**Form Relationships**

**WHAT’S INVOLVED IN LEARNING**

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

---

**EXPLORING**

- Recognizing and responding to human presence and touch
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**READIng**

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

**DANCING**

- Bringing my baby to meet the visiting baby.
- Making eye contact
- Exaggerating facial expressions, vocalizations, movements, and gestures

**COMMUNICATIVE PRACTICES**

**PERFORMING**

- Communicating with children...
- Making eye contact
- Describing explorations, actions, routines, textures, sounds, and feelings

**PLAYing**

- Encouraging turn-taking with verbal and nonverbal interactions
- Responding to cries, gestures, sounds, silences, and words
- Smiling, laughing, singing, chanting, wondering, reassuring, pretending, and listening

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

**Communicating with children**

- Greetings and good-byes
- Holding, cradling, rocking, cuddling, peek-a-boo

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- Responding to cries, gestures, sounds, silences, and words
- Smiling, laughing, singing, chanting, wondering, reassuring, pretending, and listening
Learning language throughout the day

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

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

Cleaning up to a piece of music

Perform new poetry

Chant favorite poems during walks

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

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

Changing environments changes conversations

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

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

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

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**Books to read together**

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

Lullabies • Classical Music • Rock ‘n Roll • Country • Jazz • Hip Hop • Blues

NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care ~ English
Form Relationships

Making Friends With Books and Each Other.

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

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

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

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

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

Why this matters:

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

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

*Grace Wentworth ~ Just Kids Day Care Center Inc.*
Form Relationships

Let’s Sing and Dance.

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

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

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

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

What’s next?

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

Why this matters:

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

Ben’s Mailbox Flyer.

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

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

~ Loo Elton Little Acorns Daycare Centre

“Nack-a-nack-a-doo!”

Today I was playing a game with Ben where he made me a bed and I had to pretend to sleep until he woke me up with a rooster sound. Commie started to watch our game and suddenly burst out “nack-a-nack-a-doo!”

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

~ Loo

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

~ Lynda Homer UNB
Exploring A Snowy Day.

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

Hannah-Jo: “I noticed tracks.”
Ethan: “I made the tracks that Peter was making. I made the footprint tracks, and the train tracks.”
Maria: “What made the prints?”
Emma: “I walked - my snow boots.”
Jayme: “I made a snow angel.”
Maria: “Did her snow angel get up and fly?”
Jayme: “Yes, it did.”
Emma: “Snow angels can’t fly.”
Maria: “Aiden, did you make tracks in the snow?”
Aiden: “Yes, train tracks just like Peter made train tracks.”
Amelia: “It was cold.” (She played in the snow with a digger)
Maria: “What made the tracks?”
Amelia: “The tires.”

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

~ Maria Gillis  Unicorn Children Centre Inc.

Other Snowy books to explore:
The Snowman, by Raymond Briggs
Stella Queen of the Snow, by Marie-Louise Gay
Snowballs, by Lois Elhert

For Reflection

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

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

Are adults engaged in playful conversations with children during routines such as feeding or clean-up times? Think about the use of humour, tone, and tact in everyday conversations, and the ways in which children learn through modelling and imitation of non-verbal language. Think about extending children’s understandings of conventions through modeling rather than correcting. Think about the range of vocabulary you model for children through conversations, books, songs, poems, and chants.

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

**What’s Involved in Learning**

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

**Communicative Practices**

**Learn the Conventions of Their Languages**

**What story traditions are revealed in children’s play?**

**Buildings? Drawings?**

**Children's lives are rich with oral language**

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

**Hunter:** “I am a wrestler. I wrestle bears.”

Tracey: “You wrestle bears!”

**Hunter:** “Well of course, the bear is stuffed.”

~Tracey Andrews, Lots-2-Learn Preschool

**Storytelling is the Literature of Play**

Paley (2009)

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**Storytelling is the Literature of Play**

Paley (2009)
Longer than, higher than, same length as... Up, down, over, under, below, above, before, behind...

Sand Play: Gritty, Grainy, Coarse, Fine, Dry, Moist, Wet, Pouring, Filling, Sifting, Measuring, Smoothing, Rubbing, Patting, Digging, Tunnelling, Molding, Excavating

Block Play: Ramps, Floor-boards, Cylinders, Enclosures, Curves, Cubes, Towers, Rows, Filling, Thin, Length, Stable, Incline, Filling, Dumping, Climbing, Pulling, Getting inside, Balancing, Stacking, Designing, Piling, Patterning, Experimenting, Bridging, Propping, Tunneling, Sorting, Predicting

What is the language of:
- Cooking
- Gardening
- Water play
- Superhero play
- Restaurant play
- Recycling
- Fairy tales

What are conventions of fairy tales?
Once upon a time, a problem, a heroine and a happily ever after.

What are conventions of words?
My name begins with an upper case letter, words have beginning and ending sounds, my dog’s name is spelled O S C A R.

What are conventions of a car?
We stop at a red light, we drive on one side of the road.

What are conventions of a play?
We have a cast, write a script, act one, two and three, intermission.

What are conventions of a song?
Song title, chorus, stanza, sheet music.

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

Books to Read Together:
- Chester, by Mélanie Watt
- Changes, by Anthony Browne
- The Three Pigs, by David Wiesner
- Meanwhile... , by Jules Feiffer

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

~ Allison Butcher  Sackville Playschool Inc.
Learning Conventions of Their Languages

“I Want to Cross Over With Matthew!”

