Have You Heard?

Elsye Tash Sater

Oh, the autumn days are coming;
Don’t you hear their voices call
Through the goldenrods and wheat fields, 
Over sycamores so tall?

Have you heard the pretty murmur
Of the poplars as they talk
Of the lovely light brown carpet
They are weaving for your walk?

Did you hear Miss Katy Didn’t
Tell her sister, Katy Did,
How Jack Frost prepares his colors,
And the place where they are hid?

If you have, you own a secret
Which I hope you’ll never tell;
For Jack won’t use his colors
Till Miss Summer says “Farewell.”

Oh, the autumn days are coming,
I can hear their voices call;
Soon they’ll sing of snow and winter
Through the dry leaves as they fall.

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Dear CDC Families,

Now that summer has bid us farewell and the leaves begin to change their color we are reminded of how God’s timing is always perfect. He is never early and never late and always worth the wait. I’m grateful for the season. The flaming hills of autumn, the lovely red and gold all touched by the masters hands.
I’m grateful that each child will see the magic, smell the pungent scents of nature, hear the crunching of leaves under their feet, the touch of the cool temperatures, and the taste of crisp apples. Thank you God for your many blessings. Autumn is a wonderful time of the year!

Autumn brings a change in weather. The days tend to become chillier and we will continue to play in the outdoor classroom. Make sure to dress your child appropriately. Label all jackets, sweaters, gloves, hats, scarves, etc. October 15 is the scheduled date for the building to change from air conditioning to heat. This date may change as the building superintendent for V Point monitors the weather. We will keep you apprised of the situation. Once the air conditioning is off it will not be turned on until April/ May.

Autumn also brings our annual Father’s Day Fall Festival. This year the festival will be Friday, October 23, 2015 from 6:00 p.m.- 8:00 p.m. Each father and child will have the opportunity to enjoy autumn through hands on activities. Sign up for this wonderful event at the parent table the second week of the month.

Students of Pre- Kindergarten, Jr. Kindergarten and children enrolled in the Montessori Program who are eligible to enter Kindergarten at the end of the 2016 Academic year will have the PALS Assessment October 19-23. All assessments will begin at 9:30 a.m. Please make every effort to have your child here at 9:00 a.m. during that week.

A friendly reminder teachers are always available to speak to you regarding any concerns about your child or classroom. They are your direct link to your child’s day. You are encouraged to direct concerns to them. Although they cannot take time out of the day unexpectedly to conference with parents, they are more than willing to assist on a daily basis. Feel free to speak with staff in the evening, morning or if your schedules do not coincide, leave a message and they will be happy to return your call. Parent- Teacher Conferences are scheduled for next month.

Thank you for the privilege to care for your child/ children. Enjoy the splendor of autumn and catch fall before it leaves.

Happy Autumn!
Secethia
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All CDC Father’s are invited to celebrate the season at our **Annual Father’s Day Fall Festival!**
Friday, October 23, 2015 from 6:00 P.M. - 8:00 P.M. in White Hall and CDC Hallway.
Grandfathers, Uncles, Godfathers, and family friends are welcome to join us.

**CDC will be closed**
Monday, October 12, 2015
In Honor of **Columbus Day**

**CDC Annual Halloween Parade**
Parties and Trick or Treating
Friday, October 30
Parade in White Hall 9:30 A.M.
Caring and Sharing

Condolences to Ms. Janice on the loss of her brother.

Condolences to Ms. Tamica on the loss of her uncle.

Condolences to Ms. Kristi on the loss of her grandfather.

Congratulations to Ms. Elizabeth on the birth of her baby grandson!

Congratulations to Ms. Donna on her recent engagement!

Liping 10/7
MyChee 10/16
Julie 10/17
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**Key:**
- **GF:** Gluten Free
- **DF:** Dairy Free
- **VN:** Vegan
- **O:** Organic
- **VG:** Vegetarian
- **LF:** Low Fat
- **WG:** Whole Grain
- **LS:** Low Sodium
- **LP:** Local Produce
- **AN:** All Natural
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CDC will be closed
Monday, October 12, 2015
In observance of
Columbus Day

Columbus

1474… a vision of new worlds, a new route to the Orient, eighteen long years of discouragement, ridicule, poverty, faith and determination.

Then confidence, backed by the jewels of a queen- hope of greater glory for Spain- and riches.

Three little ships, Santa Maria, Pinta and Nina sailed an hour before sunrise on Friday, August 3, 1492.

Ahead, a vast uncharted dark sea- a flat world- superstitious fears- trouble- weeks and months of sailing west ward… ever westward.

Only a man’s undaunted courage, faith and determination, with absolute confidence in success, kept those three little crafts on their charted course, west.

October 12, 1492… land ahead.

Christopher Columbus little realized the magnitude of his discovery, and the far reaching of his faith, confidence and determination- ideals that have helped build the greatest continent in the world’s history.
My Jack-O-lantern

Ruth H. Underhill

First I picked a pumpkin,
Round and solid gold.
Then I cut the top off
And the seeds I did unmold.

Next I made two little eyes
That twinkled in the night,
And then I cut a funny nose...
It must be placed just right.

Now he gets a happy mouth
And teeth that laugh with glee,
Then a candle went inside
And my jack-o’-lantern smiled at me!

Happy Halloween and Safe Travels
There’s Nothing In My Bag Today
Author Unknown

Today I did math and science and I toasted bread,
I counted, measured and I used my eyes, ears and my head.
I added and subtracted and used magnets and blocks on the way
I learned about a rainbow and I learned how to weigh.
So please don’t ask me, “Is there anything in your bag today?”
For you see, I’m learning all about sharing as I play.
I learned to listen and speak clearly when I talk,
To wait my turn, and when inside, I learned I have to walk.
To put my thoughts into a phrase,
To guide a crayon through a maze.
To find my name and write it down,
To do it with a smile and not a frown.
To put my painting brush away.
So please don’t say, “Nothing in your bag today?”
I’ve learned about a snail and a worm.
Remembering how to take my turn,
I helped a friend when he was stuck,
Learned that water runs off a duck.
I looked at words from left to right,
Agreed to differ, not to fight.
So please don’t say,
“Did you only play today?”
YES!
I played the whole day through,
I played to learn the things I do.
I speak a problem, find a clue and out for myself just what to do.
My teachers set the scene and stay near by to help me when I really try,
There are those to pose the problems and to help me think.
I hope they will keep me floating and never let me sink.
All of this is in my head and not in my bag.
It makes me sad to hear you say,
“Haven’t you done anything today?”
When you attended your meeting today and do your work,
I will remember not to say to you,
“What did you do?”
Why Play Matters for Adults
How Play Benefits Your Health, Work, and Family Relationships

Play is not just essential for kids; it can be an important source of relaxation and stimulation for adults as well. Playing with your romantic partner, co-workers, pets, friends, and children is a sure (and fun) way to fuel your imagination, creativity, problem-solving abilities, and improve your mental health. And actively playing with your kids will not only improve your own mood and well-being, it will make your kids smarter, better adjusted, and less stressed.

What is adult play?
In our hectic, modern lives, many of us focus so heavily on work and family commitments that we never seem to have time for pure fun. Somewhere between childhood and adulthood, we’ve stopped playing. When we do carve out some leisure time, we’re more likely to zone out in front of the TV or computer than engage in fun, rejuvenating play like we did as children. But just because we’re adults, that doesn't mean we have to take ourselves so seriously and make life all about work. We all need to play.

Adult play is a time to forget about work and commitments, and to be social in an unstructured, creative way. The focus of play is on the actual experience, not on accomplishing any goal. There doesn’t need to be any point to the activity beyond having fun and enjoying yourself. Play could be simply goofing off with friends, sharing jokes with a coworker, throwing a Frisbee on the beach, dressing up at Halloween with your kids, building a snowman in the yard, playing fetch with a dog, a game of charades at a party, or going for a bike ride with your spouse with no destination in mind. By giving yourself permission to play with the joyful abandon of childhood, you can reap the myriad of health benefits throughout life.

Some of the reasons we play:
- to learn
- to create
- to feel challenged
- to lose ourselves in a pleasurable activity
- to calm and focus ourselves
- competitively to win
- cooperatively
- for the fun and joy of it
The Benefits of Play

While play is crucial for a child’s development, it is also beneficial for people of all ages. Play can add joy to life, relieve stress, supercharge learning, and connect you to others and the world around you. Play can also make work more productive and pleasurable.

You can play on your own or with a pet, but for even greater benefits, play should involve at least one other person, away from the sensory-overload of electronic gadgets.

Play Can:

- **Relieve stress.** Play is fun and can trigger the release of endorphins, the body’s natural feel-good chemicals. Endorphins promote an overall sense of well-being and can even temporarily relieve pain.

- **Improve brain function.** Playing chess, completing puzzles, or pursuing other fun activities that challenge the brain can help prevent memory problems and improve brain function. The social interaction of playing with family and friends can also help ward off stress and depression.

- **Stimulate the mind and boost creativity.** Young children often learn best when they are playing—and that principle applies to adults, as well. You’ll learn a new task better when it’s fun and you’re in a relaxed and playful mood. Play can also stimulate your imagination, helping you adapt and problem solve.

- **Improve relationships and your connection to others.** Sharing laughter and fun can foster empathy, compassion, trust, and intimacy with others. Play doesn’t have to be a specific activity; it can also be a state of mind. Developing a playful nature can help you loosen up in stressful situations, break the ice with strangers, make new friends, and form new business relationships.

- **Keep you feeling young and energetic.** In the words of George Bernard Shaw, “We don’t stop playing because we grow old; we grow old because we stop playing.” Playing can boost your energy and vitality and even improve your resistance to disease, helping you feel your best.

