie

COMMUNICATION · IMAGINATION · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND
INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · INDIVIDUALITY · AND INDEPENDENCE · SOCIAL
INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND
CREATIVITY AND PLAY ·

ACKNOWLEDGEMENTS

PRIMARY AUTHORS

Candace Gallagher Sherry Rose Kim Stewart Pam Whitty

CONTRIBUTING AUTHORS

Jill Bateman Kim Bourque Kristen Dawson Jackie Diel Kristy Fitzpatrick
Keltie Foster Hannah Jarvis Carla Kolada Kathy McKinley Pam Nason
Elizabeth Ross Laura Rossit Krista Sifton Connie Wheaton Leigh White
Tonya White

UNIVERSITY OF NEW BRUNSWICK EARLY CHILDHOOD CENTRE RESEARCH AND DEVELOPMENT TEAM

Sherry Rose, Co-Director, University of New Brunswick
Pam Whitty, Co-Director, University of New Brunswick
Kim Stewart, PhD Candidate, University of New Brunswick
Jill Bateman, Early Childhood Educator, University of New Brunswick
Kristy Fitzpatrick, Early Childhood Educator, University of New Brunswick
Candace Gallagher, PhD Candidate & Early Childhood Educator, University of New Brunswick

CONTRIBUTING CENTRES

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

CONNIE WHEATON'S DAYCARE
KIDS KORRAL DAY CARE
NEW MARYLAND CHILDREN'S CENTRE
SPRINGWATER CHRISTIAN PRESCHOOL

ROTHESAY NURSERY SCHOOL
UNB CHILDREN'S CENTRE
WEST SIDE CO-OP PRESCHOOL
PASSAMAQUODDY CHILDREN'S CENTRE INC.

REMEMBERING DEAN ANN SHERMAN 1956 – 2017

DEAN ANN SHERMAN, a committed Early Childhood educator, generously supported the UNB Children's Centre. She enjoyed reading to the children, planning science activities for the children to explore and always engaged children in conversations as she passed through the classroom, and she took a deep interest in the lives and practices of the educators. As a supporter of the UNB Children's Centre, Dean Sherman contributed financially to our educators' salaries, technology tools for the children and educators, scholarship funds for children, graduate students, and playground improvements.



THANK YOU TO THE CHILDREN AND THEIR FAMILIES
FOR THEIR CONTRIBUTIONS TO THIS CURRICULUM DOCUMENT.



LEARNING AND CARING WITH OUR YOUNG CHILDREN



This professional support document, *Learning and Caring with Our Young Children* (2018) has three main goals. First, it provides diverse examples of documentation from New Brunswick early childhood educators. The documentation consists of photos, children's art work, conversations, and narrations of classroom encounters and experiences. Throughout the document you will find reflective questions, book lists and poetry, and professional language for when you are reflecting on and documenting your own learning encounters with children, families, and colleagues.



predicting, testing, trial and error, problem solving, questioning, and investigating (Katz, 2011).

Experiences that allow children to apply their expanding skills in purposeful ways are evident throughout the document. For example, *Children's Composing* (p. 36) illustrates how educators value the range of marks children produce.

Children need many experiences in investigating their own questions, frequent opportunities to engage in extended conversations and actions with peers and adults. Educators plan opportunities for children to take initiative, responsibility, to make choices, predictions, overcome obstacles, help each other find out and understand, and make suggestions to others. Children experience frequent feelings of belonging when educators attend to children's ideas, relationships and challenges (Katz, 2011).



Secondly, this document is focused on the learning and care of young children. In this way it becomes a sister document to *Our Youngest Children: Learning and Caring with Infants and Toddlers* (2011) and extends the *New Brunswick Curriculum Framework for Early Learning and Child Care ~ English* (2008).

This document illustrates how adults and educators respect and appreciate children's composing, be it in play, on the page, in the block corner, or in the woods. Appreciative adult attention sustains children's engagement deepening literacy learning. For example, through book making or creating a sign in the block corner or a recipe in the woods, children apply their literacy skills in purposeful and rewarding ways. These authentic literacy events, where children are learning how letters, words, and texts work become enjoyable, interesting, and satisfying as their co-created texts support their imaginary and playful worlds.

Thirdly, this document engages readers with the intellectual learning of children, families, and educators. Intellectual learning is different from academic learning. Children, like adults, need experiences that intellectually challenge and engage their mind, heart, and souls. Intellectual learning involves actions of observing, theorizing,



COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND LEARNING





VALUING CHILDREN AS...

FRIENDS



IMAGINATIVE



RISK TAKERS



THINKERS

ROUGH & TUMBLERS



PASSIONATE PLAYERS

INVENTORS

COMMUNICATION · IMAGINATION · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND
 INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · INDIVIDUALITY AND INDEPENDENCE · SOCIAL
 INCLUSIVENESS AND EQUITY · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND
 SOCIAL RESPONSIBILITY · COMMUNICATION





CREATORS



READERS



LOVING & COMPASSIONATE



WRITERS

INVESTIGATORS



DECISION MAKERS

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · INCLUSIVENESS AND EQUITY · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND EQUITY · CREATIVITY AND PLAY · INDIVIDUALITY





VALUING CHILDREN MEANS...

The way we talk to our children becomes their inner voice.

Peggy O'Mara



by Simon

A relationship a child has with other people is a resource that fosters physical, emotional, mental, spiritual, and social health. A child has a right to relationships. When children relate to many different people, they learn important social skills — how to make friends and how to get along with others. They learn they are special and worth knowing. Clear communication and lots of it is the most useful tool to build relationships with children. Adults must learn to be active listeners, paying close attention to a child's words, sounds, behaviour and body language.

Canadian Child Care Federation.
Resource sheet: *Your child's relationships*. #51. 2004



"I am an artist. When I share my real art materials with children it makes everything more real for them. Art inspires art."

~ Jackie Diel

Springwater Christian Preschool

ENCOURAGEMENT FOSTERS INDEPENDENCE,
POSITIVE SELF-ESTEEM, A WILLINGNESS TO EXPLORE,
AND AN ACCEPTANCE OF SELF AND OTHERS.

Hitz, R. & Driscoll, A. (1988)



Children will thrive in environments where they do not fear being evaluated, where they can make mistakes and learn from them, and where they do not need to always strive to meet someone else's standard of excellence.

Hitz, R. & Driscoll, A. (1988)



"Kathy, you know what? I am not afraid of lightning," said Max. Later that day he told his educator that he was going outside to fight the storm.

~ Kathy McKinley

Kids Korral Day Care

COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • AND INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND



How are children's family lives represented in the room?



Children's emotions are as real as yours. Just because they might get sad over the colour of their cup, does not make their feelings less real. – Rebekah Lipp

Are the children's interests, passions, and questions evident in the learning environment?

- How can displays around the room and on the walls reflect the value of children's lives and the process of their learning?
- How can children personalize their space with art, gifts and treasures inspired by and created by them?



Peter's Portrait of Ben

"I LIKE ME ON THE INSIDE, TOO, FOR ALL I THINK AND SAY AND DO."



Elizabeth's Portrait of Peter

"I LIKE MY EYES, MY EARS, MY NOSE. I LIKE MY FINGERS AND MY TOES."



Peter's Portrait of Teagan

Inspired by the picture book *I Like Myself* by Karen Beaumont (2004)

COMMUNICATION • IMAGINATION, INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • AND INDEPENDENCE • SOCIAL INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND





DAILY TRANSITIONS

TAKING IT DAY BY DAY...

Transitions from one activity to another can be a powerful learning opportunity. Moving from group meeting time to snack time can involve children in chanting a favourite poem or singing a cherished song.

Having short, smooth daily transitions can increase the time children spend in meaningful activities.

Involve children in creating engaging ways of moving from space to space. This empowers them and makes transitioning more fun.

Planned, creative transitioning:

- builds community
- develops receptive & expressive language
- promotes creative thinking
- develops problem solving skills
- builds self-confidence
- encourages listening
- develops gross & fine motor skills
- provides opportunity for social interaction
- promotes cooperation & turn taking
- develops self-regulation

Transition opportunities include:

- starting the day
- saying hellos / goodbyes
- coming into / leaving together time
- moving here and there, centre to centre
- moving inside or outside
- eating/hand-washing time
- going to the bathroom
- changing activities
- relaxing/resting
- cleaning-up



~ Keltie Foster West Side Cooperative Preschool



One strategy for easing the transition from home to school is to have a farewell window where children and families can wave good-bye to each other in the morning.

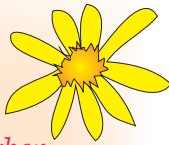
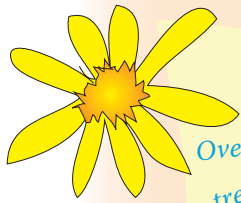
Another strategy is to allow a child to bring a toy from home.

COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • AND INDEPENDENCE • SOCIAL INCLUSIVENESS AND EQUITY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING



TRANSITIONING IN *Summer Treasure Baskets*

During our orientation day in May when families come to visit our program each child leaves with a small basket with the following note inside:



Summer Treasures...

Over the summer you will discover many treasures. Collect a few and place them in your basket. In September when you come to our room you can show your new friends your treasures. ...Happy Collecting!

~ Leigh White UNB Children's Centre



Bathroom Chart!

Before it is time to go outside, the children use a 'Bathroom Chart' to take turns going to the washroom. One or two children will go through the list, letting each friend know when it is their turn in the washroom, and crossing the names off as they go. The list is placed in a page protector and the children use a whiteboard marker so the list can be reused each day.

~ Candace Gallagher UNB Children's Centre

Monsters
by Felix



Think about wait times across your day...

How can you reduce wait time for children? For example, a staggered dismissal of five children at a time, allows for smooth and safe movement. Another example might be that one educator is already on the playground receiving the children who dress quickly while another educator supports the other children getting dressed.

Other possibilities:

Provide children with plenty of notice before it is time to change activities. This allows the children to complete the task at hand while transitioning into the next activity. Providing a five minute warning allows children to adjust to adult time.

Transition times are a great way to informally assess things like: Who can rhyme? Who knows their opposites? Who can sequence? What about letter or number recognition? What do the children know about a certain topic? Can these details help guide daily planning?

TRANSITIONS AROUND A NAME

If your name **begins with...**

... You may go wash your hands for snack!

If your name **has six letters...**

... You may go wash your hands for snack!

If your name **has two syllables...**

... You may go wash your hands for snack!

If you have **five people in your family...**

... You may go wash your hands for snack!

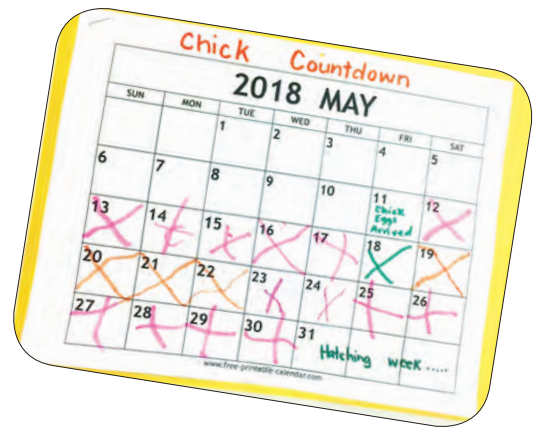
Creating Communal Rituals Across the Day

- Clean up to classical music
- Chant favourite poems on the way outside
- Sing the alphabet while washing up
- Dance and perform action songs before snack or lunch
- Play I-spy prior to pick up time
- Put on a special hat to indicate an activity change
- Hum a lullaby while getting ready for quiet time
- What else can you think of?

COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • INCLUSIVENESS AND EQUITY • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • AND INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY



MTWTHFS



Routines

- Are some routines rushed at the expense of children and educators?
- How is time scheduled for educators to document, plan, and reflect on their teaching together? How do routines limit or enhance educators' responsiveness to children and families?
- Are there routines where children are asked to wait too long?

Daily calendar routines are ineffective for young children

- Young children can talk about things that have happened or will happen, but they cannot yet understand or talk about these events in terms of units of time or sequence.
 - Beneke, Ostrosky, Katz (2008,13)

Sky Scarf

Through daily observation and recording of the sky, the children are discovering the calendar. Each day the sky is examined and photographed. The children then choose the 2 most prominent colours of the sky that day and fill in those colours in daily boxes on a calendar. The educator then knits a row according to the calendar for each day.

They began to notice boxes with an "X" marked through, which represented the days we were not here – holidays and weekends. Discussion began to surface around the ideas of today, yesterday, and tomorrow and the names of the days of the week or which month we were in. This activity was both concrete and meaningful to the children.

~ Jill Bateman UNB Children's Centre

Question the daily schedule and organization of time in classrooms and reconsider the impact on the lives of children and educators. Is there room for the responsiveness and reciprocity? Is there room for emergent or negotiated curriculum?

– Wien (1996)



North Pole

By Mary Ann Hoberman

Have you ever been to the North Pole?
Where the frozen wears a coat of ice,
And the sky is white,
And the ice is white,
And the earth inside is closed up tight,
Secret and still and dark as night.



COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • AND INDEPENDENCE • SOCIAL INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND





VALUING RELATIONSHIPS

"If there ever comes a day,
When we can't be together,
Keep me in your heart,
I'll stay there forever."
~ A.A. Milne

Children's early learning and well-being is profoundly influenced by the relationships they experience. Children actively co-construct their identities in relation to the people, places, animals, and people-made and natural things within the various communities to which they belong. Communities that support persistence, perseverance, and pleasure promote a zest for living and learning.

Children have many precious relationships in their lives, and it is important that these relationships are valued and nurtured. This can be accomplished in a multitude of ways; including family members in the classroom community, supporting children's friendships with each other, and providing children with opportunities to be involved with their community outside the classroom. The bond between educator and child is strengthened as educators listen and respect children, their interests, and explorations.

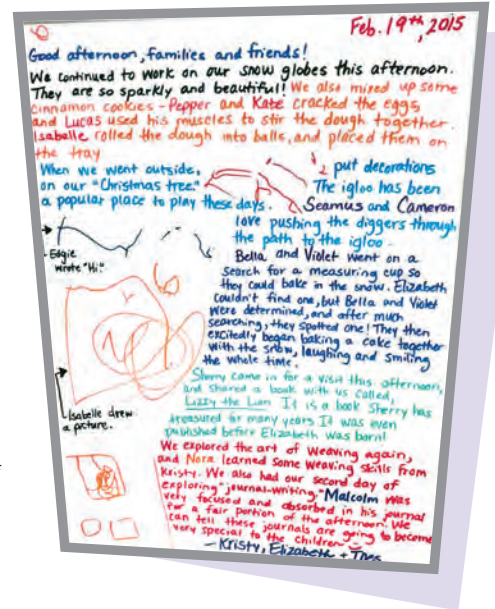
THINGS YOU CAN SHARE:

- DAILY MESSAGE BOARDS**
- POEMS**
- SONGS**
- VISITORS**
- FIELD TRIPS**
- REMINDERS**
- PICTURES OF LEARNING**
- INVITATIONS**
- RECIPES**
- FAVOURITE BOOKS**
- DISCOVERIES OUTSIDE**
- ASK QUESTIONS!**

DAILY WHITEBOARD MESSAGES...

