

# Cedar Room March 2021



## Waiting and Taking Turns (Emotional Regulation)

One of the hardest things in life is waiting. We don't like to do it, and neither do children. However, as adults, we have had a lot of practice waiting, and we know that there is a reason behind the waiting – the pot of gold at the end of the rainbow. Resilience in the face of disappointment and the need to wait is a cornerstone of the developmental foundation Well-being.

In our program, there are multiple times throughout the day where the children are able to practice their waiting skills. One of these key opportunities are high-interest toys. For example, many children want to ride the 'big sled' but only two can at a time. The children are not forced to wait (there are plenty of smaller toboggans available to use) but those who do are soon rewarded with a turn. Group games are another opportunity for children to hone their emotional resilience. For example, when we play "Doggy, Doggy Who Has Your Bone?" the children take turns both being the doggy and being the one who has the hidden bone. While they may feel disappointed from not getting the first turn, they still have a role to play in the game (hiding their hands) that motivates them to continue to engage and focus on something other than waiting. The clear sets of turn-taking steps in cyclical activities (bring toboggan up the hill, slide down; hide the bone, find the bone) allows children to understand what they are waiting for, communicate their wants and needs, and have an age-appropriate wait curated by their educators.

Another tool in our repertoire for increasing children's resilience when waiting is the visual timer. If a turn with the big firetruck is five minutes, a set timer will allow both the player and the waiter know when it's time to switch. This also gives both parties a warning that soon a change will happen, making the time they do the switch feel less abrupt or arbitrary.

In order to support this development at home, consider clearly outlining what needs to happen when your child is waiting. 'First/Then' statements go a long way to help your child break down what needs to happen and why they are waiting. For example, "First we will go the store, then we will drop off Daddy's letter, THEN we will be back home."

## Daily Communication

We have now transitioned to posting our Emergent Curriculum Planning, observations, and messaging updates through the HiMama app.

**Did You Know?** – You are now able to mark your child as absent through the HiMama app. If you decide to keep your child home, please let us know if they have any signs or symptoms of illness.

If you need to contact us during the day, our room phone extension is #115. If you are picking up your child outside of our group's pickup time (3:30-3:45) and we are not at the door, please call to let us know you're here.

## Coming Up This Month

**Tuesdays & Thursdays** – Field Day! Let's go play in the field behind the playground – running, climbing, tobogganing, or going for a walk in the community. Whenever possible, please ensure your child is here by 9:30 on these days

**March 17<sup>th</sup>** - Wear green for St. Patrick's Day

**March 26<sup>th</sup>** - PJ Day

*Check out the blog at*  
[www.thistleoaks.ca/blog](http://www.thistleoaks.ca/blog)

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## Children's Interests

"It's not a box!" At least that's what the children were saying about all the boxes we've had in the classroom over the past month. The children have used their imaginations to turn the boxes into a bunch of creative projects. We have seen them sitting in the boxes pretending that they are in a car, train, or helicopter, watched them turn the boxes upside-down and go inside like a house and discovering opportunities to express their creativity, ideas and likes. We have also used the boxes to explore and support Gross Motor activities. The educators set up a basketball-like gross motor game where the children were able to throw a small soft ball up into a cut-out hole. We have seen a great increase in everyone's coordination skills - their aim is impressive!

Outdoor play is one of the highlights of our day. The children very much enjoy the snow and sledding. If we are not taking turns on the toboggan hill, we are pulling our friends around the playground. Our nature walks have also become a class favourite, as we walk around the property and observe the natural environment and changes happening around us. The children are noticing animals and the prints they leave in the snow, the way ice is formed and how slippery it is to walk on, and experimenting with the different textures of snow (soft and fluffy, wet and packing, or hard and crunchy).

With Valentine's Day and Family Day, February was love month. We didn't celebrate the way we usually do with giving out valentines, but instead talked about the ways in which we show love to our families. The children made a heart collage with each heart saying how they show love. We also made valentines for the special people in your families.



## Well-being

When children are happy, comfortable, and engaged in their environment, they have a feeling of well-being, and learning comes more naturally and with ease. In the Cedar Room we help promote well-being in many ways through our attitudes, connections with the children, and a variety of activities.

Everyone has good days and bad days, even children. In the Cedar Room, we educators help the children to recognize their big feelings and talk about ways to regulate them.

Some big emotions we've been exploring recently have been our feeling of happiness, sadness, being scared, and being angry. Our room provides areas where the children can engage in ways to settle their emotions (our "alone" chair with fine motor activities) or release energy (music in the movement area).