Play and Relationships

Play is one of the most effective tools for keeping relationships fresh and exciting. Playing together for the fun of it brings joy, vitality, and resilience to relationships. Play can also heal resentments, disagreements, and hurts. Through regular play, we learn to trust one another and feel safe. Trust enables us to work together, open ourselves to intimacy, and try new things. By making a conscious effort to incorporate more humor and play into your daily interactions, you can improve the quality of your love relationships—as well as your connections with co-workers, family members, and friends.
• **Play helps develop and improve social skills.** Social skills are learned in the give and take of play. During childhood play, kids learn about verbal communication, body language, boundaries, cooperation, and teamwork. As adults, you continue to refine these skills through play and playful communication.

• **Play teaches cooperation with others.** Play is a powerful catalyst for positive socialization. Through play, children learn how to "play nicely" with others—to work together, follow mutually agreed upon rules, and socialize in groups. As adults, you can continue to use play to break down barriers and improve your relationships with others.

• **Play can heal emotional wounds.** As adults, when you play together, you are engaging in exactly the same patterns of behavior that positively shapes the brains of children. These same playful behaviors that predict emotional health in children can also lead to positive changes in adults. If an emotionally-insecure individual plays with a secure partner, for example, it can help replace negative beliefs and behaviors with positive assumptions and actions.

**Fixing Relationship Problems with Play**

Play and laughter perform an essential role in building strong, healthy relationships by bringing people closer together, creating a positive bond, and resolving conflict and disagreements. In new relationships, play and humor can be an effective tool not just for attracting the other person but also for overcoming any awkwardness or embarrassment that arises during the dating and getting-to-know-you process. In longer-term relationships, play can keep things exciting, fresh, and vibrant, and deepen intimacy. It can also help you overcome differences and the tiny aggravations than can build up over time.

**Play at Work**

Many dot com companies have long recognized the link between productivity and a fun work environment. Some encourage play and creativity by offering art or yoga classes, throwing regular parties, providing games such as Foosball or ping pong, or encouraging recess-like breaks during the workday for employees to play and let off steam. These companies know that more play at work results in more productivity, higher job satisfaction, greater workplace morale, and a decrease in staff turnover and absenteeism. If you’re fortunate enough to work for such a company, embrace the culture; if your company lacks the play ethic, you can still inject your own sense of play into breaks and lunch hours. Keep a camera or sketch pad on hand and take creative breaks where you can. Joke with coworkers during coffee breaks, relieve stress at lunch by shooting hoops, playing cards, or completing word puzzles together. It can strengthen the bond you have with your coworkers as well as help improve your job performance. For people with mundane jobs, maintaining a sense of play can make a real difference to the work day by helping to relieve monotony.
Using Play to Boost Productivity and Innovation

Success at work doesn't depend on the amount of time you work; it depends upon the quality of your work. And the quality of your work is highly dependent on your well-being.

Taking the time to replenish yourself through play is one of the best things you can do for your career. When the project you're working on hits a serious glitch, taking some time out to play and have a few laughs does a lot more than take your mind off the problem. When you play, you engage the creative side of your brain and silence your “inner editor,” that psychological barrier that censors your thoughts and ideas. This can often help you see the problem in a new light and generate fresh, creative solutions.

Playing at Work:
- keeps you functional when under stress
- refreshes your mind and body
- encourages teamwork
- helps you see problems in new ways
- triggers creativity and innovation
- increases energy and prevents burnout

Tips for Managers and Employers

It’s tempting to think that the best way to cope with an ever-increasing workload is to have your employees work longer and harder. However, without some recreation time, it’s more likely the work will suffer and your workers become chronically overwhelmed and burned out. Encouraging play, on the other hand, creates a more lighthearted work atmosphere that in turn encourages employees to take more creative risks.

- Provide opportunities for social interaction among employees. Throw parties, put a basketball hoop in the parking lot, arrange a miniature golf tournament, stage an office treasure hunt.
- Encourage creative thinking or just lighten the mood of meetings by keeping tactile puzzles on the conference room table.
- Encourage workers to take regular breaks from their desks, and spend a few minutes engaged in a fun activity, such as a word or number game.
How to Incorporate More Play into Your Life

Incorporating more fun and play into your daily life can improve the quality of your relationships, as well as your mood and outlook. Even in the most difficult of times, taking time away from your troubles to play or laugh can go a long way toward making you feel better. It’s true what they say: laughter really is the best medicine. Laughter makes you feel good. And the good feeling that you get when you laugh and have fun remains with you even after the laughter subsides. Play and laughter help you keep a positive, optimistic outlook through difficult situations, disappointments, and loss.

Develop Your Playful Side

It’s never too late to develop your playful, humorous side. If you find yourself limiting your playfulness, it's possible that you're self-conscious and concerned about how you'll look and sound to others when you attempt to be lighthearted. Fearing rejection or ridicule when attempting to be playful is an understandable fear, but it's important to point out that as a child, you were naturally playful; you didn't worry about the reactions of other people. You can reclaim your inner child by setting aside regular, quality playtime. The more you play, joke, and laugh—the easier it becomes.

Try to clear your schedule for an afternoon or evening, for example, and then turn off your phone, TV, computer, and other devices. Give yourself permission to do whatever you want for the time you’ve allotted. Be spontaneous, set aside your inhibitions and try something fun, something you haven’t done since you were a kid, perhaps. And enjoy the change of pace.

Creating Opportunities to Play

- Host a regular game night with friends.
- Arrange nights out with work colleagues bowling, playing pool or miniature golf, or singing karaoke.
- Schedule time at the beach or in a park to throw a Frisbee or fly a kite with friends.
- Play with a pet. Young dogs, especially, make very willing playmates. If you don’t have your own, borrow one from your local animal shelter.
- Surround yourself with playful people. They’ll help loosen you up and are more likely to support your efforts to play and have fun.
- Joke with strangers at a bus stop or in a checkout line. It’ll make the time pass quicker and you may even spark up new friendships.
- Visit a magic store and learn some tricks. Or invest in art supplies, construction toys, or science kits and create something new.
• Play with children. Goofing around with kids helps you experience the joy of play from their perspective. If you don’t have young children, arrange a play date with your grandkids, nephews, nieces, or other young relatives.

**Importance of Playing with Your Children**

Rolling on the floor with your baby or getting down on your knees to play with a young child is vitally important—both to your child’s development and to your own health. Play is essential for developing social, emotional, cognitive, and physical skills in children. In fact, far from being a waste of time or just a fun distraction, play is a time when your child is often learning the most. Whether it’s an infant playing “peek-a-boo,” a toddler playing make-believe, or an older child playing a board game, play develops social skills, stimulates a child’s imagination and makes kids better adjusted, smarter, and less stressed.

As well as aiding your child’s development, play can also bring you closer together and strengthen the parent-child bond that will last a lifetime.

**How to Play with Your Child**

While children need time to play alone and with other children, playing with their parents is also important. Here are some helpful tips to encourage play:

• Establish regular play times. It may be for twenty minutes before dinner every night or every Saturday morning, for example. Remember, this time spent playing together is benefiting both of you.

• Give your child your undivided attention. Turn off the TV and your cell phone and make the time to play with your child without distraction. Having your undivided attention makes your child feel special.

• Get down to your child's level. That may mean getting down on your knees or sitting on the floor. Match your child's intensity during play—if your child is loud and energetic, be loud and energetic, too.

• Embrace repetition. It may be boring to you, but it's not to your child. Children learn through repetition. Let your child play the same game over and over. Your child will move on when he or she is ready.

• Let your children take the lead. Become part of their game rather than trying to dictate the play. In pretend play, let your child call the shots, make the rules, and determine the pace of play. Ask questions and follow along—you'll likely get drawn into imaginative new worlds that are fun for you, too.

• Don't force play or try to prolong a game. The best way to teach a new skill is to show children how something works, then step back and give them a chance to try. When your child is tired of an activity, it's time to move on to something new.
• Make play age-appropriate and consider safety. If a game is too hard or too easy, it loses its sense of pleasure and fun. Help your child find age-appropriate activities and understand any safety rules for play. Nothing ruins a fun game faster than a child getting hurt.

Game Ideas for Playing with Children
• Play outdoors. Throw balls. Push kids on swings. Make mud pies. Go on a hike around the neighborhood. Take a nature walk in your backyard. Encourage your children to be active outdoors. Help them develop motor coordination and learn good sportsmanship.
• Play games: card games, board games, silly and wacky kids’ games. Praise them. Encourage them. Laugh with them.
• Get involved in a craft project together. Build a jigsaw puzzle as a family. Bake cookies. Paint a picture.
• Listen to music together. Sing along. Play rhythm instruments along with music. Get out the guitar or keyboard and make music.
• Read a book together. Ask questions. Ask them to change the story or make up a new one.
• Watch a movie together. Find out what they liked, how they felt. Discover the child’s interests. Comment on and discuss any bothersome content, either words or actions.
• Play kid games like “Following the Leader”, “Guess What I Am?” or “Hide and Seek”.
• Establish a family game night. Pick and night and gather your family to play games and bond through friendly competition. Make sure the games are appropriate for the youngest player.

PLAY!
Bonnie
Five basic principles fairly and accurately represent how Montessori educators implement the Montessori method in many kinds of programs across the United States. These principles include:

1. Respect for the Child
2. The Absorbent Mind
3. Sensitive Periods
4. The Prepared Environment
5. Autoeducation.

Respect for the Child
Respect for the child is the cornerstone on which all other Montessori principles rest. As Montessori said, "As a rule, however, we do not respect children. We try to force them to follow us without regard to their special needs. We are overbearing with them, and above all, rude; and then we expect them to be submissive and well-behaved, knowing all the time how strong is their instinct of imitation and how touching their faith in and admiration of us. They will imitate us in any case. Let us treat them, therefore, with all the kindness which we would wish to help to develop in them (Montessori, 1965).

Teachers show respect for children when they help them do things and learn for themselves. When children have choices, they are able to develop the skills and abilities necessary for effective learning autonomy, and positive self-esteem.

The Absorbent Mind
Montessori believed that children educate themselves: "It may be said that we acquire knowledge by using our minds; but the child absorbs knowledge directly into his psychic life. Simply by continuing to live, the child learns to speak his native tongue" (Montessori, 1966). This is the concept of the absorbent mind.