Share the events of the day. Involve children in this process by letting them decide what to write in the message, write some of the message, or draw a picture of an event.

Not all parents are able to be there for both drop-off and pick-up, so not all parents will see daily messages. To help bridge this gap, you can suggest the whiteboard be photographed and texted or emailed to other members of the family, or the centre can post the daily messages on Facebook accounts or Twitter feeds.



Social Media in the Classroom Community... From our perspective:

The Twitter feeds and Facebook accounts are wonderful places to exhibit display boards, capture moments in time, and share instantly with families.

Using Twitter and/or Facebook accounts allow you to offer glimpses into key events throughout the day. These small snapshots can be used

by families as conversation starters with their children: "I see you had a visitor today...", "I saw that you discovered something exciting in the woods today, tell me about that!", "Tell me about your painting." ...instead of just asking "How was your day?" or "What did you do today?"

These virtual platforms are spaces where families can comment on events, ask questions, be reminded of upcoming trips or special occasions, or contribute to ongoing discussions. You can also use these spaces to connect with the community.

COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • SOCIAL AND INDEPENDENCE • SOCIAL INCLUSIVENESS AND EQUITY • CREATIVITY AND PLAY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • INDIVIDUALITY



Bringing Memories from Home Into the Learning Environment

We began a special community quilt project at the beginning of the year to help children feel comfortable in their new environment by bringing pieces into the centre. We gave each child a brown paper bag and a letter explaining the project. The bags returned brimming with special photos, sports ribbons, flags, and other items that represented the children, their families and their culture.

Each child filled a 12" x 12" square with the items from their bags. Conversations were ignited as the children shared memories from past vacations, funny family stories and details about the hobbies they enjoyed. Once the squares were completed, they were hung side-by-side to form a community quilt. What a joy it was to see children and families conversing together, and forming friendships!

~ Kristy Fitzpatrick UNB Children's Centre



Lemonade Stand!

It was a warm summer afternoon and we were eating lunch outside under the canopy. As a special treat we were having lemonade.

One of the children said, "I bet our neighbours would love to have some lemonade." Her comment sparked me to tell a story about when I was young and how I sold lemonade to my neighbours. The idea intrigued the children and this was how our free lemonade stand was created.

What would we need? First we needed uniforms, so together we tie-dyed matching t-shirts. Then we made a "Free Lemonade" banner upon which the children spent hours working together. We didn't want to collect money from our neighbours so we found tickets that we would give the customers and they could then give back to us, as if they bought the lemonade. The children found a cash register, cups, tickets, napkins, seats, and a tablecloth.

The day of the sale we made some lemonade and added real lemons. The children found it hard not to drink their lemonade.

What a great experience. We were able to work as a team, it gave us a chance to work with our community, and talk and share with our neighbours something we love; lemonade.

~ Connie Wheaton
Connie Wheaton's Daycare



Asking family members to be "mystery readers" is a fun way to build a classroom community. Give the children clues about the reader before-hand to see if they can guess who it will be! Invite Mystery Readers to read in their home language.

Have You Seen This Bird?

Invite children and families to document their observations of the world outside. Next, a child reports seeing a Blue Jay and then, the squirrels were running everywhere on the wires around the building. Out came the squirrel information books.



~ Keltie Foster Westside Cooperative Preschool

COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • INCLUSIVENESS AND EQUITY • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND AND INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND



A Smile, a Wink, and a Pat on The Back

We had another wonderful visit to the Veterans Hospital today. It was so nice to go back and reconnect with our friends.

The city bus, always an adventure, is a beloved part of our journey. Today was Pepper and Edrick's first time on a bus. When I asked Pepper what she thought, she smiled from ear to ear and said, "AHHHHMAZING!"

This time we recognized many familiar faces. Together, we made some beautiful beaded sun catchers. Because of our extensive beading experience in the classroom, many of us were experts and we helped Hugh, Ken, Doug, Trevor and George through the process. We showed them how to mould their pipe cleaner into a heart shape and then we demonstrated how to guide the beads on.

Cameron, Seamus and Ken became fast friends, chatting while working alongside one another.

"Hi Ken, I'm Cameron. I like your sweater."

"My name is Seamus, that's a nice heart you are making."

Ken's eyes were as bright as a thousand stars having received such kind compliments. He smiled as he shared that he planned to give the heart to his daughter for Valentine's day.

Trevor was enamored with how conscientious and friendly we were. He couldn't believe we were all just 3 and 4 years old! Trevor complimented Bella on her beautiful green dress, she was very proud thanking him and giggling as she swung the skirt back and forth.

Doug, who kept to himself when we visited back in December was very happy to see us again. He shared with us that he used to be a chemist and loves to read anything he can get his hands on. He was overheard saying to Addyson, "You have the most beautiful smile I have ever seen."



COMMUNICATION · IMAGINATION · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND
 INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · INDIVIDUALITY · AND INDEPENDENCE · SOCIAL
 INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND
 CREATIVITY AND PLAY ·



It is evident that our visits mean a lot to residents, children, and educators alike. Every glance is greeted with a smile. Thoughtful exchanges, like the touch of a hand or pat on the head or back, are commonplace. We have made such precious connections.

When it was time to go, we sang, "Skin-a-ma-rink-a-dinky-dink" with the actions. Our friends clapped and thanked us for visiting, but before we left Doug wanted to give us a gift. He sang to us, "Until We Meet Again." It was a beautiful song and his voice was immaculate, moving us to tears. It was the perfect send off. While we waited for the bus, we discussed our favourite part of the visit and it was unanimous - the singing!

~ Kristy Fitzpatrick UNB Children's Centre



Why this matters:

[The elderly] can be the greatest educators. [They] can certainly instruct us with words and stories of time past, and share a lifetime of accumulated wisdom. But what they truly help us learn about is the world and ourselves as they teach us with their very selves, their being.

(Bosak retrieved on March 23, 2018)

Visiting the Veterans Health Unit once a month provided time for our relationships to continue to grow and flourish. The children often asked when our next visit would be and expressed excitement about the experiences they wanted to share with their elderly friends.

Our repeated visits have allowed the children to learn songs and childhood memories from the veterans. Empathy and compassion have flourished. Children eagerly ran down the hall as they recognized their friends, and one child voiced, "I really liked playing with them. Can we come back again soon?"

One resident shared, "I've always loved the company of children. I've just realized how long it's been since I've been with young children. They have such beautiful and imaginative minds and far less worry. This is wonderful!"

*Elders can help
socialize children,
teach them empathy and
character, and give them an
unconditional form of love
like no other.
Children, in turn,
can be an endless source
of joy for elders in
sharing affection,
play and companionship.*

— Bosak, retrieved on March 23, 2018

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · INCLUSIVENESS AND EQUITY · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND



OUTDOOR PLAY



The possibilities in outdoor spaces are endless. Nature presents opportunities for open-ended and self-initiated play as children dig for worms, catch bugs, play in the mud, build with twigs, or pretend to bake cakes, create soups or concoct magic potions.

In the outdoors children are able to test their strengths and limits. *How high can I climb? Why does my heart pound when I run? Am I brave enough to jump from this platform? Should I hold a worm?* Exploring boundaries and conquering challenges contributes to children's self-esteem and to their self-confidence.



The outdoors is a space where educators can extend children's ideas, challenge their thinking and create natural encounters with math, literacy, art, and science.

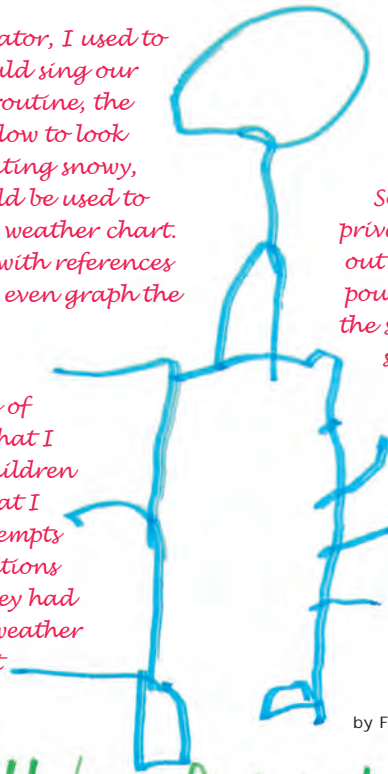


WEATHER REPORT

As a responsible early childhood educator, I used to teach children about weather. We would sing our weather song as part of the morning routine, the helper of the day would go to the window to look outside and assess which cards indicating snowy, rainy, sunny, windy, hot, or cold, could be used to indicate the current situation on our weather chart. We would then add them to our song with references to the day of the week and sometimes, even graph the results.

*I thought I was doing a great job of teaching children about weather, days of the week and math concepts, but now that I have made a conscious effort to have children out in all kinds of weather, I realize that I was only scratching the surface. My attempts to teach children about climatic conditions were unnatural and limiting. Until they had really experienced weather, played in weather and were **in** weather, they really didn't know weather.*

This year we have gone out to the exclamations of parents asking, "You aren't really going outside today?!" I have learned that my



attitude and the attitude of the other adults in our program do affect the children so we answer cheerfully, "Of course! What a wonderful puddle day it will be!"

Sometimes we even admit to each other, privately, that we'd rather not be heading out the door as the snow swirls or the rain pounds but rarely do we come back in with the same sentiment. We have experienced such joy from the children discovering that the blowing and drifting snow created huge new hills to climb; that the unexpected warm rain melted the snow into streams running into huge muddy puddles, or that the gusts of wind are driving the leaves into mini whirlwinds right in front of us.

~ Jill Bateman UNB Children's Centre

by Fionn



COMMUNICATION • IMAGINATION, INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING ETHICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • SOCIAL INCLUSIVENESS AND EQUITY • CREATIVITY AND PLAY • DEMOCRATICALLY • INDIVIDUALITY • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY





VALUING PLAY

**CHILDREN LEARN
AS THEY PLAY.
MOST IMPORTANTLY,
IN PLAY CHILDREN
LEARN HOW TO LEARN.**

— O. Fred Donaldson

Do you allow children to play for their own purposes?



Do you consider the opportunities for challenge and risk taking in play?

Mythic play, especially when an adult joins in, can actually promote the values we want children to learn. By imagining monsters' attacks [children can learn] to work against being monstrous in everyday life, and by imagining suffering and death [they] gain a more caring attitude to life.

— Edmiston (2008, 60)

Do you recognize the importance in dizzy play, rough and tumble play and messy play?



Children need the freedom of

time to play. Play is not a luxury. Play is a necessity.



In fantasy play, children learn to envision new roles for themselves and for other people. They learn to change and redirect the outcome of an imaginary plot and to include the ideas of others in their plans.

— Paley (2009, 126)



— Kay Redfield Jamison

Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul.

— Friedrich Froebel



The creeping culture of risk aversion and fear of litigation ... puts at risk our children's education. — Hackitt (2011)

Do you allow for and provide a variety of materials to encourage different types of play?



COMMUNICATION · IMAGINATION · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INDEPENDENCE · SOCIAL
INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · INDIVIDUALITY · AND INDEPENDENCE · SOCIAL
INCLUSIVENESS AND EQUITY · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND
SOCIAL RESPONSIBILITY · COMMUNICATION



Pausing to listen to an airplane in the sky, stooping to watch a ladybug on a plant, sitting on a rock to watch the waves crash over the quayside—children have their own agendas and timescales. As they find out more about their world and their place in it; they work hard not to let adults hurry them. We need to hear their voices.

— Nutbrown (1996, 53)

Do you provide long uninterrupted periods for open-ended free play?

Do you respond playfully to children's play?



Do you ensure access to play?

Do you take an interest in children's play, ask thoughtful questions, and engage eagerly in play when invited?

Do you take on a role when invited?



Do you encourage peer to peer interaction and problem solving during play?



Do you add props, connect to mark-making materials and picture books?



Do you bring new language to play?



COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · INCLUSIVENESS AND EQUITY · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND AND INDEPENDENCE · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND



BLOCK PLAY

The wonder of blocks is the many-sided constructive experiences they yield to the many-sided constructive child - and every child is such if guided by a many-sided constructive parent or teacher... or friend. ~ Harriet M. Johnson

Children are thinking as they play with blocks and they are developing concepts that will be important throughout their lives.

~ Reifel (1984)

**UNIT
BLOCKS**



**OUTDOOR
BLOCKS**

**Tree
Blocks**

BIG IDEAS THROUGH BLOCK PLAY



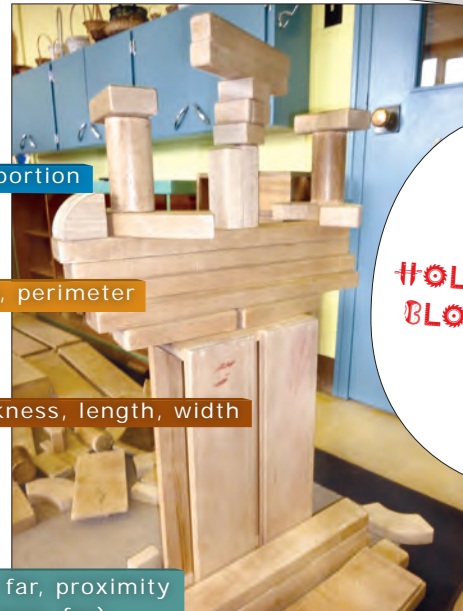
**Cube
Blocks**



**Almost
Blocks
(lego)**

**Table
Blocks**

Big Ideas	Related Concepts
Architectural Features	Curves, patterns, height, ramps, tunnels, bridges, towers
Aesthetics	Form, symmetry, asymmetry
Attributes	Size, shape, colour, material
Balance	Stability
Cause & effect	Velocity, force
Classification	Sorting, attributes, serration
Comparisons	Size, weight, colour
Counting	Number concepts, sets
Descriptions	Written, graphic, oral
Dimensions	Height, length, depth, area
Estimation	Size, stability, number, height
Fractions	Joining, separating, whole, part, proportion
Geometric solids	Cube, cone, sphere, volume
Gravity	Force, velocity, horizontal, vertical
Mapping	Scale, grids
Measuring	Length, width, volume, weight, scale, perimeter
Mazes	Barriers, paths
Perspective	Location
Predictions	Estimation, percentage
Properties of matter	Size, shape, weight, dimension, thickness, length, width
Proportions	Fractions
Serration	Classification, order, comparison
Shadows	Perspective, time
Simple machines	Ramps, fulcrums, levers
Tessellation	Repetition, pattern, multiplication
Topological concepts	Exterior, interior, open, closed, near, far, proximity (on, under, by, beside), separation (near, far), enclosure (inside, outside)



**HOLLOW
BLOCKS**

Wellhausen & Kieff (2001, Figure 6-3, 129)

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND INDEPENDENCE · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND



Skyscraper, Skyscraper!

