Greetings to everyone! February went by very quickly and now Spring Break is just around the corner. Fortunately, it means we are that much closer to some warmer weather (we hope). The children (and teachers) are really looking forward to getting outside a bit more than they have been able to!

We are very excited to tell you that we are just about ready to launch our new sign in/out system. We have had several parents testing this out so you may be noticing more and more people who are using the black screen that is sitting on the front blue counter. Janene will be contacting families who are here during Spring Break to start using it that week, and the remaining families will start using it as of March 16. Please stop up front whenever you have time so Janene can get you into the system. She will give you a code to start out and then you will go in (assisted by Janene) and scan your finger. This is how you will sign your child in and out from now on; how cool is that!! We will also be able to send you individual or group messages via the touch screen. This process will take the place of the sign in/out notebooks in the classrooms and all parents are required to use it for every drop off and pick up. If you forget to sign your child out one day, you will not be able to sign them in the following day. If this happens, you will need to stop up front and ask Janene to do it manually to get you back on track. We are really looking forward to the benefits this new program will provide us, and we hope it is a positive experience for you as well.

The Spring Semester is a very busy time for us as we are gearing up for many things. To help you keep track of everything, we have included a calendar of events later in the newsletter. During the last week in March we will be holding our Family Nights so mark your calendar now! We will also be planning many activities for the Week of the Young Child (April 13-17). More information about all of our events will follow in the upcoming weeks, so stay tuned. It’s also time to mark your calendar for parent conferences. They will be held during the last few days of March and throughout the month of April. Please check the calendar and the sign-up sheet for your child’s teacher’s designated conference week.

I know you are all busy with mid-terms so good luck on those! Please remember that the North Corner room is there for you to study, grab a snack, and relax. I hope everyone enjoys the upcoming Spring Break, whether you are traveling somewhere or using it as some well-deserved down time.

Chris Kipp

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INFANT ROOM

Outdoor Large Motor Play:
The spring semester seems to be flying by! Hopefully we’ll begin seeing signs of spring weather before too long! During our fall semester, the infants spent most of our outdoor large motor time taking walks throughout the campus. This time was valuable for fresh air and sunshine and gave our young ones a chance to get a morning nap. This semester, since the children have become more mobile, we have been joining the toddlers on the infant/toddler playground during our outside time. It is still not a true large motor time for our youngest infants: they are still able to sleep in the buggy. But the mobile children now have the chance to crawl or walk around the playground, climb up the climber, and go down the slide. Once the weather allows for them to be outdoors without bulky winter snow clothes, we expect to see even more activity. Our playground offers places to climb, bikes to ride, balls, plenty of room to walk and run, opportunities for pretend play, and even manipulatives to spin or turn.

Art and Sensory Exploration:
We are finding more opportunities for sensory play and art exploration this semester. The children continue to use their mouths to explore, so non-toxic crayons and paint are used so that they can explore art materials safely. As they become familiar with how to use materials, the need to mouth to explore will be overcome by the desire to imitate how to use objects as they are intended. Water and snow have been brought into the classroom for touching, scooping, and pouring.

REMEMBER

- Full-time child care will be available during Spring Break, March 9-13. The registration has passed so if you still need care please see Janene ASAP for any space that may be available. At this point, extra care fees will apply.

- Please be aware that classrooms will be combined during Spring Break due to low enrollment; and teachers will take time off or spend time out of the classroom to plan the curriculum.

- For those who pick up at the end of the day, please remember that our building closes at 5:30 so we need you to pick up and leave the building by this time.

- For tax purposes, our FEIN# is 36-6008480. We do not distribute statements regarding your child care payments. You need to track that information yourself, so we recommend for everyone to save your invoices as a way of documenting your annual child care expenses.
Early Language Development:
The children are growing in all areas of development. It is so good to see them using their large and small muscles, showing positive traits towards learning, and enjoying books and other materials within the classroom. Language will begin to explode in the months ahead. We can help with this development both at home and at CCC by our interactions with the infants. Babies learn language in only one way and that is by hearing language. So the more we talk to children, often repeating the same sounds and words, phrases and structures over and over, the sooner the child will learn language. By nine months of age, your child should be able to understand simple words and commands. Let your child know you know that by giving her time to react to your requests, to sign or say “more” or shake his head “yes” when asked if he wants another book read or more food to eat. All of us have larger receptive vocabularies than expressive vocabularies. Research shows that a child who is just beginning to talk needs to hear a word 500 times before it becomes a part of his expressive or active vocabulary. Reading to your child is another secret to language development. Reading the same old stories over and over and over again is key to hearing and learning those words too! Other things to remember: take conversational turns when talking with your child and listen and be aware of their language so that you can respond every time they communicate with you! 

Week of the Young Child:
Coming up in the month of April we will be celebrating the Week of the Young Child. Look for more information about this week of celebrating children, building community, and appreciating the importance of early childhood learning next month. However, we do have a request from you now. We’d like to paint on t-shirts with the children. If you could supply a plain white t-shirt for your child so that we can begin our project, your child’s t-shirt can be completed before the Week of the Young Child. Thank you!