Montessori wanted us to understand that children can’t help learning. Simply by living, children learn from their environment. Children are born to learn, and they are remarkable learning systems. Children learn because they are thinking beings. But what they learn depends greatly on their teachers, experiences, and environments.
Sensitive Periods
Montessori believed there are sensitive periods when children are more susceptible to certain behaviors and can learn specific skills more easily:

A sensitive period refers to a special sensibility which a creature acquires in its infantile state, while it is still in a process of evolution. It is a transient disposition and limited to the acquisition of a particular trait. Once this trait or characteristic has been acquired, the special sensibility disappears....(Montessori, 1966).

Although all children experience the same sensitive periods (e.g., a sensitive period for writing), the sequence and timing vary for each child. One role of the teacher is to use observation to detect times of sensitivity and provide the setting for optimum fulfillment.

The Prepared Environment
Montessori believed that children learn best in a prepared environment, a place in which children can do things for themselves. The prepared environment makes learning materials and experiences available to children in an orderly format. Classrooms Montessori described are really what educators advocate when they talk about child-centered education and active learning. Freedom is the essential characteristic of the prepared environment. Since children within the environment are free to explore materials of their own choosing, they absorb what they find there. Maria Montessori was a master at creating environments for young children that enabled them to be independent, active, and learn.

Autoeducation
Montessori named the concept that children are capable of educating themselves autoeducation (also known as self-education). Children who are actively involved in a prepared environment and who exercise freedom of choice literally educate themselves. Montessori teachers prepare classrooms so that children educate themselves.

The Teacher’s Role
Montessori believed that “it is necessary for the teacher to guide the child without letting him feel her presence too much, so that she may be always ready to supply the desired help, but may never be the obstacle between the child and his experience” (Montessori, 1967).

The Montessori teacher demonstrates key behaviors to implement this child-centered approach:

• **Make children the center of learning** because, as Montessori said, “The teacher’s task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child” *(Dr. Montessori's Own Handbook).*
• **Encourage children to learn** by providing freedom for them in the prepared environment.
• **Observe children** so as to prepare the best possible environment, recognizing sensitive periods and diverting inappropriate behavior to meaningful tasks.
• **Prepare the learning environment** by ensuring that learning materials are provided in an orderly format and the materials provide for appropriate experiences for all the children.
• **Respect each child** and model ongoing respect for all children and their work.
• **Introduce learning materials**, demonstrate learning materials, and support children’s learning. The teacher introduces learning materials after observing each child.
Research consistently shows that children have a strong preference to be outdoors in nature. Nature sustains us and is an incredible library of knowledge. Children are natural explorers and have an intense desire for knowledge about their surroundings. They need opportunities to explore the natural world for if there are not early experiences with nature, a love and respect for nature doesn’t develop. It is important that we guide children to discover themselves and the world around them.

In an Outdoor Classroom, children feel a sense of belonging in nature, become more observant, and develop a reverence for life. The outdoors is a developmentally appropriate classroom for children.

Society puts its best foot forward in Early Childhood Education. Fifty percent of our intellectual capability is achieved before the age of four. Psychological patterns are set before the age of seven and the child’s self image is formed during this time, which sets his personality pattern. I can’t think of any better place to stimulate their senses and develop perceptual motor skills than the great outdoors!

Children are not born with finely tuned perceptual motor skills. They are a result of being challenged as a child. Research has shown us the intellectualizing capability of the senses. The development of the senses precedes that of superior intellectual activity and the power of observation is procured through the development of the senses.

Children are sensorial explorers. They gain a better understanding of the world around them when they are involved in activities that bring them in direct contact with nature. Nature captivates the child’s imagination, activates the senses and gives them a sense of belonging in nature and they develop the ability to express their experiences.

Knowledge advances rapidly when the line between work and play fades. Remember . . . children are always unconsciously taking in impressions that form their minds.

You can teach children about trees in the classroom, but they must see and experience trees to make trees real to them. Of greater benefit than eating a tomato or going on a Field Trip to purchase a tomato is the process of harvesting and enjoying the tomato grown in the soil the child prepared and was nurtured through watering, weeding and waiting.
In designing children's Outdoor Classrooms, the goal is to use the landscape and nature as much as possible. It is desirable to integrate the Outdoor and Indoor Classroom with one sense of place and identity so the transition is seamless.

********** A design that allows children to go back and forth encourages children to experiment with autonomy from adults, both physically and symbolically. The outdoor space becomes part of the classroom, rather than a retreat from it. The outdoor classroom complements and enhances teaching and offers many physical, mental, and social benefits. Many teachers are choosing to run indoor/outdoor programs and free snack times to enable and enhance the long stretches of uninterrupted play times.

Environmental education should start at any early age with hands-on experiences with nature. There is evidence that concern for the environment is based on affection for nature that only develops with autonomous, unmediated contact with nature. The way people feel in pleasing natural environments improves recall of information, creative problem solving, and creativity.

Early experiences with the natural world have been positively linked with the development of imagination and a sense of wonder. Wonder is important as it a motivator for life long learning.

The natural world is essential to the emotional health of children. Just as children need positive adult contact and a sense of connection to the wider human community, they need positive contact with nature and the chance for solitude and the sense of wonder that nature offers.

All the manufactured equipment and indoor instructional materials produced by the best educators in the world cannot substitute for the primary experience of hands-on engagement with nature. Manufactured equipment falls way short of the potential of outdoor areas to be rich play and learning environments for children and denies children their birthright to experience nature outdoors which includes vegetation, animals, insects, water and sand, not just the sun and air that manufactured playgrounds offer. The lives of children today are more structured and supervised, with few opportunities for free play. Their physical boundaries have shrunk. Parents are afraid for their children's safety.

And when children do have free time, it's often spent inside in front of the television or computers. For some children, that's because their neighborhood, apartment complex or house has no outdoor play spaces. Children live what one play authority refers to as a childhood of imprisonment. Childcare facility playgrounds are often the only outdoor activities that many young children experience.

The structures and equipment in an outdoor classroom should be made of natural materials such as logs, stumps and boulders and the landscape is used in natural ways with berms and mounds. The simplest way to include natural play elements in the outdoor classroom is by adding natural parts like stones, logs, sand, trees and water. It should encourage self directed exploration and discovery.

You can build a trench in the sand and dirt or a rock dam over a stream, but there's not much you can do to a jungle gym except climb, hang, or fall off. Natural elements provide for open-ended play that emphasizes unstructured creative exploration with diverse materials. The complexity and variety nature offers invites longer and more complex play. Because of their interactive properties, plants stimulate discovery, dramatic pretend play, and imagination.

Playmate, come OUT and play with me!
Becky
Christian Education lessons and learning during the month of October will be on Prayer.

Four Basic Forms of Prayer

1. Blessing and Adoration (praising God)
2. Prayer of Petition (asking for what we need, including forgiveness)
3. Prayer of Intercession (asking for what others need)
4. Prayer of Thanksgiving (for what God has given and done)

Prayer of Blessing and Adoration

In this prayer we express praise and honor to God. We praise God for giving us life, for the wonder and beauty of our world, and for all the many blessings we enjoy. We open ourselves up to praise God for all the wonders of creation. This form of prayer encourages bodily expression, such as standing with arms raised or dancing.

Prayer of Petition

This is probably the most familiar prayer form of prayer. We are often taught to ask God for the things we need, but asking and praying for them are not necessarily the same. When we pray our petitions, we are asking God, who loves us very much, for something that we believe is good—for ourselves or for others. By using this form of prayer we are mindful of the needs of others as well as of our own needs. We are aware that God wants us to bring our problems and worries to prayer knowing that he will always hear and answer those prayers. God may answer our prayers in a different way and in a different timeframe than we are seeking but God will always give us what we need. Prayers of petition serve to remind us that God expects us to care for one another and for all his creation. We can pray about the ordinary experiences of life—for people who are sick, for someone who needs a job, for help in our school work, for a safe trip. We pray for peace in our families and in our world. We can also express our sorrow and contrition to God in our prayer.

Prayer of Intercession

This form of prayer is prayer on behalf of others. This form of prayer can be a source of blessing upon others, the Church, and our world. Because we know that Our Lady and the saints intercede for us before God, the Church encourages us to pray to them for their intercession. Such prayer can bring us great strength and courage and also great peace of mind and heart.

Prayer of Thanksgiving

This form of prayer helps us to be grateful for God's many blessings, spiritual and temporal, and helps us to recognize and appreciate all the good things God gives to us. Reserving some time to praise and thank God for his gifts—the gift of life; the gift of our families and friends; the gift of food, clothing, and shelter; and the numerous other gifts we often take for granted—helps us to form a true spirit of gratitude.

In a daily newspaper column, Dr. Billy Graham received the following question from a 7-year-old boy: “Will God hear my prayers, or does He just hear my parents’ prayers?” This question reminds us of the importance of teaching the children whom God has given to us clearly, intentionally and knowledgeably in the areas of spiritual discipline.
WHY teach preschoolers and children to pray?
Jesus clearly taught His disciples that children were important to Him and they could be taught spiritual truths. In the Gospel of Mark we read: “Some people were bringing little children to Him so He might touch them, but His disciples rebuked them. When Jesus saw it, He was indignant and said to them, ‘Let the children come to Me. Don’t stop them, for the kingdom of God belongs to such as these’… After taking them in His arms, He laid His hands on them and blessed them” (Mark 10:13-17). Jesus welcomed the parents and the children they were bringing to Him. By taking time for the children, Jesus showed the parents and the disciples that children are valuable and worthy of our time, relationships and instruction.

Preschoolers and children can and will learn about prayer and how to pray if they have significant adults in their lives who are willing to teach them. In the Old Testament the child Samuel was a gift from God to a praying mother. As a result of this answered prayer, Samuel was taken to the temple to be taught by Eli the priest. God spoke to Samuel at a very young age and gave him a message to give to Eli, a man who had not always been obedient to the Lord. Eli said to Samuel: “What was the message He gave you? Don’t hide it from me.” Samuel gave God’s message to Eli, and Samuel grew and the Lord was with him (1 Sam. 3:17-19). From this passage we see the value and importance God placed on one small boy.