We love poetry! We love to write them, illustrate them, read them, read them again, and memorize them. The poetry we study is based on interests, or sometimes a poem we are playing with will spark an interest.

“Skyscraper” by Dennis Lee did just that. After reading it, we wondered what a skyscraper was and made a connection to the towers built in our block corner. We thought about:

What is a tower?
How do you build a tower?

After reading some non-fiction books about towers and skyscrapers, we went on a few walks around our neighbourhood and took photos of the different towers we could see either on campus or on the horizon from the roof top of the Student Union Building and Richard Currie Center. We used our photos to make our own book about towers.

We discovered we could make towers using more than just the wooden blocks in the block corner. We built towers using different math manipulatives we have in the classroom.



The children have begun to document their own learning as well. With each tower they have built, they have drawn and described the details and functions of their structures.

These building opportunities provide the children with the time and space to explore the properties of different building materials and test their limits. The children had the opportunity to work together, negotiating and compromising to create designs. They also had the opportunity to work independently and create a structure of their own.

~ Candace Gallagher UNB Children's Centre

What is a tower?

- a building - cameron
- a big building - aieslander
- a tall one - London
- a medium building - Luka
- a little building... towers can be different sizes - Maimuna
- it's really high - Gideon
- for people to work in - Kaitie
- or to work - Leah
- different kinds of doctors can be in them - Clayton
- like statues - Lezi



How do you build a tower?

- put blocks on top of each other but the bottom block needs to not be round, only bigger than the next block - Luka
- you have to start at the bottom only - Clayton
- you need to have them a little straight because they might fall off - Maddox
- real towers build don't break easy - Lezi
- Real vs. Fake
- we build fake, play ones and construction workers build real ones - Clayton
- they can be glass, metal, bricks - Lezi

Building a home for the animals!

Braeden and Max decided to play with the wooden blocks and animals! They worked together to make different spaces for different animals. They put the gorilla in a special cage away from the other animals. Some opportunities these boys had for learning were: problem solving, working together as a team, many language skills, sharing and taking turns. Great job boys!

Building a home for the animals. Braeden and Max decided to make different spaces for different animals. ~ Kids Korall Day Care

COMMUNICATION • IMAGINATION
INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING
INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • AND INDEPENDENCE • SOCIAL INCLUSIVENESS AND



Online, we discovered the animation works of Charlotte “Lotte” Reiniger (1899–1981). This German artist was a pioneer in silhouette animation. We selected two of her silhouette films, *The Frog Princess* (1954) and *The Magic Horse* (1953). An additional video we found demonstrated how Lotte creates her wonderful silhouettes and puts them into action.

After noticing that we could use our hands to create shadows on the wall, we decided to hang up a sheet from the ceiling and turn the projector to a much larger surface. Both Joshua and Beckham showed us how they could create images with their hands. Yatian narrated various superhero stories. Hunter used puppets to narrate *The Little Red Riding Hood*. He then performed it again for all his friends at the story corner. Allyson chose one of her favorite stories and told us the story of *The Gruffalo*, (1999) by Julia Donaldson and Axel Scheffler. Walker, Emma-Grace, Isabelle, and Celia performed a silent act that revealed their stories through the movements of their silhouettes. The excitement of using our bodies in front of the projector inspired everyone to pose for a silhouette guessing game for the classroom.

We collaborated with our director to collect poems and picture books that extended our shadow and silhouette investigations.

~ Laura Rossit and Jill Bateman UNB Children's Centre



My Shadow

BY ROBERT LOUIS STEVENSON

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow –
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nurse as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Shadow Race

BY SHELL SILVERSTEIN

Every time I've raced my shadow
When the sun was at my back,
It always ran ahead of me,
Always got the best of me.
But every time I've raced my shadow
When my face was toward the sun,
I won.

BOOKS ABOUT SHADOWS AND SILHOUETTES TO READ TOGETHER

- Bear Shadow*, by Frank Asch
- The Black Rabbit*, by Phillipa Leathers
- Shine A Light*, by Janet and Allan Ahlberg
- The Mouse and the Moon*, by Gabriel Aborozo
- Orion and the Dark*, by Emma Yarlett
- The Day the Babies Crawled Away*, by Peggy Rathman
- Shadow*, by Suzy Lee
- Shadows and Reflections*, by Tana Hoban
- Ten Birds Meet a Monster*, by Cybèle Young

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND





Long uninterrupted periods of “messaging around” with the materials are absolutely necessary in order to build the kind of relationship-thinking that comes when children can try their ideas over and over...

~ Hill (1997, 7)

MUD



There is no right or wrong way to play with mud, sand, and water. The sheer pleasure of these raw materials entices the child to dream, explore, and invent new ways to use them. There is built-in success for everyone. Mud, sand, and water are the most familiar of all play materials and the least expensive.

They not only fill a child with good feelings and wonder but offer opportunities for the beginning basis of science and math from which language flows and socialization follows naturally...

~ Hill (1997, 6)



Teachers listen for clues for another extension of the activity if it should become aimless or wild; they also listen to the children’s lively fantasy, to recapture it at a later time in storytelling and writing....

~ Hill (1997, 12)

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND





RISK AND PLAY

Opportunities to climb offer children physically satisfying challenges, while also giving them the chance to explore the awesomeness of nature, from a range of perspectives.

Many children take risks, trying something new, when they climb a tree. Certain tree branches were much too high to reach, but the amount of snow on the ground this year made the branches reachable, while creating a safe surface for jumping from the tree.

Children need activities that stretch their physical limits and give them a sense of achievement. Each child managed to get up the tree and felt a sense of pride. During these activities, children have the chance to support and encourage one another to try and hone new skills.

Engaging in rough and tumble play teaches children to respect each other's limits and boundaries. Through close observation and discussion, educators support children to establish rules and boundaries together. Deep snow or gymnastic mats offer a safe and soft place to fall.

Rough and tumble play happens naturally with a great sense of joy and abandon. Through this type of play, children develop their gross motor skills, verbalize their personal comfort levels and emotional limits while developing close relationships.

When children leap, they increase their body awareness, test limits, and take risks. They practice control over movements and experience the exhilaration of flying through the air.



CLIMBING

JUMPING



RUNNING

ROUGH-HOUSING



COMMUNICATION • IMAGINATION • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND AND INDEPENDENCE • SOCIAL INDIVIDUALITY & INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND INCLUSIVENESS AND EQUITY • COMPASSION AND CARING • LIVING DEMOCRATICALLY • INDIVIDUALITY • CREATIVITY AND PLAY



CHILDREN EXPLORE BODY AND MOVEMENT

Guided Risk, a responsive approach in which the adult supports and actively supervises the child and sets up the environment to allow for risk taking within a safe emotional and physical climate, undoubtedly is a more effective model than simply prohibiting the child from engaging in any risk taking behaviors.

Bonnett (2011, 9)

2015 THE PARTICIPATION REPORT CARD ON PHYSICAL ACTIVITY FOR CHILDREN AND YOUTH

The ParticipACTION Report Card on Physical Activity for Children and Youth is the most comprehensive assessment of child and youth physical activity in Canada. The ParticipACTION Report Card gives a **D-** for Overall Physical Activity Levels, as only **9%** of 5-17 year-olds get 60 minutes of heart-pumping activity each day.

The 2015 ParticipACTION Report Card reveals kids move more and sit less when they play outside and have some freedom to roam unsupervised and take risks.

Kids are more physically active when they play outside:

35% Kids spend 35 per cent more time outdoors when it is held outdoors.

20 mins Kids get 20 more minutes of heart-pumping activity per day when they play outdoors.

Kids move more when they have some freedom to roam unsupervised and take risks:

20% Kids get 20 per cent more heart-pumping activity when they have some freedom to roam unsupervised and take risks.

It's time to learn the truth about risky outdoor play

It's time to learn the truth about risky outdoor play. Kids who explore the world on their own are more likely to get the most out of their play.

The Report Card is available at www.participactionreportcard.com



Only 9% of 5-17 year-olds get 60 minutes or more of physical activity each day



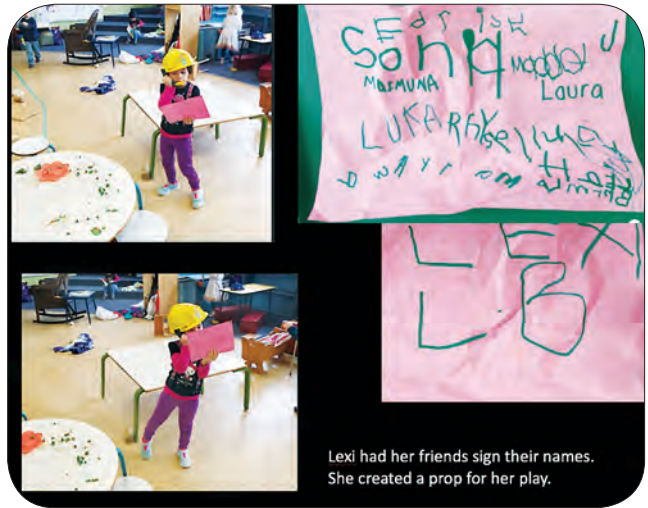
COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND

Language & Literate Play

At play, children are empowered to use language on their own terms, in their own way, and at their own time.

Most importantly play is infused with pleasure and **taking pleasure in symbols and words** is a fundamental prerequisite to becoming literate. Part of this pleasure has to do with **feelings of competence over language**. Part of it has to do with the ways in which **words, gestures, and symbols can conspire to create imaginary worlds**. In these imaginary worlds, **children can project themselves in more powerful roles than those accessible to them in ordinary life**. Using words and symbols to **imagine alternatives to one's present situation and transform one's life circumstances for the better** is a fundamental aspect of being critically literate. Play is one occasion during which children can experience that.

— Nason (2001)



Lexi had her friends sign their names. She created a prop for her play.



COMMUNICATION · IMAGINATION · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND
INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · INDIVIDUALITY · AND INDEPENDENCE · SOCIAL
INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND



LANGUAGE & LITERATE PLAY; *What educators do*

PLAYING WITH SOUNDS: DEVELOPING PHONOLOGICAL AWARENESS

- Vocalisation attracts attention and response
- Response shapes solitary practice play into interactive games
- Elaboration and discrimination – from sounds to words
- More sophisticated forms: alliterative chants and refrains, invented languages and code
 - Children practice alone and without promoting, but a responsive audience is needed to develop sounds into words and model social uses of language.



WHO'LL PLAY WHAT? THE LANGUAGE OF NEGOTIATION AND DECISION MAKING

- Prior to, and during play, children solve procedural questions
- Negotiations may occupy more time than play itself
- Can be annoying to onlooking adults, but 'listening in' puts adults in a more informed position to intervene if desirable or necessary model vocabulary of negotiation



TRANSFORMING THE WORLD WITH WORDS: THE LANGUAGE OF ELABORATION AND POSSIBILITY

- Verbal transformation of ordinary objects – to symbolize something else. From 'as is' to 'as if'
- Inherently social – lures someone else into the play world
- Words maintain the illusion for the collective to create a new worlds, imagine possibilities
- Modeling 'as if' – transform the 'as is' world with words
- Respond in kind when children transform the world with words: 'Mmm, that (imaginary) strawberry was tasty.'



INVENTING STORIES-IN-ACTION: STORY STRUCTURE AND GRAMMARS

- Developing characters: appropriating registers and role – appropriate behaviour
- Managing beginnings and endings, entrances and exits, simple and complex narrative forms
- Provide props, or help children make them
- Play along in a role



CONNECTING SCRIPTS OF PLAY WITH STORIES: EXPLORING LITERARY LANGUAGE

- Reproducing familiar texts – from told stories, books and media – Little Red Riding Hood, Superman
- Provide props or help children make them
- Give verbal prompts to help the story along: 'and the next little pig...'
- Read and tell stories with simple linear plots

LITERATE PLAY: READING AND WRITING

- Pretending to read and write in the context of play – e.g. the policeman 'writes' tickets, the Avon lady 'writes' orders texts of talk action supported by print
- Play and games which depend on reading and writing – girls name/boys name, scrabble, Monopoly, etc.
- Help children recreate scenarios in which writing is visible in ordinary life – restaurants, libraries, stores, etc.
- Put pencils and paper, old catalogues, cheque books, memo pads, order forms, etc. into play centres and model their use

TAKING ON A ROLE: THE POWER OF LANGUAGE

- Child pretends to be adult or other figure s/he perceives to be powerful – doctor, educator, firefighter, etc.
- This involves using language in more sophisticated ways than a 'mere child' would, and requires someone (often an adult) or something else (toys, family pets) to play subordinate role
- Children are reluctant to play powerless roles – it is too close to ordinary life
- Play along in subordinate role
- Provide props
- Reality check (role and register)

— Nason (2001)
 — COMMUNICATION • IMAGINATION • INDEPENDENCE • SOCIAL

INDIVIDUALITY & INDEPENDENCE • COMMUNICATION AND CARING • LIVING DEFULLY • SPIRITUALITY • ZEST FOR LIVING AN
 INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • LEARNING • INCLUSIVENESS AND
 INDIVIDUALITY • SPIRITUALITY • ZEST FOR LIVING AN





VALUING LITERACIES



Adults must hold two understandings simultaneously: the child is a writer, and the child is four years old. The two don't cancel each other out; the two are equally true at once, and the implications of this are incredibly significant.

— Wood Ray & Glover (2008, 6)



We operate from a core belief that children do not need to "get ready" to be readers and writers; instead we believe they're already readers and writers – albeit on their own terms – as they live and learn inside literate communities.

— Wood Ray & Glover (2008, xvii)



Would you like MORE PAPER?



Celebrate the PROCESS as much as the product!

