

# Pine Room April Update



## Well-Being and Healthy Competition

When you hear the word 'competition', especially with children, it's natural to think that it should be discouraged but we believe that competition is not always about winning, losing or comparing yourself to someone else. Competition can provide motivation, growth and development, it's an opportunity for children to share and take turns but most importantly in a natural part of life that provides ample opportunity for children to engage in taking risks, develop critical thinking and emotional intelligence and build resiliency in children that will be a firm foundation that will serve them the whole life. Many times, we think competition being between children, but we focus on being in competition with yourself, beating your own time, setting a personal best record for cleaning or lining up.

We consider this "healthy competition" to be critical to the development of healthy self-esteem and mental well being and believe that it is natural part of life that children will be prepared for. When we talk about healthy competition, we are talking about seeing a sense of pride in the children when they are fast at getting ready, quick to respond to transition and empathy in encouraging our peers. Here are some examples of healthy competition in the Pine room:

- Recognizing and labelling the children's effort "I see that you have worked hard on the puzzle "
- The view of all child as competent and capable of complex thinking and sharing that view with the children and their peers as they navigate success and failures, reinforcing the importance of effort and trying versus only successful attempts. We do this by acknowledging and focusing on a child's effort – not success
- Giving space for children to navigate conflicts that arise over disputes over toys and equipment, supporting them from the side as they vocalize their thoughts and feelings, lending our voice to help identify and label those big feelings and debriefing with the children in natural opportunities throughout the day



*"The child begins to perceive the world not only through his (or her) eyes, but also through his (or her) speech."*

## Coming Up This Month

April 2nd – Centre closed for good Friday

April 5th – Easter egg hunt day.

April 15th – Wear something Disco - "dance Party"

April 22th – Wear something blue and green for Earth Day.

## Email Updates/Communication

We are using HiMama for classroom communication. If you have any questions or suggestions, please feel free to message us! During the day, you can also contact us via phone at 905- 842- 7303 Ext. 113.

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## Children's Observable Interests

**Foreign Language:** Our Pine Room children are showing interest in learning Spanish.. We are currently practicing counting (1-15), naming of primary colors and some simple words. Language learning helps improve thinking skills and memory abilities, knowing a second language at a younger age is an additional asset to the children.



**Fantasy Play:** The Pine Room children are continually engaged in role play, pretending being a family member or a doctor who needs to take care of one of the family members. The children share ideas and create situations where social and emotional skills are being put into practice. The group time is a rich moment for us to witness how they connect real life situations into their play, respect to following certain instructions, turn taking and problem-solving skills. (Picture: Emily pretends giving Felix an ultrasound because the doctor needed to know what is going inside his body)

**Art Project:** In a way to support our children's interest on fantasy role play, we added a big box into the classroom. We worked together to make a house by adding the roof, windows, doors and chimney. The children decorated the outer part of the house with some of their drawings and craft works (making a flower for the garden). We made a heart on the door of the house with the educators and children's name for them to recognize and practice literacy as well as feel a sense of belonging.

Through opportunities to engage with and make contributions to the world around them, children develop a sense of belonging and connectedness to their local community, the natural environment, and the larger universe of living things (**HDLH** Pg. 25).



## Special Focus: Mathematics and Writing Centre

We recently changed the look of our room by moving around some of the learning centers. The change brought up a good atmosphere and liveliness around the children. They were engaged in different activities exploring the different areas of the classroom, such as the loose parts corner, science centre and mathematics and writing centre. We have added some materials in the writing centre to support our children with prewriting skills. The words and pictures puzzle, alphabet letters and bottle caps with capital letters on it and small letters inside of it. The bottle caps have different colours for each child's name, in which we can refer them back to the colours of their letters to form their name. The children had fun tracing the modelling clay onto the cardboard with their names. The Pine Room children enjoy listening to story books, where they are learning new words and pronunciations to betterment their communications with peers and adults. We would love to hear how you are supporting your child's literacy at home.

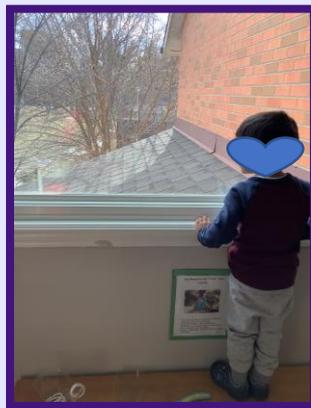
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“We are driving a school bus!!” Our children took turns being the driver.



Our Pine friends watched the geese in the field and gave them names” Eeny, Meeny, Miny, Moe” as they connect with nature



Standing on a bench, looking outside and observing nature.



Observations and learning through trial and error. Doing a puzzle is a good way to gain attention span and memory power as well as teamwork experiences.



Prewriting skills and fine motor strength. Using modelling clay, the children learned to press and fill the lines of their names.



Recognizing their name by a particular colour, the children learned letters in a fun way.



At the loose parts center, Felix is using his imagination in creating a mobile car.



We encourage the children to drink water during the afternoon snack, even if they choose to not eat.



Nanse and Aseel making a story about a dragon with two heads. They were sharing and having a dialogue.