HOW early can we teach children to pray?
When a child is born, there exists a potential for the child to have a relationship with his Creator. From birth the child develops physically, mentally, socially, emotionally and spiritually. Significant adults need to nurture the spiritual development of preschoolers by teaching them prayer is a way to talk to the God who created them.

We can teach the very young child about prayer by using appropriate language. In their presence we can thank God for their very lives, the provisions of life, the Bible as a gift to us from God, and the people placed in our families and church. “Thank you, God” should be the first prayer taught to the developing child. As the child grows, the prayers can be expanded to include more relationships and content. Older children can be introduced to more developmentally appropriate ways of learning about prayer and how to pray.

WHAT are developmentally appropriate ways to teach prayer?
We teach preschoolers and children to pray by modeling and intentional instruction. Sometimes modeling is done without intentional instruction, but often they are linked together. When a professor of missions at Southwestern Seminary grew up in a very poor family, he was asked by his mother to go to the nearby store and purchase food. When given the list and some money, he asked his mother if he could have money for shoes because he did not have any to wear. She replied by saying, “Let’s pray.” They knelt together by a chair, and she asked God for money to buy him shoes. When he got to the store, the man who helped him asked him why he was not wearing any shoes, and he replied, “Because there’s no money for shoes.” The man filled the grocery list and also gave him a note for his mother along with money for shoes. That afternoon they went to purchase the shoes, and when asked by friends where the shoes had come from, the young boy proudly answered, “From the Lord!” Years have passed, and this professor still remembers the need for shoes, the prayer of his mother and the provision of the Lord.
We teach preschoolers and children to pray by making prayer a part of each teaching opportunity at church. On Sunday mornings, I teach a wonderful class of kindergartners. At the close of each large group time, I ask the children if they would like to pray aloud. Sometimes I begin the time of prayer with simple explanations about prayer, why we pray, what kinds of prayers we pray and how God loves to hear and answer our prayers.

We can teach preschoolers and children to pray by using our Southern Baptist missions education material, which provides inspiring stories about missionaries and the work they are doing around the world. We need to use prayer calendars, maps, pictures, etc., to help the children we teach see the people around the world who need our specific prayers. The International Mission Board and North American Mission Board websites can give you specific prayer needs of missionaries.

We can teach older children to pray by using developmentally appropriate learning activities like the following:

1. Keep a personal prayer journal with prayer requests and answered prayer.
2. Read and collect a list of Bible verses and Bible stories about prayer.
3. Make prayer chains and other prayer reminders to keep at home.
4. Go on prayer walks in the neighborhoods and around the church.
5. Hear the testimonies of other Christians who have prayed specific prayers that were answered by God.

As we teach preschoolers and children, we must keep the big picture in our minds and hearts. What the Lord said to the prophet Jeremiah is also true today. “‘For I know the plans I have for you’—[this is] the LORD’s declaration—‘plans for [your] welfare, not for disaster, to give you a future and a hope. You will call to Me and come and pray to Me, and I will listen to you. You will seek Me and find Me when you search for Me with all your heart’” (Jer. 29:11-13). Research and experience tell us that what we teach and model for preschoolers and children will last a life time.

In order to prepare our children to live for Christ in the world today, we need to equip them with the wisdom and power to be found in prayer. “Trust in the LORD with all your heart, and do not rely on your own understanding; think about Him in all your ways, and He will guide you on the right paths” (Prov. 3:5-6). Jesus is not only a friend to our children but He wants to be their constant companion as they travel the road to adulthood … and learn to pray!

PRAY!
Mr. Lawrence
Welcome back to all of our CDC family. I hope you went on some great summer adventures, I also hope you read about many adventures too! Now, we are settling into a new School Year to begin learning about wonderful topics your teachers are eager to share with you.

Reading:

This school year we will begin with the Scholastic Book Fair. The theme is “Open a World of Possible (something special happens when a child finds the right book)”. The Book Fair will begin for students on Back-to-School night with the following categories to be available to you. Here are a few titles available:

- Early Learning: ABC Universe, Bear Counts,
- Read together: Llama, Llama Read Together
- Picture Book: You Are (Not) Small (a new favorite of mine)
- Get ready to read and learn: Pete the Cat (A Pet for Pete)
- Children’s favorite: Prince Fly Guy, Molly

I look forward to seeing you at the book fair!

Writing:

This year, I will continue with an adapted Handwriting Without Tears. My goal this school year is to help all classes introduce and continue with many pre-handwriting tasks at the appropriate developmental levels for your child. What are some good tasks for school and home? A great question! First, for pre-writing we are looking at fine motor skills which involve the small muscles of the body that enable such functions as writing, grasping small objects, and fastening clothes. In the context of handwriting we are mainly looking at the small muscles in the hands and fingers used for writing.
The following activities will help children develop the muscles in their hands that are necessary to grasp a pencil properly. These activities can be embedded into your academic curriculum throughout the day or during center time and some activities fit well at home:

• Use a plant sprayer to spray water on plants or “Monster melt”… draw monster pictures with a marker and then spray them with water.

• Provide child safe tweezers or tongs and encourage children to pick up small marshmallows or pom-poms and place in empty ice cube trays for counting games.

• Provide spring loaded clothespins and encourage children to clip clothes or pictures on a line.

• Provide small child-sized paper punches that make different shapes.

• Provide Cheerios, Fruit Loops, or macaroni and encourage children to lace them on string or yarn.

• Provide small tops to spin.

• Spread cards, coins, or buttons on the floor and encourage students to turn them over.

• Provide a manual eggbeater and a pan of water- add dish soap for extra fun.

• Mix food coloring and water and use eyedroppers to decorate flattened coffee filters.

• Insert feathers or golf tees into play dough.

• Play with finger puppets.

• Sing chants and finger plays that encourage the use of the fingers such as “5 Little Pumpkins” or “5 Green and Speckled Frogs”

• Provide small pieces of chalk or broken crayons for children to write or draw with.

• Provide old greeting cards for students to cut, the thick paper provides the resistance they need to be more successful.

• Spread salt in a shallow pie pan and encourage students to use their fingers to draw in it.

• Place clear hair gel and food coloring in a sandwich bag. Force all the air out of the bag and seal tightly with packing tape.

• Place the bag on a flat surface and encourage children to use their index fingers to write on the bag.

Read and write!

Ms. Gwen
Hello FBCC CDC families and welcome to another exciting beginning of school. This is our first Math newsletter for the year and I am very excited about all the fun activities we are going to get to do while enriching the children’s progress in math. All throughout the year I will be coming into the classrooms and leading them in math activities to support the math they are already learning every day in our High Scope Curriculum. Every month each age group will be learning a math concept that is age appropriate in a fun and tangible way.

In October we will dive right in to our activities! The Young Preschool suite as well as the Brown Bears will be learning to recognize the symbols for numbers 1 through 5. The Middle Preschoolers will be learning about shapes, while Pre and Jr. Kindergarten will be studying spatial awareness and position words.

Our Young Preschoolers will learn about number recognition in a couple of different ways. They will listen to stories being read that introduce the numbers 1, 2, 3, 4, 5 and they will also experience what these numbers look like through sensory table play and then creating their own number masterpieces.

Middle Preschoolers will learn about shapes listening to stories that focus on the most common shapes. They will also make their own shapes with rocks and other natural materials, by placing them on the shapes taped on the floor. Shape hopscotch is a game all the children will enjoy as we play the classic game with a couple other varieties as well.

Jr. Kindergarten will start their spatial awareness journey listening to stories with position words in them. Then they will work on placing objects in the correct spot on a picture after being given directions. For example: “Place the cat under the table.” The children will then find the picture of the cat and put it under the table in their picture. The next activity they will work on for spatial awareness will be to pick a position word and choose somewhere to take a picture for their classrooms very own “Position Word Book.”

All of the activities the children will do are to provide strong foundation in Math concepts. Your children are learning Math every day.

I hope everyone had a great start to their school year and I look forward to meeting and interacting with all of your children and their school families.

-Mr. Jason
Hello FBCC CDC families and welcome to another exciting beginning to school. This is our first Science newsletter for the year and I am very excited about all the fun activities we are going to get to do while enriching the children’s progress in Science. Throughout the year, I will be coming into the classrooms and leading them in Science activities to support the Science concepts they are already learning every day.

In October, we will be focusing on “Observation” and each age group will participate in activities based around this concept. All age groups will be learning how to observe by looking at different objects I bring in an observation bag. They will have time to look, feel and manipulate all of the objects that I bring in.

Brown Bears and Lady Bugs will spend both lessons with me focused on the observation bag and taking time to observe and manipulate each object in their bag.

Inch Worms, Busy Bees, Bluebirds and Butterflies will also spend time observing objects from the bag. The second lesson will focus on observing water and ice.

The Small Scholars and Fireflies will follow their observation bag time with giving me descriptive words about each object. They will also go more in depth with the description and differences of water and ice.

The children are learning scientific concepts every day and I am excited to come in to the classrooms and support their growth. Observation is just the beginning of a fun filled year in Science and I am looking forward to all the fun activities I will get to plan and engage in.

-Mr. Jason
Welcome back to Chinese language learning for the New School Year! I hope you all had a wonderful summer and a great start to your new school year. I was so eager and very excited to see the children again! They have been all so wonderful!

This year again, Young Preschoolers, Middle Preschoolers, and Jr. Kindergarten will have Chinese class twice a week, one day with the whole class, the other day in small groups. Children will have fun learning Chinese through a variety of activities such as playing games, singing songs, showing real objects, hands on experiences, etc.

To learn any foreign language, the more you see, listen and practice, the better you get at it. The following videos, audios and books are great resources to learn Chinese. You may find them in library, book store or online. Hope your child likes them.