COMMUNICATION · IMAGINATION · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INDEPENDENCE · SOCIAL INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · INDIVIDUALITY · INCLUSIVENESS AND EQUITY · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · AND INDEPENDENCE · SOCIAL

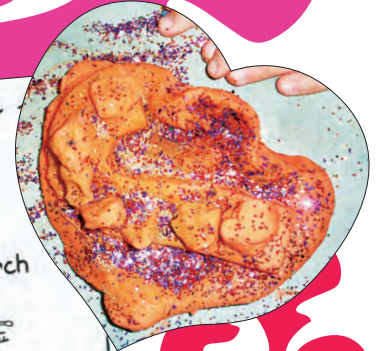




What types of open-ended experiences are you providing? Are you supplying a variety of art materials?



Play Dough
 2½ cups flour
 2 packages of Kool-aid
 ½ cup of salt
 5 Tablespoons cornstarch
 3 Tablespoons oil
 2 cups boiling water
 Mix everything together
 Knead on Play!



Children develop the **idea** of using the skill of writing productively long before the **skill itself** is mastered.

— Wood Ray & Glover (2008, 27)



DO YOU NEED MORE PAINT?

Display children's books with **Artful** illustrations, such as those by **Eric Carle**, **Lois Ehlert**, and **Catherine Rayner**.

Children's text, including oral, image, and words, are always partial unless an adult is present during the process to observe and listen to the child's thinking.

— Wood Ray & Glover (2008)

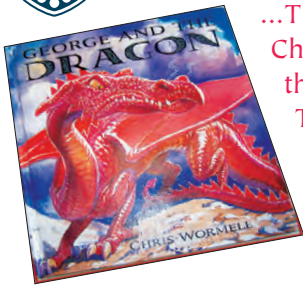


COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • INCLUSIVENESS AND EQUITY • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND AND INDEPENDENCE • SOCIAL CREATIVITY AND PLAY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND SOCIAL RESPONSIBILITY • COMMUNICATION



READING ALOUD

ONCE Upon a time...

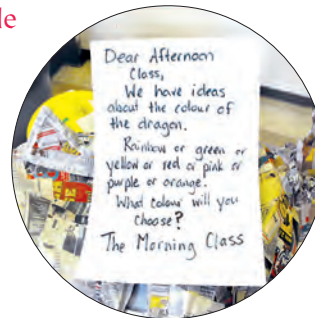


...There was a book titled *George and the Dragon*, by Chris Wormell. It was a truly magical book - once the children started reading it, they could not stop. They read it everyday for a whole week. During the second week of rereading the children thought they should have a dragon in their classroom. And so the idea of a dragon and a castle began!

The children had just finished constructing mountain tunnels for the train set out of paper mache and thought that this medium would be perfect for the new dragon. We began brainstorming ideas about what should be used to construct the dragon. Boxes and floral water tubes were gathered and the work began.

The afternoon class thought they would like to include the morning class in the construction of the dragon. Letters were written back and forth to exchange ideas which increased communication between the two classes. The children voted and decided the dragon should be rainbow coloured.

~ Jill Bateman UNB Children's Centre



Decisions Authors and Illustrators Make

Discuss what illustrators and authors do in their books; draw attention to what they have done and their crafting techniques. (Ask: Listen to how... Isn't it interesting how... Did you notice how...). Doing so helps children gain ideas to use in their own bookmaking. Children will also notice these details themselves.

- I wonder why the author printed this word so large/small/in bold squiggly letters?
 - Look at how this word is stretched out on the page.
 - I notice this word/phrase/sentence is repeated.
 - Let's read that word again, I like how my mouth moves/tongue feels when I say it.
 - Look at the perspective of this scene. What do you notice?
 - I notice how the illustrator uses [a colour] to help tell the story.
 - It's interesting how the illustrator placed a border around this page.
 - I wonder why the illustrator placed the character here on the page?
 - Do you notice what is happening in the background of the illustrations?
- There is more to the story when we look at the pictures.

— Wood Ray & Glover (2008)



COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • SOCIAL AND INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY



Learning About Authors & Illustrators...

- share photos of authors and illustrators,
- share facts of authors' and illustrators' lives,
- share video clips of authors and illustrators on the Internet – many have very exciting sites,
- read the synopsis on the back of the book to learn more about the story before reading it,
- read the dedications – wonder together about these people and why they were chosen.

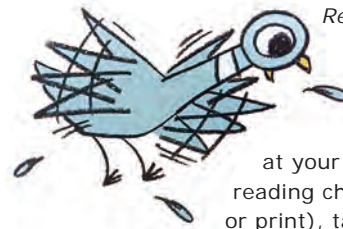


RE-READING EXTENDS.... children's understanding of composition in several ways: It helps the names, personas, and styles of the authors and illustrators become more familiar. It helps children understand the permanency of authorship and artistry. Use re-readings to widen talk and deepen the children's thinking. Re-reading books by one author or illustrator invites children to learn about author and illustrator topics, design strategies, writing techniques, patterns in language, jokes in illustrations, and that writing is more than a one time event.

INTERRUPTING... reading allows children to hold the books, touch the pages, chime in, ask questions, look back in the story, look forward, share their own connections and point out details. All of this strengthens what they notice, what they hear, what they take in, and nurtures their joy in the story.

TALKING ABOUT BOOK MAKING... is crucial to children's understanding of what makes up a picture book. Picture books can have both words and/or pictures. The story changes from page to page while still being about the same topic. This may seem obvious to an adult but it should not be assumed that children understand these essential parts of making a book. Children often begin by creating list books – a different idea on each page. Soon, children see the whole book as a single narrative.

LET CHILDREN KNOW THEY ARE WRITERS TOO.... by helping them take the talk of illustrators' and authors' strategies back to their writing.



Remember how Mo Willems showed movement? You could try that.

Invite children to share their handmade books at your together time. When reading children's stories (pictures or print), talk about their work as you do any other author or illustrator.

— Gallagher (2016)(adapted from Wood Ray & Glover, 2008)

In the end, what's important for teachers to remember is that every encounter with a picture book is simply saturated with literacy-learning potential.

— Wood Ray & Glover (2008, 145)



COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • INCLUSIVENESS AND EQUITY • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND AND INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND



“These two are the same.”– Lauren’s Sign Making

Today Lauren sat down to sort the pictures of signs from our sign hunt field trip. When I sat down she held two signs up, “These two are the same.”

Lauren you created your own sorting rule as you played this game. Do you remember how they were sorted? You had one group of signs with only pictures and another group with signs that had words on them.

When you found the picture of the “H” on the fire hydrant, you held it up and said, “It’s an H.” You then placed it in the group of signs that had words on them because you understand that “H” stands for the word hydrant..

After you finished sorting the signs we invited the class over to try to guess your sorting rule. “Some have black and some have red,” Lola guessed. She used the color paper on bottom to help her figure that out. Then Laura had an idea, “I think I know. Some have words and some don’t.”

“Is that it Lauren?” I asked. You nodded yes!

Laura had figured it out! Lauren, I wonder what other ways these photographs could be sorted.

~ Leigh White UNB Children’s Centre



Why this matters:

Lauren enjoys learning and playing different table games. Playing this matching game Lauren is noticing differences and similarities amongst the photos of the signs. Lauren’s work foregrounds the practices of language and print as she attended to details such as the “H” on the fire hydrant. She made up her own sorting rule demonstrating her flexible and fluid thinking and confidence in her own ideas.

Sign Making is...

a great way to extend children’s engagement with mark making, letters, and words. Children can make signs for issues they see in and around their environment:

- ‘Please Do Not Litter’
- ‘Please Be Careful’
- ‘Please Do Not Touch’
- ‘Bake Sale’
- ‘Open’ or ‘Closed’
- ‘Work In Progress’



COMMUNICATION • IMAGINATION

INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING

AND INDEPENDENCE • SOCIAL

INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION

• IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND

AND INDEPENDENCE • SOCIAL



Our Letter Adventure Walk

We were planning to go on an “Adventure Walk” and since Teagan has been interested in letters, we decided that we would go on a letter scavenger hunt. The first letter that we found was “P” - it was on a sign near our building. We noticed lots of no-parking signs on our walk.

We found a few stop signs on our walk and Ethan read the letters: “S-T-O-P” and Elizabeth said, “That says STOP!” We saw another traffic sign - it didn’t have any words on it and Teagan said that it looked like a Canadian Tire sign. I explained that it means “Yield,” which means that cars have to slow down and watch where they are going.

We were very surprised to see Stacy, one of our Reading Buddies. Elizabeth noticed the letters on her backpack - “R-O-O-T-S.” The next word we found was on the path. It was a very long word, “E-M-E-R-G-E-N-C-Y.” I explained to the children that it was a phone that dials 9-1-1, and we talked about different situations that are emergencies: falling down and hurting your leg, a forest fire, or seeing a bear. As we got closer to the library, we found a wall with many different bricks with names on them. We couldn’t find any of our names, but we did find the letters that our names start with. When we got to the library (which had big letters on it), we found Stacy again! She told us that we could find children’s books on the fourth floor. We found some great books - some were books that we have in our classroom, and some books were new to us.

~ Elizabeth Ross UNB Children’s Centre



Why this matters:

Supporting Teagan in his interests, many children were exploring different forms of literacy by looking for letters on signs. They were developing their sense of self by identifying letters that are in their names. By walking on campus, they are becoming increasingly aware of

the community and landmarks surrounding the centre, and developing a sense of place. Forming close relationships with a range of adults is important. Wasn’t it great that we got to see Stacy? Isn’t it nice to have a grown-up friend who can help us?



COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • INCLUSIVENESS AND EQUITY • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND AND INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND



CHILDREN'S COMPOSING

A playfulness that energizes, challenges and engages. The energy of children making books should look and sound and feel like the energy they bring to dramatic play.

– Wood Ray & Glover (2008, 109)

Why is drawing important for young writers?

- Drawing is one way writers represent and understand meaning.
- Drawing is a way for children to be heard – people can listen and “read” drawings, learning what is important to the child.
- Through drawing children can develop language – children often reveal their inner thinking as they draw because they often narrate what they are drawing. This out-loud thinking is processing and composing – developing language.
- Drawing allows children to go deeper into their story, recreating lived experience or creating imagined worlds for themselves and others to enjoy.
- Through drawing children are learning about the craft of writing. Because talking, drawing, and writing are three aspects of a complex “symbol weaving”.

– Dyson (1986)

Children need experience with two kinds of writing; functional writing and compositional writing:

Functional writing is...

- writing that supports tasks or projects – notes, lists, jotting down ideas, signing in, out, and up, filling out forms, please do not touch signs, work in progress signs, surveys, thank you cards, how to books, graphs.
- task defined (e.g. grocery lists or to-do lists).
- disposable and externally motivated.

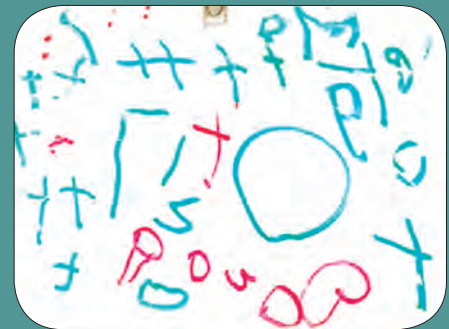
Compositional writing is...

- writing that is its own project.
- fuel for a writer’s identity.
- internally motivated.
- the creation of a text.
- the challenge of bringing meaning to the page.
- the process of thinking deeply about purpose, ideas, organization, voice, audience, word choice, design, genre, and tone.
- about taking risks and making decisions.
- bigger than just transcription or spelling.

– Wood Ray & Glover (2008)

[Children’s] written products mean very little without the children there to represent them, and some of the questions can only be answered through observation as they are actually writing.

– Wood Ray & Glover (2008, 57)



In her piece [above] Mary Rose recognizes letters have unique shapes, she knows letters carry meaning. As she reads her work to others, she reads the meaning differently each time. She loosely tracks the print with her finger as she reads her marks, demonstrating that her attention to print is persistent and joyful while she writes and shares her work each day.

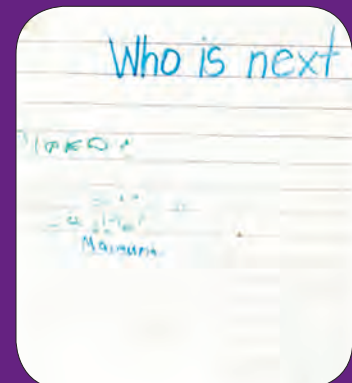
During composing time, Clayton picked up two yellow post-it notes and made a two page gift for his mom. While he wrote, he sounded out his mom’s name, Heidi.

In this piece Clayton: understands that writing has meaning and can be gifted to others; is learning to spell some sight words; conventionally is hearing the initial and middle consonant sounds in his mother’s name. This risk taking is significant for cultivating confidence and spelling knowledge. Clayton recognizes the importance of an author’s signature. He is showing letter awareness by using a mix of both upper and lower case letters to spell his name. He understands writing can be shared privately.



A sign-up sheet – an example of functional writing:

Educator Candace invited a small group of children to use a whiteboard sign-up sheet to facilitate the sharing of a toy brought from home. The use of the sign-up sheet supported independent turn-taking and meaningful use of print.



COMMUNICATION · IMAGINATION

INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND EQUITY

COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND EQUITY

AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND EQUITY

AND INDEPENDENCE · SOCIAL RESPONSIBILITY · COMMUNICATION

INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION

· IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND LEARNING

AND INDEPENDENCE · SOCIAL RESPONSIBILITY · COMMUNICATION



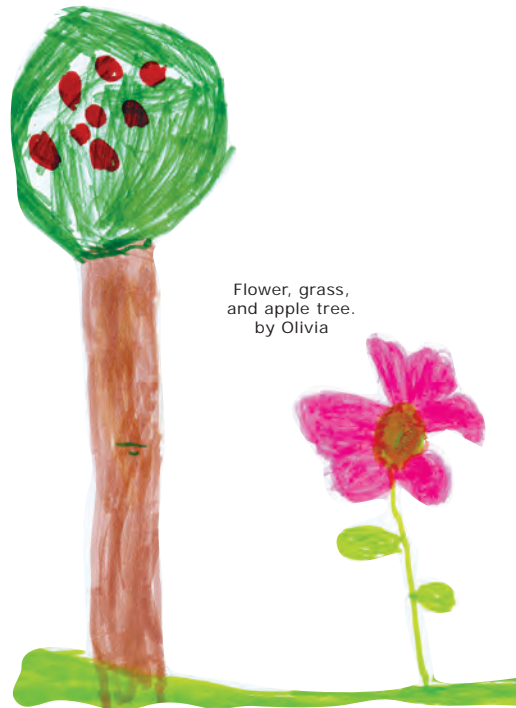
Painting

Bootie asked Keltie to write the words: To My Mom. As Keltie begins to write Bootie starts to sing the alphabet song. Keltie stops writing to enjoy the song. Bootie points to Keltie's writing and says, "Okay keep writing, it is still for my Mom." ~ Keltie Foster

West Side Cooperative Preschool



Rocket Ship in Outer Space by Fiona



Flower, grass, and apple tree. by Olivia

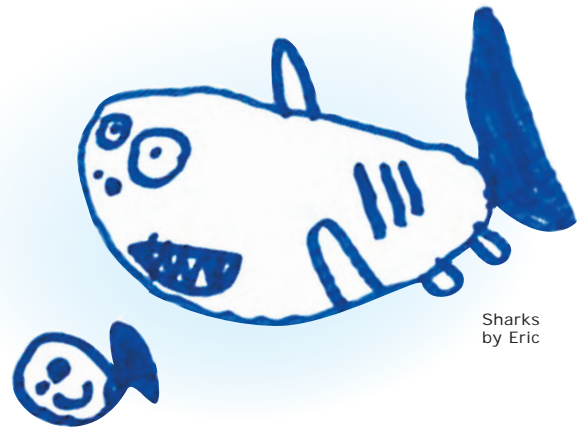
COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • INCLUSIVENESS AND EQUITY • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND AND INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND CREATIVITY AND PLAY • INDIVIDUALITY



BOOK-MAKING

The Power Of The Blank Page

A blank page or book presents children with an invitation to make meaning. However, many skills are required when children sit down with a blank book. These skills include:



Sharks
by Eric

Problem-solving and reasoning:

"How am I going to fill this page?"