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

Games involve children in the language of number as they roll the dice, count the dots and then move their markers accordingly. Counting, adding and subtracting, the children plan how many moves they’d like to get on the dice to safely cross the bridge. The language of negotiation, turn taking, and friendship readily occur as the children encourage each other — “You’ve fallen in ten times but that’s okay — next time you’ll make it across!” The children even adapt the game in honour of their friendships. Sometimes when they make it safely to the second island they frequently will swim back to the first island to start playing all over again saying, ”I want to cross over with Matthew!

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

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

~ Sylvia Arsenault  Sylvia Arsenault’s Playschool

Muffin Tin Number Recognition Game

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

~ Jill Murray  The Spotted Toad Daycare Inc.
**Twinkle, Twinkle.**

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

~ Gail Kierstead  Salisbury Early Learning Center

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

Cassidy stood in front of me, raised her hands, and said something. I waited for her to repeat it and to my surprise she sang “Gingle, Gangle... to the tune of Twinkle, Twinkle, Little Star. I sang with her, doing the actions along with the song. When we finished I started to sing another song. Cassidy waited till I was done and sang Twinkle Twinkle again. This went on for a couple of different songs until I admitted defeat and Cassidy and I sang Twinkle, Twinkle many more times, laughing and doing the actions every time.

~ Angela Thompson  Salisbury Early Learning Center

**Why this matters:**

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

~ Angela Thompson  Salisbury Early Learning Center

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~ Angela Thompson  Salisbury Early Learning Center

Dear Coy,

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

~ Tammie Hachey  UNB & Totally Kids Daycare and Afterschool
Learning Conventions of Their Languages

A Great Day at the Hartland Post Office.

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

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

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

Why this matters:

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

~ Stephanie Ketch
Totally Kids Daycare and Afterschool
Dear Parents,

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

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

Ally and Noah Share a Story.

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

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

~ Angie Colford Just Kids Day Care Center Inc.

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

~ Ramona Levi Friendship Circle / Cercle D’amitié

These are some of the Mi’kmaq words:

friend • nitap
yes • eeg
no • mîgoa
play • militaamg

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

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

For Reflection

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

Extend Ideas and Take Actions Using Language

**What’s involved in learning**

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

**Entering children’s play:**
Play repetitive games and make-believe, introduce new words and ideas into the play, join children’s story lines, imitate children’s actions and describe actions, space and people.

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

**Listening to children’s experiences of home.**

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

**How do you know that?**

**Where could we find out about this?**

**Where did you learn that?**

Time For: Thinking Looking Sharing Laughing Demonstrating Investigating...
Encouraging children to think about causes:
- How did you get that to happen?
- How did you make that noise?
- How can we get that to balance?
- How did you solve that problem?

Prompting experimentations:
- How can we make the plastic elephant have a large shadow?
- A small shadow?
- How can we make the shadow disappear?

Supporting problem solving:
- How will we decide who goes first?
- What do you think is the best thing to do?
- How can we change the rules to make this fair?

Making signs...
- Learning about the power of print.
- Learning letter names and sounds in context.

Reading and recognizing words.
- Writing and spelling words.
- Negotiating space, materials and relationships.

Following instructions.
- Keeping people informed.
- Inviting friends to join in.
- Cherishing friendship.

Encouraging predictions and thoughtful actions:
- I wonder what would happen if we...
- I notice you are using...
- What if you tried this?

Promoting Reflections:
- Do you remember what happened yesterday when you tried that? Let’s look at your first castle drawing. What do you notice.

Listening Exploring Reflecting Asking Playing Conversing Instructing Imagining...
Extend Ideas and Take Actions Using Language

A Visit to Play Dough Planet.

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

“What is on Play Dough Planet?”

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

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

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

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

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

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

“What is going on? You scared me!”

“I’m scared too. There’s a monster over there.”

“Oh no! What does it look like?”

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

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

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

“Can you take me somewhere else? What about the moon?”

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

“We landed on the wrong planet.”

“Oh dear. Well do you think you could show me around, I haven’t been here before.”

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

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

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

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

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

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

~ Krystle Roherty UNB Children’s Centre
Extend Ideas and Take Actions Using Language

Baby Books.

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

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

“Babies come from mommy’s tummy. Doctors do magic things to get them out.” ~ Kyle

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

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

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

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

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

~ Lynn Allen
Sackville Playschool Inc.

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

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

~ Natalie Laurin
Sussex Early Learning Centre
Extend Ideas and Take Actions Using Language

“Roxie”

Ecrit et Illustré par: Written and illustrated by:
Danika, William, Philippe, Dawson, Evan, Remi, Miles, Derek.

Il était une fois une vache qui s’appelait “Roxie”.

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

Le lait de Roxie a été partout.

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

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

La Fin

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

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

Dieppe Boys and Girls Club Day Care
I Love You.

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

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

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

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

Why this matters:

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

~ Jenny Davidson  Sussex Early Learning Centre

For Reflection

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

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

How do you model problem solving strategies through out the day in all activities? Think about questions such as: “I wonder how else we could do this?” “Do you have another idea?” “Does that idea work for you?” “Can we change the rules so everyone can play?”

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