“Little Pim”- 6 Videos

“Chinese for Kids” Beginner Level I, Vol. 1 and Vol. 2, Publisher: language tree

“At the Beach”, “In the Snow”, and “In the Park” by Huy Voun Lee

“Seven Blind Mice” and “Monkey King “by Ed Young

“Brown Bear, Brown Bear, What Do You See”? Publisher: Mantra Lingua/Tsai Fong

“My First Chinese Words” 36 Books with Audio CD – Publisher: Better Chinese, LLC.

“Hide and speak Chinese” Publisher: Barron’s Educational series, Inc.

“First Thousand Words in Chinese” Publisher: EDC Publishing

The following YouTube help you understand some Chinese words.
https://www.youtube.com/watch?v=T5FNvW19Gba

Chinese language facts:
• About one in five of the world’s population speaks a form of Chinese. Mandarin is the official language of the people’s republic of China.
• There are over 20,000 Chinese characters, though only 3,000-4,000 or so are necessary to read a newspaper.
• Chinese characters come in two forms. One is known as 'traditional' and the other 'simplified'.
• Simplified Chinese characters are mostly used in Mainland China and Singapore. Taiwan and Hong Kong still use the traditional.
• Chinese can be written both vertically and horizontally.
• Chinese grammar is surprisingly straightforward, with none of the tenses, plurals, cases, genders, subject/verb agreement.
• Simple numbering system which is applied to dates and time expressions.
• Simple preposition and conditional sentences.
In Mandarin Chinese, there are four basic tones: flat, rising, falling then rising, falling and a fifth neutral tone. You can tell which tone to give a syllable from the marks above the vowels in pinyin, the writing system that uses the Latin alphabet.

**The Mid-Autumn Festival 中秋节Zhongqiu Jie**

The Mid-Autumn Festival (Zhongqiu Jie) is a traditional Chinese holiday (Second to Chinese New Year) that is celebrated on the 15th day of the eighth lunar month, around the time of the autumn equinox. And is held at a time of the year when moon is at its “fullest” -- visually most large and bright. It occurred on September 27 this year. Chinese people believe a full moon is a symbol of love, peace, prosperity, and reunion of loved ones.

The Mid-Autumn Festival is the second most important festival after the Spring Festival/Chinese New Year to Chinese people. Every year, when the festival comes family members return to home from as far as overseas (I heard some Chinese in US went to China to spend the holiday with their elderly parents). After a heavy family dinner, they would sit outdoors under the full Moon, enjoy delicious moon-cakes with fine tea, and chat with other family members with joy and happiness. The process to make Moon cakes is so sophisticated that people dare to make them at home (pretty much all buy from stores). It tastes delicious with tender sweet filling and crispy crust. There are hundreds of varieties available. Some of popular ones are made of nuts, red bean paste, lotus-seed paste, dates paste, minced meats/hams and/or orange peels. The crust is often adorned with symbols associated with the Mid-Autumn festival.

It is believed the Festival originated from a fairytale called “(Chang E) Fly to Moon” 嫦娥奔月 (cháng é bèn yuè): There once was a man named Hou Yi, who was very good at archery. He married the beautiful Chang E. They both wanted to live forever. Back then there were ten suns. The suns made the Earth really hot. All the lakes and rivers dried up, the flowers wilted and the crops died. So Hou Yi took his magic bow and arrow shot down nine suns. Now there was only one sun left in the sky. Then, all the rivers started flowing again, plants started growing and all the people were happy. Hou Yi got a magic elixir as a reward that he could eat the elixir and live forever. But his wife Chang E ate the elixir accidently, floated up in the air and became the goddess of the Moon. From then, they are separated, and only allowed to visit each other once a month through a bridge formed by birds. On the day of their meet, the Moon shines extra brightly, because of their love.

I am looking forward for another wonderful school year!

Connie
My name is Sra. Morena and I will be teaching Spanish to your children. I was born in El Salvador where I graduated as a music teacher and I also studied Spanish language and literature.

I have been teaching and working as choir director for over 15 years. My teaching philosophy is based on the belief that children should learn fundamental values such as kindness, respect, and service to others as early as possible.

Music is such an important part of every child’s life and it is also an effective way of learning. It is my belief as an educator that music is an integral part of teaching a language and should always be incorporated in daily routines.

Think of the times you catch yourself humming or singing a song you learned as a child or during your adolescence, think how surprised you are by that fact you can still remember the tune and sometimes even the lyrics. That is what I want for your children. I use a lot of songs and rhymes as part of my routine with the children; music will be always a presence in my visits to every school family.

Since this is my first newsletter of the year, I want to share with you a brief description of my course of study and my goals.

Course Purpose and Description:
The Spanish program for children (2 to 5 years old) uses an enthusiastic communicative and oral/aural teaching approach. The class will be conducted in Spanish, using songs, dances, images and hands on activities. We will also use partner modeling, and props for new vocabulary, acquisition through context, and the activities mentioned above. There will be an introduction to Spanish and Latin American culture.

Learning Objectives:
By participating in the program, children will be able to:

- Learn basic vocabulary and understand simple conversations in everyday situations
- Learn cultural norms and values, and discover customs and celebrations of Spain and Latin America

To end my first communication with you I leave you with two stanzas of a poem titled “Regalo Para un Niño” (“Gift for a Child”) by the Salvadoran poet Osvaldo Escobar Velado.

I give you an enlightened peace;
a bouquet of peace and sparrows
A Holland of aromatic harvests
and a California of delicious peaches.

I give you peace and its pure flower
I give you a contemplative carnation
for your white childlike hand.
Hello parents! My name is Morena Panozo and I am delighted to be working at CCDC and being able to share my music and voice with your children. I graduated as a music teacher from the school of music Colegio Nacional de Artes in my native El Salvador and I have a long experience as a performer; I am part of a music group and I have been the director of one of our choirs at my parish for a few years now.

I am looking forward to a year full of fun and smiles. I have had the opportunity to spend a lot of time meeting your infants as they get used to their new surroundings. It's been a very gratifying experience to help them by soothing them with songs and hugs.

I am very excited to see them responding to music and I know we will have lots of fun. I have been working on creating a program that will not only help them to develop a love of music but that will also introduce them to sound, rhythm and movement. I know that I might be a bit ambitious on that area but we will have a lot of time for music and I am counting on that for my program.

Most of the music with this age group will be conducted in English as well as the rhythm and movement. But I will also take the opportunity to introduce some well known songs in Spanish, I am also interested in finding music from different countries and of course, other languages; specially music that has a cadence and is repetitive. I already have some very interesting CD's but if you have a favorite piece or a CD that you would like to share with me, I will very much appreciate it.

At this time, I will come and sing for the children with my guitar and I am planning to use maracas when singing a song that I can use to emphasize rhythm. As you can imagine, I do not expect the infants to be in “Circle Time” but I'm sure that little by little as they begin to get used to the routine we will be able to get their attention while they are on the floor.

Working with children this age is a dream for me and I hope to translate that enthusiasm to you and to your children. As the year goes on, I will appreciate if you share your concerns, ideas or expectations with me, so that we can grow together.

Thank you for letting me be part of your child's life!

Miss Morena
Welcome to Music and Movement

Welcome to music!
Glad you're here!
Gonna do some singing!
Gonna use our ears!
We're going to have a lot of fun!
Cause music time has just begun!
Welcome to music!
Glad you're here!
Song by Denise Gagne

*Our Music classes will begin in October.

A child’s awareness of music begins very early. Infants can be comforted by quiet singing, music boxes and musical toys. Typically, toddlers are be observed clapping, dancing, or parading around the room, trying out different ways of moving to musical beats and rhythmic patterns. Young children are sensitive to musical sound and respond freely and joyfully to different tempos and beats. At the same time, they discover new and different ways to use their bodies and voices. They imitate rhythmic patterns and combine these with physical activity as they communicate through movement or dance.

Almost all children love music and having these special opportunities makes them want to learn more. Music skill building activities is always a part of CDC curriculum. The music teacher goes from classroom to classroom every week and teach simple songs that children enjoy and can sing. Music classes include movement activities, instruments and timing games to benefit motor skills, coordination body awareness, and special concepts.
Van der Linde (1999) outlines four (4) important reasons for including Music and Movement in the classroom:

1. Mental capacity and intellect. Mathematical concepts are developed as children sing counting songs. It promotes learning and brain development. It develops areas that process language and decoding skills. It develops speech and comprehension skill.
2. Mastery of the physical self. Children develop coordination, which aids muscular development. They begin to understand what they can do with their bodies as they run, balance, stretch, crawl and skip.
3. Development of the affective aspect. Through music and movement, children learn acceptable outlets to express feelings and relieve tension. Music may also convey a specific mood through which children reveal their feelings and emotions.
4. Development of creativity. Music can create an imaginary world that stimulates a child’s creativity. A box can become a drum, a stick can be transformed into a horn, or a broom can become a dance partner. Children make up songs to give new words to old songs for pure enjoyment. The children can imagine how butterfly moves from flower to flower before recreating their own interpretation or pretending to fly like a butterfly.

For Seasons, Holidays, and Celebrations

Each Seasons, Holidays, and Celebrations has a special meaning for the children, and we try to relay the importance of each occasion. We include songs, poetry, finger rhymes, instruments, and movements. Poetry is valuable for stimulating the young child’s brain growth. Combine poetry with fun movements will have an effective way to actively involve children in exploring celebrations of all cultures around the world. What fun the children will have as they pretend to play musical instruments, steer a ship, look through a telescope, plant a tree, be a groundhog, fly on the broomstick, spin a dreidel, or march in a band. They’ll enjoy pretending to skip around the room, count out loud, catch a leprechaun, make a cake, learn about manners, and spend a day at the beach. The children will enjoy using small props (ribbons, small bells, maracas, miniature flags, party hats, etc.) to the music.

As we approach our popular holidays like Halloween, Thanksgiving, and Christmas this year of 2015, the children will be learning songs, finger rhymes, music and movement in their music classes. The children in their own classes will be very busy in learning their own songs, dances, poems, for the CDC annual Christmas program in December 2015 (date to be announced.)