Questioning and problem posing:

"What happens next?
Then what?"

Keen observation-gathering data through all the senses:

"What do I know about this topic?"

Intellectual risk-taking:

"This is a new experience for me, but I'm going to try anyways."

Imagining, innovating, and responding with wonderment and awe:

"How will I represent the meaning I'm trying to capture?"

Thinking interdependently:

"How will I share this book with others so they can understand and share the meaning?"

Persistence:

"I am going to see this book through until its completion!"

"How long have you been making this book?"

"What is your book going to be about?"

"Tell me about your illustrations!"

"What do you already know about that topic?
Where could we find out more information?"

Describe what the child has drawn to prompt dialogue.
"Wow! Look at all these colors! I wonder what is happening in your story?"

Narrate what you notice. "I noticed that you illustrate first and then write your words."

"I bet the pictures help you think about what words you need."

"I wonder what happens next?"

"Where did you get the idea for your book?"

"Is your book going to be an information book or a book that tells a story?"

Refer to books read at together time, and remind the child of a technique that particular author used.

"I wonder if you'll use speech bubbles in your book like Mo Willems did?"

— Jarvis, 2016
adapted from Wood
Ray & Glover, 2008



Go Away Big Green Monster by Ed Emberley

First I read the book *Go Away Big Green Monster* by Ed Emberley, at storytime. I am always putting items on the table to inspire children to draw and write. I had found a green monster at Guy's Frenchys so the next day I placed the monster, the book and markers at our writing table with sign that read: Can you draw the green monster? What a difference, the actual

stuffed monster seemed to encourage more children to create. I asked the children if the green monster could join us in the gym for a parachute ride.

~ Keltie Foster

West Side Cooperative Preschool



COMMUNICATION • IMAGINATION

INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY

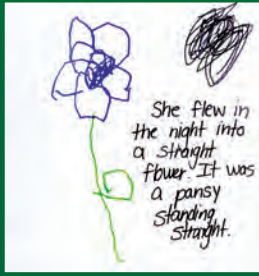
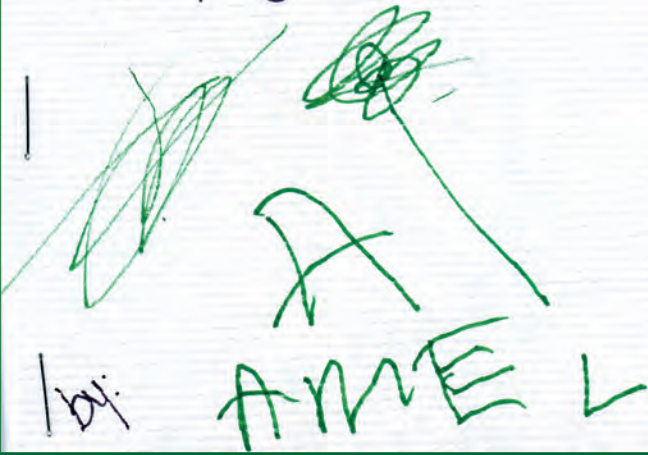
INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING

AND INDEPENDENCE • SOCIAL

• IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND

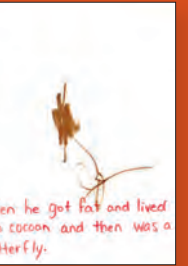
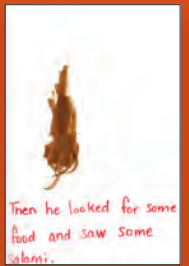


The Butterfly's Bumping Day



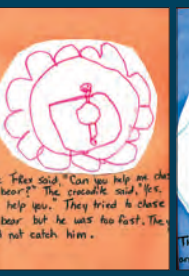
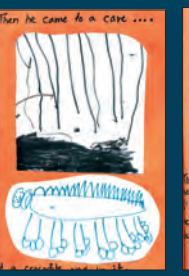
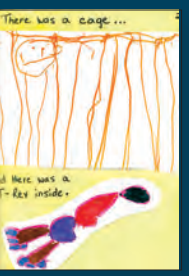
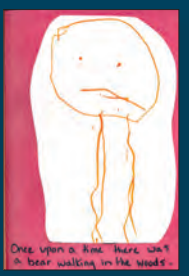
The Hungriest Caterpillar

Written and illustrated by: ALEA



THE BEAR, THE CROCODILE AND THE T-REX

written by Preschool Class of PCCI, 2009.



COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND

One Day in March

One day in March a table of children spontaneously gathered to create books. It started when I invited Jibril to come and finish the book he had been previously working on. I sat with him, ready to help with the writing part of his project. His pictures were finished and he had labeled the pages with numbers. He didn't want my help at this point and got busy with the letters he needed without telling me what he was writing. After he had written "WAS APN A TM" he read it to me, "Once upon a time..." What an amazing use of the sounds he hears and the letters he knows. At the end of the book there was one blank page and he added, "THE END" and I helped him sound out each letter. Before he could answer my question, "What is the last sound you hear?" Braedon, who was nearby answered enthusiastically, "D!" When we read the story together as a class Braedon pointed out, "I helped him with the D!"

Braedon's role in helping Jibril with his book inspired him to write one too. Braedon's book was about a googly eyed family and I helped him sound out the words as he wrote them. Braedon decided to write, "Baby Googly Eye." As I helped him sound out the word, "BABY" he leaned down close to his paper and wrote the word in the tiniest letters! He then went on to do the word, "googly eye" the same way. Inspired by Jibril's robot book, Braedon made a robot on the last page but hesitated as he started to write the word. Jibril noticed and offered to write it for him.

Benjamin noticed us at the table and joined us. He started to staple paper together and draw the dinosaur images that he draws so well. He has written many books about dinosaurs and this book was soon stapled and ready for me to write the words. He told me that the title is, "Ankylosaurus," a favourite dinosaur. I also wrote the word, "by" on the front cover and Benjamin added his name. After he had defined each family member of the Ankylosaurus family, I asked him to put the page numbers on the book. He hesitated, saying, "I can't do the 2." "That's ok, I'll help you," I assured him. He carefully studied each number as I wrote them on a separate piece of paper and copied them.

Gabrielle joined us and started her book with the illustrations. Gabrielle has a great love of stories and books. She is often the instigator of dramatic play in the room and has come many times dressed as a character and ready to go.



Gabrielle needs to get her story in print. Her story is completely dictated to me because she has so much to say and needs to get it down quickly. The process of writing the words is not as important to her right now as the process of working through her ideas and storylines.

Isaac joined the group of children drawing at the table in short bursts. He ran over and grabbed a pen and started to draw and talk. He talked and talked as he drew quickly. Isaac is a storyteller. He sees the connection between the drawing at the table and the stories the children are dictating to me. He is not ready to have his stories written down by me but is connecting his story to his picture.

~ Jill Bateman UNB Children's Centre

COMMUNICATION · IMAGINATION

INDIVIDUALITY & INDEPENDENCE · COMPA

SSION AND CARING · LIVING

AESTHETICS · SPIRITUALITY · ZEST FOR LIVING

AND INDEPENDENCE · SOCIAL

INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION

· IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND

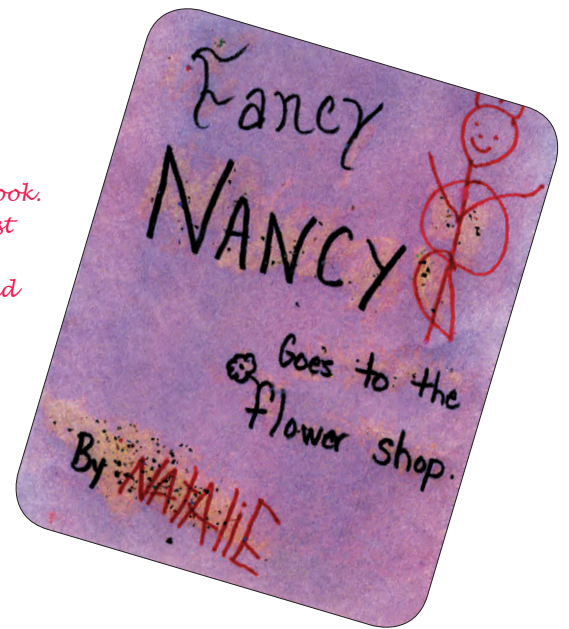
AND INDEPENDENCE · SOCIAL



“Fancy Nancy Goes to the Flower Shop”

Natalie loved Fancy Nancy books. With the encouragement of Leigh, her educator, Natalie decided to write a Fancy Nancy book. In true Fancy Nancy style, Natalie knows that glitter was a must for her book. She modeled the book after the author and made the last page a lead into her next book. Leigh thought she would take this project one step further and suggested to Natalie to write a letter to the author, Jane O'Connor. Natalie mailed her letter and the waiting began. Finally Natalie arrived at our room with a hand written notecard from Jane O'Connor.

~ Jill Bateman UNB Children's Centre



May 9, 2008

Dear Jane O'Connor,

My name is Natalie. I love your Fancy Nancy books.

Some of the things I like about your books are: because your books are so fancy; because Fancy Nancy always wears fancy clothes; and that's all.

At school I even wrote my own Fancy Nancy story. It was called, "Fancy Nancy goes to the Flower Store."

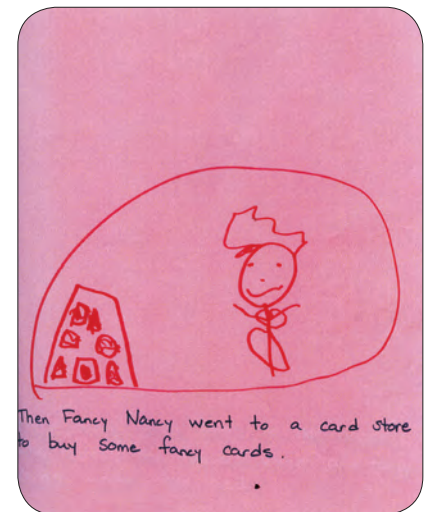
I wish that I could draw like the illustrator because I love the pictures too.

Thank you for writing these stories,

Your friend,

NATIE

"This is a picture of me and my cat."



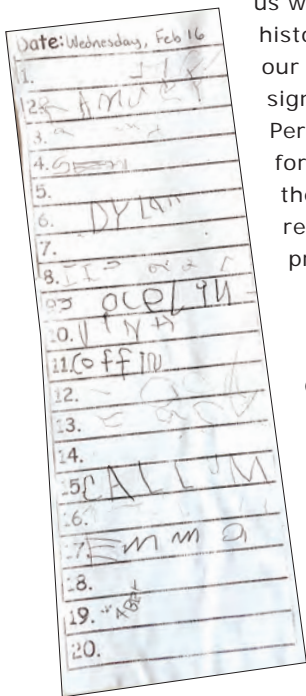
Excerpts from "Fancy Nancy Goes To The Flower Shop" by Natalie

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND SOCIAL RESPONSIBILITY · COMMUNICATION · INDIVIDUALITY · INCLUSIVENESS AND

VALUING CHILDREN'S NAMES

Names are complex entities that serve a variety of functions. They connect us with family and sociocultural histories and they are part of our sociopsychological identity; signifying who and what we are. Personal names provide a way for children to make sense of the print world as they first recognize and then learn to produce their own name.

- Janet W. Bloodgood (1999, 342)



Children feel a strong personal connection to their names and to the names of people and animals and places that are important and meaningful to them. This personal connection enhances children's literacy development.

- McNair (2007)



sign in sheets

first names

last names

parent names

stuffie names

sibling names

dress-up character names

thank-you notes

name graphs

birthdays

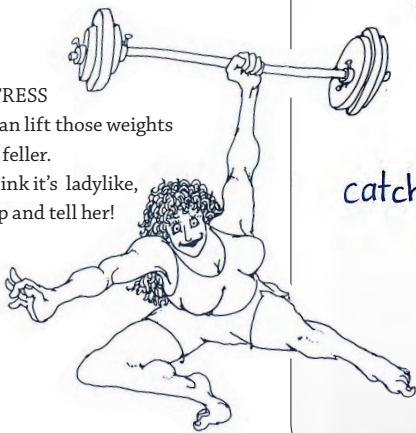
homemade cards

holidays



WEIGHTLIFTRESS

Nancy Bates can lift those weights
As well as any feller.
If you don't think it's ladylike,
Then you go up and tell her!



- Weightliffress by Shel Silverstein

"Me"
by Mason
ne me ne
moe
catch a tiger
named
Masan
Masan
Masan
Masan

- Me by Mason

Learning to pronounce children's names and learning the history of their naming – who gave you your name? – is one way to begin honouring children's culture and identity in the classroom.



Weightliffress
by Shel Silverstein
Austin Yeomans can lift those weights
As well as any feller.
If you don't think it's ladylike,
Then you go up and tell her!

- Weightliffress by Austin

Educators try to find books, poems, and songs with children's names in them. Sometimes a child's name can be substituted for a name in a poem. This invites children to be playful and create poems with their own names.

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND SOCIAL RESPONSIBILITY · COMMUNICATION · INDIVIDUALITY



How Many Letters in our names?