Family Gathering:
Please put Wednesday, March 25th on your calendars. That is our infant/toddler/twos parent night. We will host a potluck supper and have an opportunity for children and families to build connections through play. We look forward to seeing you there!

Carol Schroder & Kellie Fuss

TODDLER ROOM

Are you wondering what happened to the sweet, innocent and quiet child you once had? Well, they have reached toddlerhood. You may experience many changes, ups and downs and frustrating challenges with your child. I’m writing this to inform you about typical toddler behavior and what you can do to keep your sanity. If you can believe it, a two-year-olds fierce determination, tantrums and inability to accept limits are part of normal development and seldom under the child’s control. Being two may be overwhelming. They are challenged with new skills and behaviors in which they don’t understand.
They also work on perfecting responses already learned and may have conflicting feelings of dependence and independence. This can be a very trying transition. There is a brighter side to a two year old. For example, they may have frequent and spontaneous bursts of laughter and affection. We all could use some of that after dealing with a temper tantrum! Much of my information came from: The Ages Behavior and Development of Children Pre-Birth through Eight. By K. Eileen Allen and Lynn R. Marotz.

Once children begin to toddle from place to place they begin to feel even more curious and adventuresome. They become talkers and doers and their skills become increasingly advanced. You may find your child doing some of the following examples; others will come later.

Cognitive-Perceptual Development

- Demonstrates understanding of functional relationships
  * spoon is used for eating
- Names many everyday objects
  * cup
  * book
  * mama and dada
- Places several small items in a container and then dumps them out
- Responds with some facial movement, but cannot truly imitate facial expression
  * raised eyebrows
  * smile showing teeth
- Eye-hand movements better coordinated
  * put objects together and takes apart
- Begin to use objects for purposes other than intended
  * push a block around as a car
- Does simple classification tasks based on one dimension
  * separate dinosaurs from cars
- Attends to self-selected activities for longer periods of time
- Discovering cause and effect
  * pulling the cat’s tail makes her scratch
- Names objects in pictures books; may pretend to pick something off the page to eat or smell it
- Recognizes and expresses pain and its location

Speech and Language Development

- Holophrastic speech which means—the toddler uses one word to convey an entire thought
  * “mine” what they have is theirs
  * “too” they want to join or want the same thing someone else has
- Later they produce two-word phrases to express a complete thought
- Follow simple directions
  * go to the sink
division of student affairs & enrollment management

* put your cup in the bucket
* Identifies 3 body parts if someone names them
* Responds to simple questions with “yes” or “no” and appropriate head movements
* Enjoys being read to if allowed to participate by pointing, making relevant noises, turning pages
* Realizes that language is effective for getting others to respond to needs and preferences
* Uses 50 to 300 different words and is continuously increasing!
* Utters 3 and 4 word statements
* Refers to self as “me” or “I”
  * Me go bye, bye
  * Expresses negative statements by tacking on a negative word such as “no” or “not”
  * Speech is as much as 65% to 70% intelligible

Personal- Social Development

* Usually friendly toward others; less wary of strangers
* Helps pick up and put away toys
* Plays alone for short periods
* Often imitates adult actions of play
* Recognizes self in mirror
* Enjoys the companionship of other children, but does not play cooperatively
* Beginning to assert independence; often refuses to cooperate with daily routines
  * getting dressed
  * putting on shoes or coat
  * taking a bath
* May have a tantrum when things go wrong or if overly tired or frustrated
* Shows signs of empathy and caring
  * comfort another child who is hurt or frightened
* Continues to use physical aggression if frustrated or angry
  * physical aggression usually lessens as verbal skills improve
* Temper tantrums likely peak during this year; cannot be reasoned with while tantrums is in progress
* Enjoys “helping” around the household
* “Bossy” with parents and caregivers
  * orders them around
  * makes demands
  * expects immediate compliance from adults
* Offers toys to other children, but is usually possessive of play-things
* Making choices is difficult; wants it both ways
* Often defiant; shouting “no” becomes automatic
Developmental Alerts

Check with a health care provider or early childhood specialist before or by **2 years of age** if the child does not:

- attempt to talk or repeat words
- understand some new words
- respond to simple questions with “yes” or “no”
- walk alone (or with very little help)
- exhibit a variety of emotions: anger, delight, fear
- show interest in pictures
- attempt self-feeding and drinking

**By 3 years of age:**

- eat a fairly well-rounded diet, even though amounts are limited
- walk confidently with few tumbles or falls; climb steps with help
- avoid bumping into objects
- carry out two simple two-steps directions: “Come to Daddy and bring your book;” express desires; ask questions
- point to and name familiar objects; use two- or three word sentences
- enjoy being read to
- show interest in playing with other children; watching, perhaps imitating
- indicate a beginning interest in toilet training
- sort familiar objects according to a single characteristic, such as type, color, or size

Even though it is difficult to hear your child cry, scream or throw a temper tantrum in the middle of the store the follow through on your part is crucial. Once you say “Not today” stick with it every time. The first time you “give in” the child will try to test you again and again. It is important to give logical reasoning to the child. For example “It is not safe to stand in the cart, you could fall out and hurt yourself.” Not “Because I said so!” Being consistent with expected behavior from the beginning will help you later in their development. The “testing” doesn’t stop at the age of three. Now is the time to break habits that you do not want to contend with at the age of 15!! Toddlers are understanding so much more about routines and schedules. Growing up can be painful but when it is accomplished through love, support, reasonable expectations and consistency the end result is a solid foundation for your child to build upon.