Learning and singing musical round songs and funny sounds or silly lyrics

Do you have images of the Von Trapp children running through your head singing “Doe a Deer,” when we think of singing musical rounds with young children? To understand what a round songs are, simply put, a round is a musical piece where two or more people sing exactly the same melody, but each person or group of people begins at a different time. This allows different parts of the melody to be sung but still harmonize together beautifully. This makes it easy to teach young children round songs as they only need to learn one line of melody. For example, one group would sing “Row, row, row, your boat” and the next group would begin as the first one continued onto “gently down the stream.” I began teaching round songs to
Preschoolers last school year, and it was new to them but they enjoyed singing. Examples of round songs are: “Alouette Gentille Alouete,” “Brother John,” “Frere Jacques,” “3 Blind Mice,” “Did You Ever See a Lassie.” Singing rounds gives young children the skills they need to learn how to sing harmony, which simply means singing their own part, when someone else is singing a different part. As children learn to sing an actual rhyme or song, it becomes simpler for them to remember the melody and even learn longer round songs in the future.

Songs with funny sounds or silly lyrics, nursery rhymes have lots of funny sounds like; “hey’ diddle, diddle” and “rub-a-dub-dub.” Many folk songs have silly lyrics, too. Children like songs that play around with familiar words, like; “A Rum-Sum-Sum,” “A Pizza Hut!” and particularly with their own names, like; “Annie, Annie, Bo-Bannie.” These songs contribute to the development of phonological awareness.

**Multicultural Music**

Music is a universal language. Exposing children to the music, songs and dances of other cultures should simply be another aspect of the music and movement program. In the home setting, where only one language is spoken, it is a good idea to expose children regularly to the sounds of another language through music. Why is it a good idea? Young children learn by being actively involved in the process, through exploring and experimenting, through copying and acting out of another culture. Through music of other culture around the world, the child can also develop language, mathematical concepts, physical development as well as social and emotional outcomes. How wonderful to extend that experience by using the dances, the music and costumes from another culture of other countries. What child doesn’t love dressing up?

Furthermore, by exposing children to other cultures in a positive way, they gain understanding and learn acceptance of others. They need to be made aware that somewhere in another corner of the world are children just like them. These children are also having fun by singing songs, chanting rhymes, playing games and dancing. In this way inherent social values are gained, especially discovering that difference simply means diversity. Thus, it encourages a sense of harmony and inclusion rather than discrimination and distrust.

This is a song that will help the children quickly start to pick up and maybe --- even find an enjoyment to sing the words of greetings written in different languages.
"Hello to the Children of the World"

(chorus)
Hello!
Bonjour!
Buenos Dias,
G’day!
Guten Tag!
Konich-I wa!
Ciao!
Shalom!
Dobrey Dyen!

Hello to the children of the world. We speak in many different ways,
Tho’ something might be diff’rent, were children just the same, and we all like to
Sing and play!
(repeat chorus)

I would like to encourage families to do the same. Sing songs with your children. They’ll love it and so will you. Give your child the gift of musical inspiration now, and the benefits will be HUGE!!

Ms. Josie
Welcome to CDCs 2015-2016 Piano For Preschoolers!

An encouraging and positive first experience in piano lessons is critical to your child’s future musical enjoyment. For this reason, we have adopted and will primarily be using the "WunderKeys Piano for Preschoolers" Curriculum. Every aspect of this program has been carefully designed, developed, implemented and assessed to create an engaged, constructive, positive, and FUN learning experience.

An all-encompassing piano lesson means that your preschool students will participate in five different and unique activities during their weekly lesson time. This ensures they remain focused, engaged, and happy.

The developmental abilities of 3-5 year olds are very different than that of 6 year olds and older, for which most other piano programs are created. There are many different concepts that your preschool student needs to grasp before jumping into the "traditional" note reading. Therefore, these lessons are spent exploring the piano in ways in which they are capable. All lessons are geared towards having them understand everything they will need to know before being able to read notated music. It is a perfect way to lead into a mainstream piano book series and a lifetime of musical enjoyment.

If your child is older and more advanced in these aforementioned skills, you can expect that we will move more quickly through the program and into the mainstream note-reading curriculum with them on an individual basis.

This year, piano lessons will be taught by Ms. Josie and Ms. Amy. Ms. Josie has been teaching piano lessons at the CDC for 10 years and is also the Music Teacher at the FBCC CDC. Ms. Amy is the FBCC CDC’s Fine Arts Teacher and Drama teacher. She has been teaching private piano lessons for 9 years. She has also spent time as a Preschool Music Teacher.

The Wunderkeys lessons are individual one-on-one 30 minute lessons and will take place once a week. They will not be expected to sit patiently at the piano bench for 30 minutes! We incorporate five different activities into each lesson to ensure your child is always focused, engaged, and active -- each activity is designed to reinforce concepts learned in their books. Our priority is to ensure that your child is enjoying every single minute of their lessons!
WunderKeys is primarily a program designed to teach beginning piano skills. However, it is a well-known fact that music and math are closely related. As a bonus to this program, the Wunderkeys books highlight this relationship and give your child a head start on kindergarten math concepts and a positive first exposure to math.

There are three books in the WunderKeys series. Each book costs $15.00 and can be purchased directly from FBCC CDC. We will use the first lesson to assess your child's skill level. If we find that your child is not developmentally ready to benefit from our program, we will be in touch with you. It would be better to hold off a year if they aren't quite ready, rather than have them get frustrated. Also, if we find that they are ready to move on from the Wunderkeys Program, we will be using the Faber Piano Adventures for the Young Beginner. The cost of those books will also be $15. All piano books will stay here at school. After each lesson, a home activity sheet/practice music will be sent home with your child. This is for you to use during practice time at home.

It is highly encouraged that your child have an instrument to practice on at home. This can be an acoustic piano, a digital piano or even a keyboard. The Home Activity Sheets are designed to allow all parents to help with home practice, regardless of prior musical knowledge. The intent for home practice is to reinforce skills learned and provide you with some "bonding on the bench" time with your child, sharing in the fun of music.

We look forward to a wonderful year having fun and sharing the joy of music with your child. If you have any questions, please do not hesitate to reach out to either of us.

Sincerely,

Ms. Amy and Ms. Josie
Hello, my name is Ms. Amy and I am the Fine Arts teacher at the Child Development Center. I believe I have the best job in the entire world. I love art and I love teaching! I have four children of my own. I grew up with a mother that is an artist; so my love of art began as a small child. I love this quote by Picasso, "All children are artists. The problem is how to remain an artist once he grows up."

This year I have a wonderfully fun and full art curriculum to teach. We will be studying some of the great artists and their works, learning about the elements of art, and engaging in Process oriented artwork on a weekly basis.

You may be wondering, ‘What is process art?’ So I thought I would use this months newsletter to explain what process art is and why it is so important.

Process art is a contemporary artistic movement recognized within the world’s art communities. The Guggenheim states “process art emphasizes the ‘process’ of making art”. The MOCA (Museum of Contemporary Art) points out that “in process art, the means count for more than the ends.”

These definitions apply directly to process art for kids too! Process art is all about the experience the children have while they’re creating. If it has a nice end product, that’s great, but the end product isn’t the focus of process art. If you’re unsure, ask yourself the questions below. If the answer to either is “YES!” then it is not a process art activity.

“Will I be upset if the end result doesn’t look a specific way?”
“Do I have a preconceived notion about what the end result ‘should’ look like?”

Why is process art important for children?
Children learn through play and open-ended activities. It allows them the chance to explore the world around them, ask questions, and see how things work. Process art fits in with how children learn because it allows them room to be themselves, make their own decisions, and just create!

Crafts versus process art
It’s sometimes assumed (by parents and teachers alike) that young children will always produce cute crafts to bring home. There’s nothing wrong with crafts – they can help improve fine motor skills, as well as listening skills, and many children really do enjoy them! Crafts focus more on a specific end result, though, leaving children little or no room to deviate from the plan. At the end of a craft, each child’s piece will look almost identical to every other child’s piece.

Craft ideas CAN be “translated” into a process-based art experience with some tweaking. For example, maybe your class is learning about caterpillars and you’d like to make a caterpillar craft. The craft would use three green circles, along with two white construction paper eyes placed only on the head, with two yellow antennae that must be affixed in only one place. Why not just grab the materials you were planning on using, sit down with a small group of children (or just one child), and say, “Let’s make a caterpillar! How can we use these green circles to make a caterpillar?” Yes, some of the caterpillars will have a body made of 10 circles, while others will just be made of 1 circle. Some caterpillars might have 5 eyes all placed on the caterpillar’s stomach, and the antennae might be bent the wrong way. You can give the children the same general materials you would have used for the craft, but let the kids direct the creation. You’ll still have caterpillars . . . they’ll just have more personality!

Keep in mind that process art for kids, like any childhood activity, can get messy. I try my best to have a plan in place to deal with the mess, but sometimes, the children have their own plan and I truly have learned to accept that messiness is part of the process!

Everytime I walk through the doors of our school I try my best to encourage your children to make their art their own. When we make art together there isn't a "right" or a "wrong" way. Children can lose their desire for artistic activities if their ideas are shut down. In math there are rules. In spelling there are rules. In a child's art? There shouldn’t be rules. Art and craft time should be filled with creating, imagining, designing, playing, smiling and laughing.
As we explore art for the month of October our focus will be on learning all about color. We will be learning what primary colors are and have fun discovering what new colors can be made by using the primary colors. We will be using play dough, tissue paper, water, markers and paint to experiment with primary color mixing. We will also learn about color value and do more mixing colors by adding black and white to familiar colors. We will be studying the color wheel and learning about complementary colors and tertiary colors as we play a fun game, look at great works of art, read inspiring books, and make beautiful art together. I can't wait!
Hello. My name is Ms. Amy and I am the Drama teacher at the Clarendon Child Development Center. I love teaching and have experience teaching in both Elementary and Preschool classrooms. Teaching is especially fun when you get to teach with movement, music, and imagination. All of these elements make up much of what we will be doing in drama class this year.