Spencer	Spencer	7
Logan	Logan	5
Ryan	Ryan	4
Grace	Grace	5
Colby	Colby	5
Emmit	Emmit	5
Henry	Henry	5
Malcolm	Malcolm	7
Jayden	Jayden	6
Audrey	Audrey	6
Jordyn	Jordyn	6
Haylee	Haylee	6
Jacie	Jacie	5
Kylie	Kylie	5
Rebekah	Rebekah	7
Molly	Molly	5
Aden	Aden	4
Emilia	Emilia	6

What colour do you think the flowers will be?

Alexander	Blue
Bryn	Blue
Cameron	Blue
Clayton	Blue
Edrick	Blue
Gideon	Blue
Grant	Blue
Katie	Blue
London	Blue
Leah	Blue
Levi	Blue
Luka	Blue
Maddox	Blue
Maimuna	Blue
Mary	Blue
Rose	Blue
Pylden	Blue
Rhys	Blue
Robertson	Blue
Sophia	Blue
William	Blue

What is your favourite colour?

Alexander	Blue
Bryn	Blue
Cameron	Blue
Clayton	Blue
Edrick	Blue
Gideon	Blue
Grant	Blue
Katie	Blue
London	Blue
Leah	Blue
Levi	Blue
Luka	Blue
Maddox	Blue
Maimuna	Blue
Mary	Blue
Rose	Blue
Pylden	Blue
Rhys	Blue
Robertson	Blue
Sophia	Blue
William	Blue



Ensure children's names appear in handmade classroom books.

Graphing about children's names provides opportunity for them to compare and contrast their names.



Children write their own names many times a day.

Playing with children's names on April Fool's Day. Jill changed the first letter of every child's name on their locker to a "J".



woods	gym
1. NATHAN	1. MARIANA
2. JORDAN	2. LONNIE D
3. WILLIAM	3. RACHAEL
4. PYLDEN	4. LIAH
5. JACOB	5. GYM
6. EDY	6. RIG
7. EDY	7. MARIAN OSA
8. EDY	8. DIDION
9. ROBERTSON	9. BETH
10. ROBERTSON	10. BETH

I want to play in the woods.

I want to go to the gym.

Landon and William make locker name tags in their own writing, replacing the name tags written by the educator.



BOOKS WITH CHILDREN'S NAMES IN THEM:

- Noisy Nora, by Rosemary Wells
- Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Voirst Owen, by Kevin Henkes
- Chrysanthemum, by Kevin Henkes
- The Name Jar, by Yangsook Choi



Children vote by signing their names next to the version of *The Three Little Pigs* they like the best.

COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • AND INDEPENDENCE • SOCIAL INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY

POEMS & SONGS

Poetry satisfies the child's:

- natural response to rhythm
- need for playful exploration with sounds — rhyming words, words that make sounds (“crack, hiss, sputter”), repeating sounds (“soundless sliding slugs”), repeated words, phrases, or sentences, and/or unusual and ridiculous word combinations (“frumious Bandersnatch!”)
- sensory investigations (sight, sound, touch, smell, and taste)
- explorations of comparisons and contrasts (“this sand sparkles like gold”)
- growing knowledge of multiple forms of writing
- need for meaning making from life experiences
- discovery of the multiple meanings of words
- desire for pleasurable, playful reading



Somewhere Over the Rainbow
— a song by Alexandra

Somewhere over the rainbow,
When the world comes true in love,
When the world comes true in love,
When the World comes true in love,
When the world comes true in love,
It always goes over the rainbow!

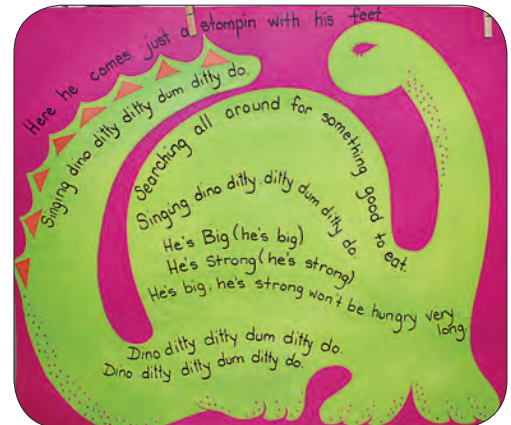
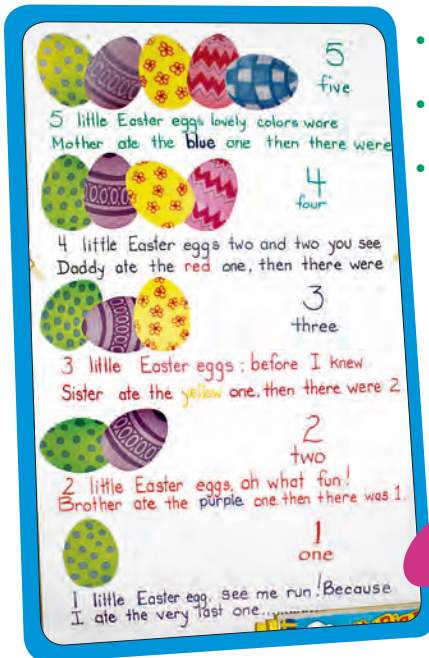
Poetry talks... chanting a poem many times over...
takes children deeper into the way language works...
...leading them to pose questions about meanings and form.



Blue, yellow, red, purple
are written using the colors
associated with the words.
Notice how the number and
the word associated with the
symbols are written together as
an extra challenge for readers.

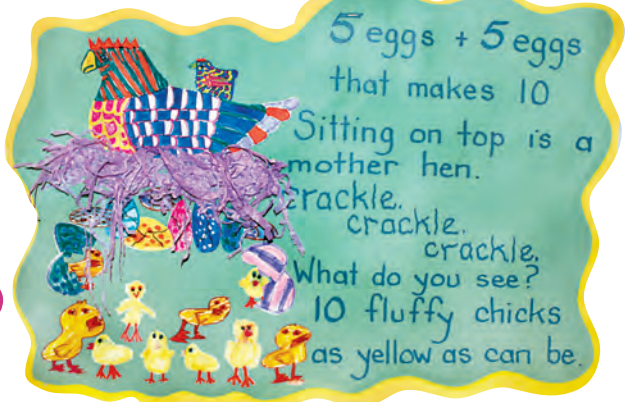
Poetry and songs:

- help to foster a love of reading
- promote language development
- emphasize fun word sounds
- create awareness of feelings or of experiences unique to a child
- call attention to the world's wonders and increase interest in science
- invites group participation in reciting and memorizing verses
- encourage a sense of rhythm and movement when combined with fingerplays and actions



~ Keltie Foster West Side Cooperative Preschool

- LINK POEMS TO:
- favourite picture books
 - community field trips
 - artistic expressions
 - 3-D constructions
 - socio-dramatic play
 - discoveries of nature
 - the joys and pains of friendships
 - the pleasure of being silly



~ Keltie Foster West Side Cooperative Preschool

COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY



Evil Witches!



The hollowed out stumps in the woods have become a spot to cook in the woods. I noticed that the cooking had begun to develop into a play engulfed with evil witches. These witches went from making lovely cakes to poison soups while they cackled and claimed to kill people who ate what they were serving.

Wanting to extend their play, I brought a passage (Act 1, Scene 4) from Shakespeare's Macbeth to read. I soon found I was reading the short passage many times and the witches began to chime in....

DOUBLE, DOUBLE, TOIL AND TROUBLE, FIRE BURN AND CAULDRON BUBBLE.

The children began picking out the words and phrases they didn't understand. Using the iPad, we searched the terms and further explored the meaning of the poem.

The poem soon turned to a recipe and items from that recipe were substituted with items found in the woods; "moss for the bat fur," Julia proclaimed. I quickly wrote down all of the witches' ingredients. With their help, we composed a recipe of our own for Poison Soup.

"We are born evil witches!" Ana cackled. Once back to the classroom, I sealed the recipe in a page protector to keep it safe while we used it outside. I also added a copy of the poem and illustration from the book in another protected sleeve. The recipes have been brought to the woods everyday

since with the addition of bags to carry all the ingredients in, as requested by Ala; "all these things are too much to carry, we need a bag."

The next day the witches found a stick and claimed it as their "recipe tree". They hung their recipes on the tree and carried the tree around as they searched for the ingredients to take back to the witches' house.

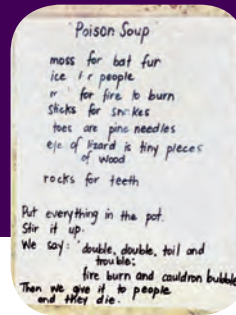
"I'm getting golden stones for us to put in the soup to make people dead and then we can rule the stuff that other people have. The golden stones we touch and they make us powerful. We have 14 golden rocks for us to power us up." Anna explained to me when I asked how the witches got their evil powers.

Once ingredients have been found, recipes are read, more poison soup is made, and the poem is recited over and over again, but as Julia explained, "You can't say it in a normal voice 'cause witches are super, super, super old." All the evil witches rang out:

DOUBLE, DOUBLE, TOIL AND TROUBLE, FIRE BURN AND CAULDRON BUBBLE.

I watched as Ella-Jo and Austin took their sticks touched the inside of the cauldron, laughed widely and waved them around. They explained, "We put sticks in the soup and made them magic wands."

~ Candace Gallagher UNB Children's Centre



Why this matters:

Through this play, the children's understanding of language conventions and vocabulary grew. The repetition in the poem was transferred to their play and these children continue to experiment with the language.

Using the iPad to research unfamiliar words, the girls explored new words and their meanings. They then used the poem to create multiple recipes and a new script for their play – all of this holds meaning for the children as they co-construct imaginary worlds.

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · INCLUSIVENESS AND EQUITY · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND EQUITY · CREATIVITY AND PLAY · INDIVIDUALITY





Valuing Children's Cherished Items

After a parent expressed concern with lost or broken toys from home, Hannah and I decided to ban children's toys. We made the decision that treasured toys from home would be permitted only on special show and share days.

An email explaining our decision was sent to families that evening. When the children arrived the next day with their precious items from home, the toys were put in their lockers where they remained until it was time to go home. There was a lot of confusion and hurt feelings and, as educators, we were frustrated.

At the end of the day we reflected with Sherry, our co-director, about the harshness of our decision. We documented how children's items contributed to learning. Treasured toys gave us a glimpse into children's interests and

sparked lots of conversation among peers. New games and imaginative, dramatic play abounded. But then we raised the point about power dynamics, hurt feelings, and lost or damaged toys.

- Was it fair to impose this decision on the entire group because of the actions of a few?
- Were we sending a message of zero tolerance? A message which we strongly disagree with.
- Why were we so quick to ban toys altogether?
- Did we consider how the children might feel?
- Did we fail to consult with the children?
- Which children had the most to lose in our decision?

~ Kristy Fitzpatrick and Hannah Jarvis
UNB Children's Centre

From our perspective, the pros of allowing cherished items in the classroom are:

- Children feel comforted and more secure when they have a familiar item with them.
- Familiar objects often work as a transition between home and school.
- Children take pleasure in sharing their home, family and interests with friends.
- Children develop empathy when other children lose their cherished items. Children can make a lost and found poster, go on a group search for the item, or tell us we need to make an announcement to find the lost item.
- Toys from home provide opportunities for children to negotiate and share with others.

- Language expands when cherished toys and items from family outings come in. There are lots of stories that surround these cherished things; where they received their special toy, who it was from, where it has been, and other toy related adventures.
- Possibilities for exploration and learning like inventing a marble game, or learning about shells on a local beach.
- Educators learn about children's passions, families, and values when children share their items. Families joined this learning. Families form connections with other families; learn about each other and their other children; building a vibrant community of learners.



Drawing Our Toys

Leah and Kallie arrived early one morning each clutching a cherished toy from home. I admired the monster puppet and cat with big eyes. As they signed in, I drew her attention to the pastels on the table, challenging them to draw their toys with the bright colours.

Leah went right over and began drawing the shapes she saw in her puppet. We looked at the round head together. "A circle!" she declared drawing it.

Kallie came over and we looked at her cat toy.

"What shape is the head?" I asked.

"It's round," she answered.

"And the ears?" I replied.

"Oh, they are triangles. It's a bit tricky for me but I can try the triangles," she answered.

Leah then decided to draw Kallie's toy as well as her own, and Lexi had begun to draw too. Lexi didn't have a toy so I asked her what she was drawing. "It's a teddy bear. I saw it at the store," she said as she drew from her memory.

William arrived and picked up Leah's puppet. "Are you going to draw it too?" I asked him. "Yeah," he replied and I asked him, "What colour is it?" I pointed out the circle as I had done with Leah and he started making big circle movements on his paper.

~ Jill Bateman UNB Children's Centre

Vulnerability is the birthplace of love, belonging, joy, courage, empathy, and creativity. It is the source of hope, empathy, accountability, and authenticity.

If we want greater clarity in purpose or deeper and more meaningful spiritual loves, vulnerability is the path. ~ Brown (2012, 34)

Ducky has been a part of every aspect of my life. My mother often jokes that she will make me walk down the aisle with him when I get married. This duck has caught all my tears over the years (and still does) and brings me comfort when

I am sad or homesick. He may not look like a duck anymore but

Ducky holds a lot of memories and sentimental values.

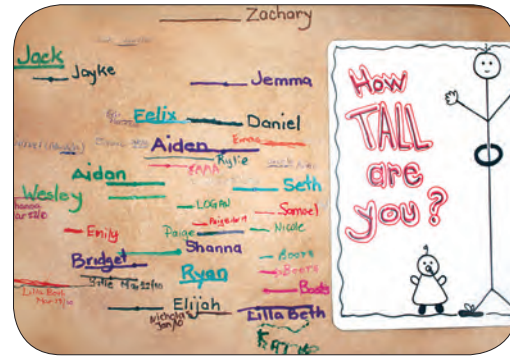
~ Kim Bourque's notebook (2018)



COMMUNICATION • IMAGINATION • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND
 INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • INDIVIDUALITY
 INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND
 AND INDEPENDENCE • SOCIAL



TALKING MATHEMATICS



Suggestions for Cooking with Children



- 1) Choose recipes that offer something challenging for children to do.
- 2) Make recipes that children can read on their own.
- 3) Plan cooking activities that can be done individually or in small groups.
- 4) Do not insist that the children follow the recipes precisely.
- 5) Allow children to make the same recipe many times.
- 6) Encourage children to create their own recipes.
- 7) Plan for mess.

Cooking, a literacy practice from home, appeals to children's interests, invites experimentation, and fosters cooperation among children. It also teaches children independent living skills; provides opportunities to integrate math, science, literacy, and social studies in meaningful activities that children find interesting and challenging; and foster autonomy by allowing children to prepare and eat food in the classroom.