Sherie Newman & Pam Yockey

**TWO/THREE-1 ROOM**

What a fun filled February it has been. It may have been a short month, but we were not short on fun. We started off by spending a week making pancakes. The children have had a special interest in the book, *If You Give a Pig a Pancake*, by Laura Numeroff and illustrated by Felicia Bond. In this story the
pig eats pancakes with maple syrup. Which is what we ate our pancakes with the first time we made pancakes. The next time we mixed apple sauce into our pancakes and the third time we mashed bananas to mix into our pancakes. The third time we had the help of the other two’s room in making, mashing, and eating the pancakes. On our fourth and last day of pancakes we mixed applesauce (again) and blueberries into our pancakes. That was a fruity combination.

Next we had some nursing students come in and talk to us about the importance of hand washing. They even checked our blood pressure. Some of the children equated the blood pressure cuff as “giving their arm a hug.”

For the past couple of weeks our dramatic play area has been set up as a space exploration area or “astronauts”. The children have been riding in our rocket and dressing up in astronaut gear. Some children even got to look out a telescope to try and locate I-Hop across the street. But most only saw trees.

Related to space, and in celebration of Ground Hogs Day, both twos rooms got to see a light and shadow show put on by Barbara. After the shadow show each child got a flashlight to make their own shadows as they explored around the large motor room.

Table painting and table art have been explored in many ways this month. With paper taped to the top and underneath tables the children have been able to create art by laying on their backs, kneeling on their knees, standing up and sitting down.

Magnets in many forms have been a popular exploration tool. The magnet wands have been used to see what is metal in our room. The fishing poles with magnets at the end have been used to catch fish. The shark and “Nemo” have been the most popular fish to try and catch, with the squid and octopus coming in next. We also have small stuffed animals with magnets in their paws. When stuck together they can make a long chain or a big ball of animals.

In the January 2015 National Geographic there is an article entitled The First Years. It’s about the importance of love and brain development and what a profound affect human interaction, albeit loving interactions have on a baby during its first year of development. It stresses the importance of face to face interactions for linguistic, cognitive, and emotional development. Not technology; meaning TV., phones, video, computers. It’s human interaction...
Zero to Three News

that spurns brain development. So don’t forget to hug your child and talk to your child daily about what they did here at school.

Klint Mathey & Barbara Zeman

TWO/THREE-2 ROOM

In spite of the bitter weather, we have been VERY busy in 2/3-2 this month. The castle that we added was a big hit. In addition to imagining being knights, princesses, and princes, the castle offered a great way to practice gross motor skills. The children discovered they could climb up into the lookout tower as well as climb up and down the slide, strengthening their core, leg, and arm muscles. The children really enjoyed dressing up in fancy dresses and dancing to ballroom dance music as well. It was also a great learning experience for the children to learn how to share a space and take turns entering and leaving the castle. Many of the children brought dolls into the castle, food, and blankets, pretending it was their home.

After going for a walk to look at the dancers in Gable Hall, the children have been asking many questions about being a ballerina. The children were intrigued that there are both male and female ballerinas, also called ballerinos. We also learned that dancers wear special shoes, tights, and a leotard to help them move easily. Several of the children wanted to dance like ballerinas and wanted to see videos of ballerinas and ballerinos. We even made a dance bar out of blocks to pretend to stretch like dancers as well.

As the semester progresses, several of the children are creating more friendships and participating in more cooperative play. Several cooperative play scenarios have been popular over the last month such as caring for babies, working the pulleys in the classroom, building structures out of magnet tiles and blocks, etc. Through these cooperative play experiences the children are learning to be social problem solvers. They are learning to share limited materials and enhancing their language development as they share ideas and work through play scenarios.

The children continue to amaze Kendra and I, and we look forward to watching them develop throughout the rest of the semester!!!

Christy Pelikan & Kendra Nenia
Here is what happens in the infant room when the children are not able to get outside in the morning!!

3-D artwork display by 2/3’s-2!

Calendar of Events

March 9-13 — **Spring Break** (Interim care must be requested in advance to avoid an additional charge)

Tuesday, March 24, 5:30-6:30 — **Family Night** for Preschool

Wednesday, March 25, 5:30-6:30 — **Family Night** for Infant/Toddler/Two’s

April 13-17 — **Week of the Young Child**

May 1— **Reading Day** (we are open as usual)

May 4—8— **Finals Week**

**Parent Conferences** (week of): March 30—Pam, Kendra, April, Kristi
April 6—Kellie, Barbara, Jen
April 20—Sherie, Christy, Jaquida
April 27—Carol, Klint, Krystal, Katilyn