During the month of October we will be learning about feelings and emotions. We will explore the many different ways we show and feel emotion. We will talk about how we show emotions with our facial expressions and with our whole bodies. We will take turns showing emotion with our whole bodies. We will learn and discuss how music and stories can affect our emotions and feelings. We will listen to different clips of music and discuss how the music makes us feel. Then we will have fun moving to the different styles of music.

We will also have fun listening to popular stories and then re-enacting those stories. We will discuss what emotions we felt when we listened to the stories. We will practice showing emotion when we are re-enacting the stories. For example, after reading the popular story “We’re Going on a Bear Hunt” we will talk about what emotions we felt as we listened to the story and what emotions we think the characters in the story felt. We will then re-enact the story by going on a bear hunt as a class. There are several fun songs that we will use take us on an imaginary “bear hunt”. We will also be reading and re-enacting some popular Halloween stories.
The impulse to make-believe is spontaneous in young children. Young children learn by imagining and doing. Have you ever watched your child pick up a stone and pretend it is a zooming car, or hop a Lego across the table as if it were a person or a bunny? Your child is using an object to represent something else while giving it action and motion. But this pretend play is not as simple as it may seem. The process of pretending builds skills in many essential developmental areas.

Social and Emotional Skills
When your child engages in pretend (or dramatic, imaginary or make-believe) play, he is actively experimenting with the social and emotional roles of life. Through cooperative play, he learns how to take turns, share responsibility, and creatively problem-solve. When your child pretends to be different characters, he has the experience of "walking in someone else's shoes," which helps teach the important moral development skill of empathy. It is normal for young children to see the world from their own egocentric point of view, but through maturation and cooperative play, your child will begin to understand the feelings of others. Your child also builds self-esteem when he discovers he can be anything just by make believing!

Language Skills
Have you ever listened in as your child engages in imaginary play with his toys or friends? You will probably hear some words and phrases you never thought he knew! In fact, we often hear our own words reflected in the play of children. Children can do a perfect imitation of mom, dad, and the teacher! Make-believe play helps your child understand the power of language. In addition, by pretend playing with others, he learns that words give him the means to reenact a story or organize play. This process helps your child to make the connection between spoken and written language — a skill that will later help him learn to read.

Thinking Skills
Pretend play provides your child with a variety of problems to solve. Whether it's two children wanting to play the same role or searching for the just right material to make a roof for the playhouse, your child calls upon important cognitive thinking skills that he will use in every aspect of his life, now and forever. Does your child enjoy a bit of roughhousing? Great! Some researchers in early brain development believe that this sort of play helps develop the part of the brain (the frontal lobe) that regulates behavior. Recognizing your
concern that this type of activity will encourage your child to act out or become too aggressive, consider that within a monitored situation, roughhouse play can actually help your child learn the self-regulation skills needed to know how and when this type of play is appropriate.

Nurturing the Imagination
Do you encourage make-believe, imaginative and pretend play at your house? Consider creating a prop box or corner filled with objects to spark your preschooler's fantasy world. Consider including:
- Large plastic crates, cardboard blocks, or a large, empty box for creating a "home."
- Old clothes, shoes, backpacks, hats
- Old telephones, phone books, magazines
- Cooking utensils, dishes, plastic food containers, table napkins, silk flowers
- Stuffed animals and dolls of all sizes
- Fabric pieces, blankets, or old sheets for making costumes or a fort
- Theme-appropriate materials such as postcards, used plane tickets, foreign coins, and photos for a pretend vacation trip
- Writing materials for taking phone messages, leaving notes, and making shopping lists

I recently read that, “The essence of drama is the making of story through enactment.” This is my goal for your children in drama this year...that they will capture the essence of drama!
“Adopting a physically active lifestyle early in life increases the likelihood that infants and young children will learn to move skillfully,” says Dr. Jane Clark, Professor and Chair of the Department of Kinesiology at the University of Maryland. “And, promoting and fostering the enjoyment of movement and motor skill confidence and competence at an early age will help to ensure a child's healthy development and later participation in physical activity.”

The National Association for Sport and Physical Education (NASPE) issued their first ever physical activity guidelines for infants, toddlers and preschoolers in 2001.

The organization was keenly aware that a child's movement, motor experiences and opportunities would enhance or potentially delay a child's motor development. Daily developmentally appropriate motor and movement experiences had the potential to shape the lives of children so that they could ultimately become physically active and healthy adults.

The NASPE identified five guidelines for each age group - infants and toddlers/preschoolers. The guidelines are intended to encourage different kinds of physical activity by focusing attention on the child's environment and on the individuals in a child's life who are responsible for facilitating a child's physical activity.

**Guidelines for Infants**

A portion of an infant's day should be spent with a parent or caregiver who provides intentional, systematic and on-going opportunities for planned play. These experiences should incorporate a variety of baby games such as peek-a-boo and pat-a-cake. Planned play opportunities should also include time for the child to be held, rocked and carried into new environments.

**Guideline 1:** Infants should interact with their parents or caregiver in daily physical activities that are focused on promoting the child's exploration of their environment.

**Guideline 2:** Infants should be placed in safe settings that facilitate physical activity and do not restrict movement for prolonged periods of time.

**Guideline 3:** Physical activity for infants should focus on and promote the development of movement and motor skills.

**Guideline 4:** Infants should be in care environments that meet or exceed the recommended safety standards (such as licensing standards for home day care, child care, nursery school, etc.) for performing large muscle activities.
Guideline 5: Individuals responsible for the well-being of infants should be aware of the importance of physical activity and should facilitate children's movement and motor skills.

Application: A baby's gross motor skills develop rapidly during her first year of life---usually in a fairly predictable sequence of developing head control, sitting, crawling and eventually walking, according to Medline Plus. By spending plenty of time playing with your infant on the floor, you can help her build the strength and coordination she needs to master these gross motor skills. Make tummy time---the time your baby spends lying on his stomach---more fun for your baby by turning it into an interactive experience. Pediatrician Dr. Alan Greene recommends that babies spend at least 30 minutes a day on their bellies to help strengthen their backs and necks and decrease the risk of a flat skull. Get down on your baby's level and sing or talk to him. Encourage your 2- to 3-month-old to roll over by placing some colorful toys beside him. When he reaches 4 to 6 months of age, try putting some of his favorite toys directly in front of him to see if you can motivate him to "tummy crawl" forward.

Guidelines for Toddlers and Preschoolers

For toddlers, basic movement skills such as running, jumping, throwing and kicking do not just appear because a child grows older but emerge from an interaction between the skills and abilities children possess and the experiences they are provided. Children's experiences with movement and their development of motor skills and abilities are clearly influenced by their environment. For instance, a child who does not have access to stairs may be delayed in the development of stair climbing skills, or a child who is discouraged from bouncing and chasing balls may not develop the eye-hand coordination seen in some of his peers.

Guideline 1: Toddlers should accumulate at least 30 minutes daily of structured physical activity; preschoolers at least 60 minutes.

Guideline 2: Toddlers and preschoolers should engage in at least 60 minutes and up to several hours per day of daily, unstructured physical activity and should not be sedentary for more than 60 minutes at a time except when sleeping.

Guideline 3: Toddlers and preschoolers should develop movement skills that are the building blocks for more complex motor tasks.

Guideline 4: Toddlers and preschoolers should have indoor and outdoor areas that meet or exceed recommended safety standards in care environments (such as licensing standards for home day care, child care, nursery school, etc.) for performing large muscle activities.

Guideline 5: Individuals responsible for the well-being of toddlers and preschoolers should be aware of the importance of physical activity and should serve as facilitators to help children acquire and refine their motor and movement skills.

Applications: As a toddler, it is important that your child keep exercising these muscles to enable her to run, jump, throw, climb and such. You can help your child by providing her with a large safe area indoors or out, in which she can move about freely. Ideas for you and your toddler to engage in follow.
PUSHING AND PULLING

- WAGONS – Provide your child with a small wagon in which he can fill and pull around the room or yard.
- PUSH PLAY TOYS – Pretend lawn mowers or other push toys are great for toddlers.
- CARDBOARD BOX – Toddlers love to push around a large cardboard box.
- PULL TOYS – You can always make a pull toy out of stuffed animals or play trucks by securely tying a small rope around the toy.

CLIMBING

- STAIRS – Toddlers are beginning to develop the skill of walking up stairs. Hold your toddlers hand and help her go up and down a small flight of stairs.
- STAIR TOYS – Provide your child with a small plastic or wooden toy, that allows your child to climb up and then down.
- LOW STOOL – Set out a small stool and help your child, step up and then step down. Hold your child’s hand if necessary.
- CURBS – Help your child step up and over curbs.

RIDING

- RIDING TOY – Toddlers need to learn how to climb on a riding toy and push with both feet to make it go.
- TOY PONIES – Toddlers love to ride on toy ponies, pushing their bodies back and forth to make it rock.
- LEG RIDES - Cross your knees and let your child ride on your leg as you raise it up and down. Sing the song “To Market, To Market” while your child rides.

CRAWLING

- JUNGLE ANIMALS – Pretend with your child that you are wild animals crawling through the jungle. Crawling is a great cross-lateral exercise that will help your child with it is time to learn how to read.
- CRAWLING OVER – Set out some pillows on the floor and have your child crawl over the pillows.
- CRAWLING UNDER – Set out a folding table or two chairs with a blanket over the tops of the chairs for a tunnel your child can crawl through.
- CRAWLING UP & DOWN - Find a small hill for your child to crawl up and then crawl down.
- SNAKES – Show your child how to slither on the floor like a snake.

ROLLING

- BODY ROLLING – Have your child stretch out straight and roll across the grass or down a small incline.
- BODY BALL – Have your child roll up like a ball and try rolling down an incline.
- BALL ROLLING – Provide your child with different sizes of balls to practice rolling across the lawn or driveway. Rolling balls down an incline is also fun.
- BOWLING – Set out some large empty soda bottles and give your child a ball and let her try to knock down the bottles. This activity works best on a hard surface.
WALKING, RUNNING AND MARCHING

• WALK ON A LINE – You can help your child improve his balance by walking on a line. Tape some masking tape on the floor for your child to walk on.
• MARCHING BAND – Have your child follow you as you march around the room.
• WILD HORSES – Have your child run with you around the room like wild horses.
• GALLOPING HORSES – Gallop around the room like galloping horses. Have your child first gallop slow, then have him gallop fast.
• DINOSAUR FEET - Have your child stomp around the room pretending to be a giant dinosaur.
• WALKING BACKWARDS – Show your child how to walk backwards. See how many steps she can take backwards.
• SIMPLE CHASE GAMES – Pretend to chase your child, then have him chase you.