— Devries, et al. (2002)

COMMUNICATION · IMAGINATION · COMPASSION AND CARING · LIVING DEMOCRATICALLY · INDIVIDUALITY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND AND INDEPENDENCE · SOCIAL INDIVIDUALITY & INDEPENDENCE · CREATIVITY AND PLAY · INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND



“Will we make cookies or muffins?”

On April 2nd we decided to start surveys in the classroom to go along with our literacy web that we had created. The survey question was: “Would you rather make cookies or muffins for snack tomorrow?”

As Erin arrived I could sense that she was going to have a little bit of a hard time separating from her father this morning, I said, “Erin would you like to do a job for me today?” She got an immediate smile and said, “What?” I explained about the survey, gave her a clipboard, and she went on her way asking the children what they would rather have.

Erin read most of the names of her peers on her own but sometimes needed assistance from Chantal or myself. As she was doing her survey she said to Danielle, “You can be my helper.” I asked Erin, “What one do you think we will make?” she replied with a huge smile, “Cookies.”

When Erin had completed the survey she came to me and she counted how many wanted each. She counted 16 for cookies, and 3 for muffins. I said, “Did cookies or muffins win?” Erin yelled, “Cookies.”

At group time Erin explained her survey and told the children we would be making cookies the next day.

~ Tonya White UNB Children's Centre



Fueled by our love of writing, we have been composing our own unique surveys. We are really enjoying finding out our friends opinions! Have a look!

Child Initiated Surveys

In composing surveys, we are:

- Growing in our understanding of the convention of language.
- Using language to express our thoughts, feelings, and ideas.
- Becoming familiar with the sign systems of language and math.
- Engaging in multiple form of representation.
- Transforming knowledge from one mode to another.
- Using language to ask for information, persuade, clarify, celebrate, and instruct.
- Engaging with the symbols and practices of math.

Item	Count
grapes	19
peas	16
celery	12
avocados	11

— Fitzpatrick (2016)

Why this matters:

Erin is an expert egg cracker and interested in baking. The survey was an opportunity for her to see what we would like to make on Friday and so she could then help to make it. While conducting the survey to determine the largest

set, Erin is tallying and comparing numbers, as well as reading and recognizing the children's names. This activity also gave Erin the opportunity to get involved in the room after her parents leave.

What's next?

Erin's explanation at group time may encourage others to take an interest in surveys and to think of questions they would like to ask the class. We could also start graphing the results of our surveys.

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND



PLANTS



Paperwhites
by Grace



~ Keltie Foster West Side Cooperative Preschool



~ Keltie Foster West Side Cooperative Preschool



In the fall, children plant bulbs. They make predictions as to what they planted and how big their flowers will grow. They checked their plants and document their growth each day.

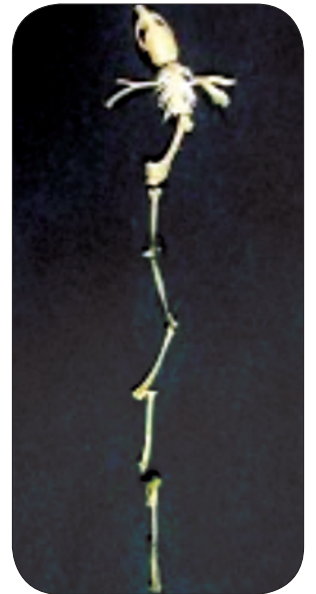
~ Jill Bateman UNB Children's Centre

Aidan's Owl

This series of pictures shows Aidan as he dissects an owl pellet to find bones, fur and feathers. We placed the parts we found on a chart to try and figure out what the owl had eaten. The skull really helped us decide the owl had eaten a starling as the starling skull is much bigger and the beak is very long and pointy.

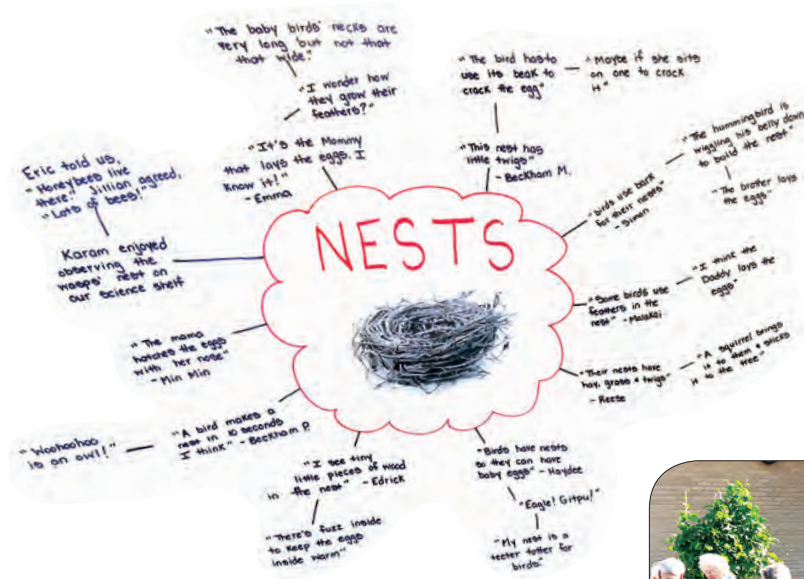
The children worked together taking turns while dissecting the pellets. They helped each other figure out what they found and where it fit on the chart. Aidan spent well over an hour working on all the parts we found. He worked hard to piece the skeletal remains back together.

~ Rothesay Nursery School



COMMUNICATION • IMAGINATION
INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND
INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND
AND INDEPENDENCE • SOCIAL





**INVISIBILITY ERASES IDENTITY AND EXPERIENCE.
VISIBILITY AFFIRMS REALITY**

— Derman-Sparks & Olsen Edwards (2010, 32)

Mi'kmaq authored picture books were added to our classroom library to honour Haydee's culture and heritage. During a small group read aloud while reading a non-fiction book about birds Haydee whispered under her breath gitpu. Curious I asked her what she said and she explained gitpu meant eagle.

~ Candace Gallagher

UNB Children's Centre



COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • AND INDEPENDENCE • SOCIAL INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND INCLUSIVENESS AND EQUITY



“Here’s my name in Arabic!”

Walker was excited the day we hung the children’s names in English and Arabic in our language centre.

“Here’s my name in Arabic!” he said as he pointed to his name.

“I wonder if you could write your name in Arabic?” I asked.

He quickly set to work, his eyes taking careful note of each Arabic letter and writing it slowly across his paper. When he had finished he exclaimed, “Salima is going to be so happy to see my writing in Arabic!”



When Salima arrived that day, Walker ran over and told her, “Look Salima! This is my name I wrote in Arabic!”

He also showed Houda, Salima’s mom, and his face beamed with pride when she smiled at him, “Wow! This is great Walker,” she replied.

~ Hannah Jarvis UNB Children’s Centre



Stories matter. Lived experiences across human cultures including realities about appearance, behavior, economic circumstance, gender, national origin, social class, spiritual belief, weight, life, and thought matter.

— National Council of Teachers of English (2015)

Books can be mirrors in which children see and savor images and representations similar to their own lives and experiences. They can also be windows that enable young readers to gain new cultural perspectives by peering into others’ worlds.

— Wanless & Crawford (2016, 10)



COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND INCLUSIVENESS AND EQUITY

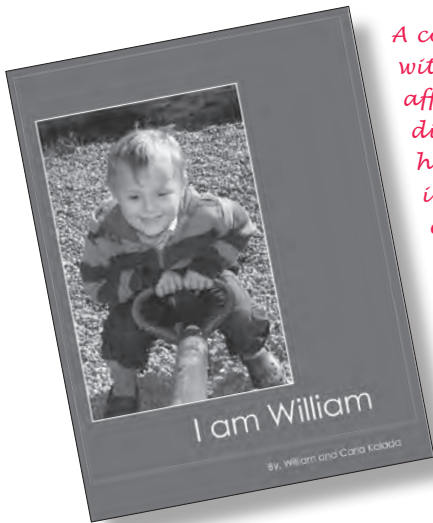


Fostering Belonging: Courageous and respectful conversations

When we encounter differences both children and adults may have questions, yet we may be hesitant to ask them directly. Likewise, it can be challenging for educators and parents to answer questions children have about difference. It is important that children, educators and families support each other through open and respectful communication.

When William, a boy who has Down syndrome, joined our program, children had questions. They asked why William didn't speak the way they did, why he needed extra support with things they could do independently, and how they could interact with him. Families, educators and children were unsure how to answer.

In search of support and answers Sherry and I turned to provincial and federal organizations to request resources that would address the questions raised by children and families. We were told the resources they had were specifically for parents but we could alter them to suit our needs. Unsure, we thought altering these resources did not honour William and his family or our questions.



A conversation at pick up time with Carla, William's mom, affirmed that we should not dismiss William's differences, that he learns and communicates in a unique manner. Carla explained that it was best to share William was born with Down syndrome and discuss exactly what that means within the context of the classroom community. As a team we decided to share with the children that, like us, William is still learning, we need to be patient, ask him questions to learn more about him, and remind him of our needs.

William and his mom created a book to open lines of communication and build a solid foundation of understanding between educators, children, and families within our community. Children and families wrote back to William and his family.

~ Candace Gallagher UNB Children's Centre

COMMUNICATION · IMAGINATION · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND
 INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · INDIVIDUALITY · AND INDEPENDENCE · SOCIAL
 INCLUSIVENESS AND EQUITY · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND
 SOCIAL RESPONSIBILITY · COMMUNICATION



Kolada, Carla (ASD-W)

To: Candace Mersereau, Gillian Bateman, Ines Gomez Cc: Rose, Sherry (ASD-W),

June 9, 2015 at 10:53 AM

William

KC

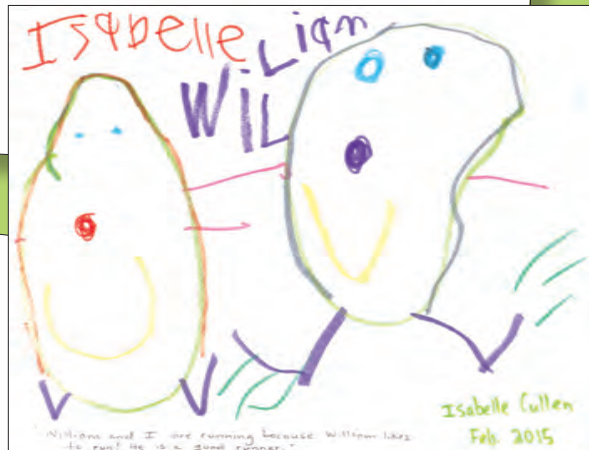
Thank you!!

William could not have been more proud this morning when you encouraged him to open the card that he made and the game that he brought by himself, and then take the card from child to child to show them. I watched rather tearfully from the hallway as everyone so patiently waited for him to get the envelope open, time to allow him to shine in so many ways. You truly have made William's life so much more wonderful by taking the Our family could never adequately express how much we appreciate your dedication to our son.

Carla Kolada

Education Support Teacher - Numeracy

Anglophone School District West



"This is me and William as robots in the Wall@ movie. We are Knocking down the wall to get the love power. The love power is inside the glass and when I get to it, I will smash the glass and the love power will go every where."



Hello everyone,

We were given this special book as a gift from William and his family. He would love for each of his friends to have a chance to take it home to share with their families.

As a demonstration of respect we invite you to respond to William and his family after you have read his story. Please feel free to write as little or as much as you and your family wish.

If you have any questions, would like any further information, or wish to discuss the book, please do not hesitate to contact any of us.

Candace, Jill, Kristy, Elizabeth, & Inès

"I like to play Ninjas with William. He is the Green Ninja and I am the Red Ninja that has the Fire Sword. We are fighting the brother snakes together!"
"I like being silly with William! He is so much fun!"



"This is William's Mommy (with William in her belly) and my Mommy (with me touching hands), and the magic is showing that William and I are turning into friends by touching each other"
Malcolm Yerxa



COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND



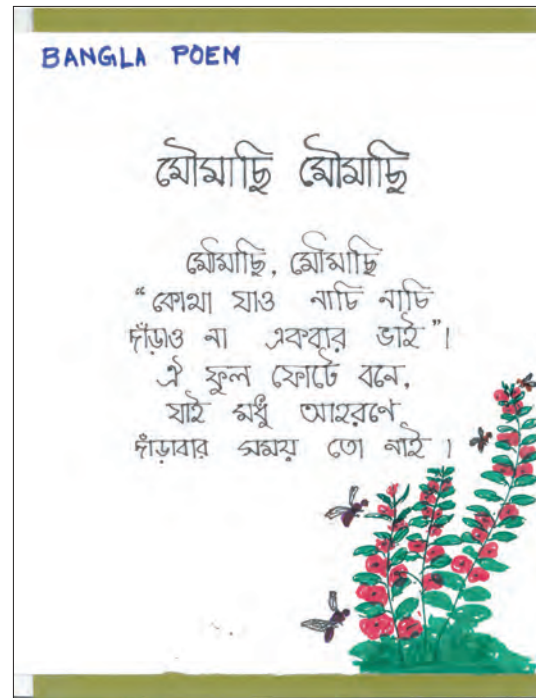
The Language Centre

The language centre resulted from a collaboration between families and educators, in an effort to value the home languages represented in our classroom. What began simply, by adding dual language books to this area, quickly grew as family members brought in poems, chants, numbers and CDs in their home language. Educators helped the children map what countries their language is spoken around the world. Mark-making materials such as markers, clipboards, paper and pencil crayons were added to encourage the children to author their own dual language books.

In addition to valuing home languages, we also wanted to ensure the children didn't lose the connection to the countries where their families immigrated from. Some children chose to paint maps that were added to the language centre. A sense of community was built through the language centre. A sense of pride resulted, as multilingual speakers became language experts in our classroom.

The benefits of the language centre also extended to children who spoke English at home. They were thrilled to hear the sounds of new languages, and enjoyed seeing their name written in another language.

~ Hannah Jarvis UNB Children's Centre



Celebrating Lunar New Year



Culture is what tells you how to live your life. Culture involves values. You learn your culture by living it. Heritage is what belongs to you by virtue of your birth. Heritage consists only of facts, but one's culture may place more or less value on those facts.

— Jerri Ann Jenista

We are all equally human and wish to be treated with respect and dignity; we have more in common than we have apart.

— Katz (2011)

COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • AND INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY





*“I have a little dreidel,
I made it out of clay,
And when it’s dry and ready
Then dreidel I shall play!”*

We were so excited to have Rachel’s parents, Scott and Lucia, as well as Rachel’s aunt Sophie come in to share Hanukkah with us.

We learned that Hanukkah is a celebration of the festival of lights, and that the menorah is lit each night for 8 nights. Latkes are often made and enjoyed on this holiday.

“Those smell delicious!” Cameron exclaimed as he sniffed the baked latkes. After reading Latkes, Latkes, Good to Eat, by Naomi Howland, we were able to try our hands at baking some of these yummy treats.

We added potatoes, carrots, cinnamon, and salt. Then we formed the mixture into a pancake, and we loved to feel the gooey texture in between our fingers! We got to sample the delicious treats at snack time.

At another table, Sophie and Lucia helped the children learn to play dreidels, a special Hanukkah game. Dreidels is an ancient game played during Hanukkah that involves spinning a special top with 4 sides, each with a single Hebrew letter.

Each letter has a different meaning.:

“נ” (Nun), “ג” (Gimel),

“ה” (Hei), “ש” (Shin),

which together form the acronym.:

“מש היה לודג סנ”

which stands for:

“Nes Gadol Hayah Sham,”

“a great miracle happened there”

(Dreidel, 23 February 2018, in Wikipedia, April 2018)

Thank you Scott, Lucia and Sophie for coming in to tell us about Hanukkah!

~ Hannah Jarvis and Kristy Fitzpatrick

UNB Children’s Centre



COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • AND INDEPENDENCE • SOCIAL INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND



RESPONSIBILITIES

When children help to take care of the classroom; setting the tables for snack, cleaning spilled paint, sweeping crumbs of dried play dough, helping to fix a broken shelf, or repairing a torn book, they are learning to be responsible and responsive members of their community.

Children are more willing to care for their classroom — keeping it clean, tidy, and safe — when they are responsible for the materials, equipment, and spaces that are shared with others.



Sweeping

Watering plants

Setting the tables for lunch or snack

Do the children in your room have RESPONSIBILITIES?

Helping to clean the pet cage

HELPING TO WRITE THE DAILY MESSAGE ON THE WHITEBOARD

Feeding pets

CLEARING DISHES

Putting activities away at clean up time

weeding the garden or flowerbeds

Helping to set up invitations

Filling the bird feeder



PETS!



Zach said it best, "We need to hold them everyday so they feel loved. It makes me feel good when I hold them."



COMMUNICATION · IMAGINATION · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND INDEPENDENCE · SOCIAL AND INDEPENDENCE · SOCIAL INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · INDIVIDUALITY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · INCLUSIVENESS AND EQUITY



Rosie & Ruby

In bringing our new friends (two guinea pigs) Rosie and Ruby into the classroom, it was our hope that they would guide the children in compassion, patience, kindness and respect for other living beings. The transition we have witnessed over the past two weeks is more than we could have ever fathomed. It has been amazing to watch the bonds being formed between the children and their new pets.

Timothy was extremely excited and curious to experience and handle Rosie and Ruby. This was his first experience with small animals and Timothy was unaware of the importance of being gentle. He loved to hold Ruby. His immediate reaction was to squeeze her (lovingly). We spoke, discussing the importance of being gentle with Ruby and Rosie. We talked about how we each felt on our first day. I asked Timothy how he thinks the guinea pigs may be feeling in their new environment.

"They are probably scared and nervous," he said, "they are in a new place with a lot of kids." Immediately he lowered his voice to a whisper, "Shhhh guys, they are scared, we need to quiet down so they won't be scared."

Timothy, watching you over these past weeks has really inspired me. Each morning you come into the room and immediately head over to Rosie and Ruby's cage to ensure they are happy and healthy. The tenderness with which you handle them now is so caring. In just two weeks I see your compassion for animals and love for Rosie and Ruby.

Claire, you surprised and inspired me when you asked to hold Rosie. I was very excited by your request since I had noticed that you were nervous not knowing what to expect from our new friends. As I placed Rosie on your knee, I could tell that you were uncomfortable and asked if you wanted me to take her off. "No," you replied a bit shakily, watching her nuzzle into your lap. Then you began to giggle, "She likes me, look."



It was an "Ah Ha" moment for me. My instinct had been to protect you from your fear but had I picked Rosie back up, I would never have had the joy of watching you conquer your fear. It was astonishing to see your courage.

We had a discussion in our group time this morning about what we have learned about Rosie and Ruby and what we need to provide in order that they are happy and healthy.

Zach said it best, "We need to hold them everyday, so they feel loved. It makes me feel good when I hold them."

Rosie and Ruby have already taught us so much. We are learning how to nurture and care for another living being, how to be responsible and mindful and how to put others needs above our own, but most of all we have learned about giving and receiving unconditional love.

~ Kristy Fitzpatrick
UNB Children's Centre



COMMUNICATION • IMAGINATION • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND
INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • INDIVIDUALITY • AND INDEPENDENCE • SOCIAL
INCLUSIVENESS AND EQUITY • CREATIVITY AND PLAY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND
SOCIAL RESPONSIBILITY • COMMUNICATION





TRANSITIONING TO SCHOOL

EXPERIENCING TRANSITIONS:

- Children move from home to school bringing their family's first teachings, beliefs and practices (Brooker, 2008).
- Adults caring for children experience a range of emotions from guilt to apprehension during transitions.
- Adults experience conflict around differences in discipline practices, developmental expectations, pedagogical expectations, self-care routines, and interactions initiated by children, parent/carer, or educator.
- Educators, adults, and children are co-constructing new relationships and communication patterns.
- Children's main concern is about keeping and making new friends and knowing the rules and routines so they know how to be in school (Dockett & Perry, 2002; Dalli, 2002).

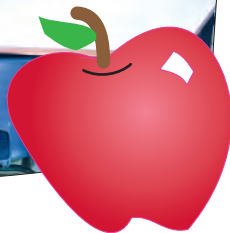


"Is my child ready to go to school?"

Yes, because they are:

- forming and keeping strong relationships with friends, educators, and family members;
- expressing their theories about the world;
- using reasoning skills to support their growing understandings of complex situations;
- engaging in a wide variety of meaningful learning activities;
- taking risks with their learning;
- questioning problem solvers;
- developing independency and selfcare routines;
- learning from and with each other;
- asking questions and exploring possibilities;
- engaging in the joy of learning and the curiosity of discovery.

(Gartrell, n.d.)



Picnic Lunch

During the last week in May I plan a picnic for our children at the elementary school next to our centre. I remind parents that their child's lunch needs to be similar to what s/he will be taking to school next year. One of my goals for this picnic is for children to be able to eat whatever is in their lunch independently whether it be opening a package/container or unzipping the lunch box.

~ Keltie Foster West Side Cooperative Preschool

COMMUNICATION • IMAGINATION • INDIVIDUALITY & INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION • CREATIVITY AND PLAY • AND INDEPENDENCE • SOCIAL INCLUSIVENESS AND EQUITY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING



TRANSITIONING THROUGH: *A Visit to the Chestnut Tree*



Jane, a child at our centre, brought in a bag of chestnuts to show everyone what she had found. At storytime the children asked Jane where she got the chestnuts. Jane said, "It's my brother, I got them from the tree at my brother's school."

Another child asked Jane if she could take us to the tree. I asked, "Can you show us how to get there?" She said, "Sure." The chestnut tree is located on the front lawn of the neighbourhood school beside our centre.

Arrangements were made with parents for a field trip to the tree the very next day. Jane's mother had planned a family apple picking trip for the same day as our field trip. Jane told her mother that she could not go apple picking as she was the leader of the field trip and if she did not go how would the class know how to find the chestnut tree. Jane's mother understood and on the day of the field trip, Jane was there to lead the group.

Before leaving for the trip each child had to find a bag labeled with his/her name. This was for collecting the chestnuts.

While we were collecting the chestnuts the secretary of the school came out and invited us into the school to visit a kindergarten classroom. I told the children that as they entered the front doors to the school it would be just like this when they begin school in the fall. They really enjoyed the big monitor in the office that showed them all areas in the school. Once in the kindergarten classroom they explored the room but they loved testing out the kindergarten desks.

~ Keltie Foster Westside Cooperative Preschool



TRANSITIONING ON: *Memory Collage in June*

Some children were showing concerns about our program ending. We thought we should give them an opportunity to tell us what they liked best about our year.

Paper and markers were provided and the children began to make pictures of what they liked the best about our year. And of course stories were told.

We encouraged children to look through their learning stories binders to get ideas that might trigger their memories of events that happened in our class.

Many children referred to snack time. Issac remembered the time we had watermelon. Paige remembered visiting Mr. Gilbey's rock wall, which prompted Benjamin to remember

our rock wall in our garden. Ava drew a picture of her valentines being put in the envelopes on Valentine's Day. She even included the steps where the envelopes were placed. We reminded Trent of his tambourine and he told us all about why that was so important to him. Daniel who has been a constant observer of the construction site sat with his mother and drew a picture of the site.

The children quickly filled one big piece of mural paper and we had to add another as so many children were eager to add their memories. At our year end family picnic we shared the children's memories with our families.

~ Jill Bateman UNB Children's Centre

COMMUNICATION · IMAGINATION · INDIVIDUALITY & INDEPENDENCE · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · AND INDEPENDENCE · SOCIAL INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · SPIRITUALITY · ZEST FOR LIVING AND INCLUSIVENESS AND EQUITY



WORKS CITED

- Anonymidou, Maria. (2017 June 7). *Lotte Reiniger The frog prince* (1954). Retrieved from <https://www.youtube.com/watch?v=ii4OZ76QtWQ&t=222s>
- Beneke, Salle J., Ostrosky, Michaelene M., Katz, Lilian G. (2008). Calendar time for young children: Good intentions gone awry. *Young Children*, 63(3), 12-16.
- Bloodgood, Janet W. (1999). What's in a name? Children's name writing and literacy acquisition. *Reading Research Quarterly*, 34(3), 342-367.
- Bonnette, Tina. (2011). Taking all risk out of children's play: Is this risky business? *Interaction*, 25(1), 8-9.
- Bosak, Susan V. (n.d.). Benefits of intergenerational connections. Retrieved from <http://www.legacyproject.org/guides/intergenbenefits.html>
- Brooker, Liz. (2008). *Supporting transitions in the early years*. Maidenhead: Open University Press McGraw Hill.
- Brown, Brené. (2012). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. New York: Gotham Books.
- Canadian Child Care Federation. (2004). *Resource Sheet: Your child's relationships*. (51). Ottawa, ON: CCCF
- Dalli, Carmen. (2002). From home to childcare: Challenges for mothers, teachers and children. In H. Fabian & A-W. Dunlop. (Eds). *Transitions in the early years: Debating continuity and progression for children in early education*. London: Routledge Falmer.
- danielhouse. (2011 February 11). *The Magic horse by Lotte Reiniger* (1953). Retrieved from <https://www.youtube.com/watch?v=myG5Xg0NaO4>
- Derman-Sparks, Louise & Olsen Edwards, Julie. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC.
- DeVries, Rita, Zan, Betty, Hildebrandt, Carolyn, Edmiaston, Rebecca, & Sales, Christina. (2002). *Developing constructivist early childhood curriculum: Practical principles and activities*. New York: Teachers College Press
- Dockett, Sue & Perry, Bob. (2002). 'Who's ready for what?'. *Contemporary issues in early childhood*, 3(1), 67-89.
- Dyson, Anne Haas. (1986, 1990). Symbol maker and symbol weavers: How children link play, pictures and print. *Young children*, 45, 50-69.
- Edmiston, Brian. (2008). *Forming ethical identities in early childhood play*. Oxon, OX: Routledge.
- Gartrell, Dan. (n.d.). Readiness: Not a state of knowledge, but a state of mind. NAEYC. Retrieved from <https://www.naeyc.org/our-work/families/readiness-not-state-knowledge-state-mind>
- Hackitt, Judith. (2011). As cited in Adetunji, Jo. (2001, July 2). Health and safety rule abuse 'stifling childhood'. *The Guardian*. Retrieved from <https://www.theguardian.com/society/2011/jul/02/health-and-safety-rule-overuse>.
- Hill, Dorothy. (1977). *Mud, sand, and water*. Washington, DC: NAEYC.
- Hitz, Randy & Driscoll, Amy. (1988). Praise or encouragement? New insights into praise: Implications for early childhood teachers. *Young Children*, 6-13.
- Jenista, Jerri Ann. (n.d.) Culture, heritage, and stereotypes: If adoptive parents don't help children understand their heritage and cultural stereotypes, who will? *Adoptive Families: The How-to-Adopt and adoption parenting*. Retrieved from <https://www.adoptivefamilies.com/transracial-adoption/heritage-cultural-stereotypes/>
- Johnson, Harriet M. (1984). *The Art of block building*. In Hirsch, Elisabeth S. (Ed.). *The block book* (Rev. Ed.). (pp. 8-23). Washington, DC: NAEYC.
- Katz, Fernando. (2009 April 12). *The Art of Lotte Reiniger parte 1*. Retrieved from <https://www.youtube.com/watch?v=LvU55CUw5CK>
- Katz, Lilian. (2011). World Forum Foundation. Retrieved from <http://www.youtube.com/watch?v=XXe14dZV7D0>
- McNair, Jonda C. (2007, September). Say my name, say my name! Using children's names to enhance early literacy development. *Young Children*, 84-88.
- National Council of Teachers of English. (2015). *Position statement: Resolution on the need for diverse children's and young adult books*. Retrieved from <http://www2.ncte.org/statement/diverse-books/>
- Nutbrown, Cathy. (Ed). (1996). *Respectful educators – capable learners*. London: Paul Chapman.
- Paley, Vivian Gussin. (2009, Fall). The importance of fantasy, fairness, and friendship in children's play: An interview with Vivian Gussin Paley. *American Journal of Play*, 121-138.
- Reifel, Stuart. (1984). Block construction: Children's developmental landmarks in representation of space. *Young Children*. 61-67.
- Wanless, Shannon B. & Crawford, Patricia A. (2016, May). Reading your way to a culturally responsive classroom. *Young Children*, 71. NAEYC. Retrieved from <http://www.naeyc.org/resources/pubs/yc/may2016/culturally-responsive-classroom>
- Wellhouse, Karyn & Wieff, Judith E. (2001). *A constructive approach to block play in early childhood*. Albany, NY: Delmar Thomson Learning.
- Wien, Carol Anne. (1996). Time, work, and developmentally appropriate practice. *Early Childhood Research Quarterly*, 11, 377-403.
- Wood Ray, Katie & Glover, Matt. (2008). *Already Ready: Nurturing writers in preschool and kindergarten*. Portsmouth: Heinemann.
- York, Stacey. (2003). *Roots and Wings*. St. Paul, MN: Red Leaf Press.