JUMPING

• JACK-IN-THE-BOX – Have your child squat down, then jump up like a jack-in-the-box. Sing the following song as your child squats down.

OUT POPS JACK
(tune: “Pop Goes The Weasel”)

Down, down, down he goes. Down to the bottom. When someone opens the box Out pops - Jack!

• TWO FEET JUMPS – Have your child try to jump with both feet off the ground.
• JUMP IN THE WATER – Set out a blue blanket or rug and have your child run and jump in the water.
• JUMP OFF STEP – Have your child stand on a step and jump down to the floor.

THROWING/TOSSING

• BEAN BAG TOSS - Fill small zip-lock bags with material scraps and let your toddler practice tossing them into an empty box or laundry basket.
• BALL THROWING – Give your child small rubber balls to practice throwing as far as they can outside in your yard.
• MINI – FRIZBEE’S – Give your toddler 4-5 small margarine lids (or other plastic lids). Have them try to toss them like Frizbee’s and see how far they go.
• RING-TOSS – Set up a large circular ring, like a hula-hoop and have your child try throwing small rubber objects through the middle of the circle.

HOPPING

• BUNNY HOP – Show your child how a bunny hops. Have him repeat your motions.
• FROG HOP – Show your toddler how a frog hops. Have her repeat your motions.
• SIDEWALK CRACK HOPPING – Go for a walk with your toddler. Encourage him to hop over cracks in the sidewalk.
• YARD STICK Hop – Lay a yard stick on the floor and have your toddler hop over it.
• ONE FOOT HOP – Show your child how to hold up one foot and hop using only one foot.
KICKING

• KICK BALL – Give your child a small ball and show him how to set it down and then kick it across the yard. Play a game where you kick the ball to him and he kicks it back to you.
• BEAN BAG KICK – Using the bean bags mentioned in the Throwing section, have your child kick the bags as high as she can. See if you can catch the bags in a small bucket, when she kicks them up.
• KICK THE CAN – Give your toddler a small empty coffee can with the plastic lid on top. Have her place the can on the floor and kick it, so that it rolls across the rug.

BOUNCING

• BOUNCE AND CATCH – Give a small (approximately 4”) ball to your child. Go outside to a solid surface, such as a sidewalk and show your child how to throw a ball down so that it will bounce back up for you to catch.
• BOUNCE AND COUNT – Have your child bounce a ball and then count with you how many times it bounces before it stops.

During the preschool years, children should be encouraged to practice movement skills in a variety of activities and settings. Instruction and positive reinforcement is critical during this time in order to ensure that children develop most of these skills before entering school.

“Good gross motor skills are essential, because the body develops from large moments such as control of the arms and the legs, to small, isolated movements that include the hands and fingers. Without reasonable gross motor control, it can be difficult for children to move onto developing the fine motor skills . . . .”

Here are a variety of games and activities that preschool aged children can do to have fun while improving their gross motor skills. All are designed for two or more people to play together. All of these games can be played outside, many of them can also be played inside if there is enough space to run.

The Run-Around

One person gives directions such as “run to the big tree, touch the bark, and come back,” or “run over to the slide, go down one time, and come back” or “run around the tree three times.” This game is great not only for gross motor skills, but for listening and following directions.

Balloon Toss

Blow up several balloons and toss them back and forth. Try moving closer to each other and farther away from each other. Try using different body parts (hands, elbows, heads) or blowing the balloon up in the air. See how many times your preschooler can bounce the balloon up before it falls to the ground.

Hula Hoop Fun

Invest in several different colored hula hoops; lay them on the ground. Give instructions such as “run to the red hula hoop and pretend to be a car,” or “hop over to the green hula hoop like a bunny.”
Egg Races
Using plastic eggs, race from one end of the yard to the next holding the egg on a serving spoon (or a measuring cup or smaller spoon, depending on the dexterity of your child). See how far your child can get without dropping/breaking an egg. Try not to focus on “winning,” but on having fun while walking with the egg. A hilarious alternative to this game is to have the children get on their hands and knees and push the plastic eggs from one place to another using only their noses.

Sidewalk Chalk Simon Says
Draw large shapes, letters of the alphabet, numbers, etc. using sidewalk chalk. Say “Simon says stand on the yellow square,” or “Simon says sit on the number 5.” For more advanced kids, try multiple step instructions like “Simon says run to number 14, then hop over to number 20.” This is a fun way to work on recognition of higher numbers, lowercase letters, etc.

Jump the Brook
Draw two lines on the ground with sidewalk chalk (or use ropes in the grass). Let your child try to “jump over the brook.” You can move the lines together or farther apart, depending on your child’s abilities.

Doggy, Doggy Where’s Your Bone
In the group version of this game, children in a circle take turns hiding the “bone” from the doggy, who tries to find it. That’s impossible in a two person version. Instead, we enjoy taking turns hiding the bone in various places around the room or in the yard. It helps to have a defined hiding area, and be sure to offer hints if the child gets frustrated finding it. Because ‘rhymers’ are ‘readers’, be encouraged to use the chant, reinforcing the importance of rhyme in language and literacy development, especially as it relates to physical development.
DIRECTIONS: have the child close his eyes while you hide the object and open them at the end of the chant.

Doggy, Doggy Where’s Your Bone
Doggy, Doggy, where’s your bone?
Somebody stole it from your home.
Guess who! Maybe you . . .
Maybe the monkeys from the zoo.
Wake up doggy, find your bone.

We All Play Ball
Roll or pass a ball back and forth. Pair each roll with a verbal cue. For example, take turns saying the ABCs (each person says a letter on her turn), count forward or backward, think of different colors, shapes, foods, etc.

Toe Pick-Up
Take off your socks and shoes and pick up small toys with your toes and put them in a bucket. For more skilled preschoolers, try picking up all of the yellow objects, then the blue, the red, etc.
Mother May I?
In this simple game, the direction giver stands on one side of the room/yard, and the child(ren) stand on the other. The children take turns asking the direction giver, “Mother, may I _____?” (i.e., take 3 giant steps; hop 4 times; take 2 baby steps) The direction giver can answer “Yes you may” or “No you may not” at her whim. There are other variations of this game, use the one that is the most fun for your child. Mother May I is great for exploring limits and accepting compromise.

Pop Goes the Weasel
Child runs around adult in circles, everyone sings the song “Pop Goes the Weasel.” When you sing “pop goes the weasel,” grab the child for a big bear hug (and/or tickle, if your child enjoys that)

Red Light, Green Light
The stop light stands at one end of the room/yard, the player(s) stand at the other. The stop light calls “green light,” and the players move toward the stop light. The players must stop when the stop light calls “red light.”
Add variations to keep things fun: “yellow light” can mean walk slowly; “blue light” can mean hop; “purple light” can mean walk backwards, etc. Take turns being the stop light.

Charades
For younger children, make the clues they are to act out very easy: reading a book, sleeping, happy, sad, dog, cat. Use picture cards instead of written words (you can cut them out of a magazine), so that you don’t know what the child is acting out.

Basketball
Using any ball and “hoop” (a trash can, and bucket, a wagon, etc.), take turns shooting the ball toward the hoop. Let your preschooler start at whatever distance is comfortable for him. Concentrate on having fun – not making it a contest!

Crab Soccer
Get down into a crab walk position, then kick a bouncy ball back and forth or try kicking it into a goal. This is a fun (and funny!) way to exercise different muscle groups.

Head Shoulders Knees and Toes
Start out by singing Head Shoulders Knees and Toes at a normal pace. Once your child gets the concept, try it slower, faster, super fast, and “warp speed,” or substitute other body parts in for a change of pace.

Hopscotch
There are many different ways to play hopscotch. One way is to draw your basic hopscotch grid, then the first player throws a marker (we use a rock) into box #1. The player hops on one foot (or alternating feet, or both feet for some kids!) all the way to the last box and back, stopping to pick up the marker on her way. Players take turns trying to throw in each box in order (1, 2, 3, etc.).
A simpler way to play is to follow the instructions above, but only to hop to the first square, pick up the marker, and return.
“Touch” Game
One person gives directions, saying: “touch a tree,” “touch something blue,” “touch something high,” etc. The other person runs as fast as she can to find and touch whatever it is.

Follow the Leader
The leader walks, runs, jumps, etc. around, the other people follow and repeat the movements. Take turns being the leader.

Ring Around the Rosie
Hold hands and sing the traditional “Ring Around the Rosie” song.

What Time Is It Mr. Fox
Mr. Fox stands with his back to the other player(s). The players ask “what time is it, Mr. Fox?” Mr. Fox answers with a time. If he says two o’clock, the other players must take two steps toward Mr. Fox. Once one player gets close enough to touch Mr. Fox, the fox turns around and tries to catch one of the players. The players attempt to run back to the starting line.
You can play this with any variation of animal that your child is interested in; I’ve also heard “Mr. Shark” played at the pool.

According to the NASPE Executive Director Judy Young, Ph.D., “Because children are not small adults, these activity recommendations are based upon the developmental characteristics of children. Children will develop skills through involvement in physical activity. Parent involvement plays a significant role in children developing motor competence and enjoying physical activity. Only through devoting time to motor and movement skills will physical activity become a part of a child's healthy lifestyle.”

The NASPE guidelines are applicable to all children. Some children receiving early intervention or special education may have specific motor challenges that are related to their disability. Opportunities across all environments, facilitated and planned opportunities, and the involvement of parents and professionals will enhance every child's motor and movement skills and abilities.

MOVE!
Mr. Emanuel