

Chatterbox Connections

The May 2008 newsletter of

C H A T T E R B O X P R E S C H O O L

& C h i l d S t u d y C e n t r e

A heartfelt "Thank You!" to everyone for your feedback and comments related to the previously sent newsletter. We are currently trying to work towards getting it up and running so it will be offered on a monthly basis.

A lot has been going on at Chatterbox lately. For those of you who missed the April parent night, some of our teachers joined with a team of educators in the community to observe and tour a host of schools in Canada and the United States of America. The trip acted as a catalyst for a wide range of visions, dreams and possibilities. It was also affirming for Chatterbox staff as well. Teacher Sakina Steede expressed it best when she stated that the trip was affirming because it made her realize that we (Chatterbox staff) are "doing a lot of it at Chatterbox already". If you would like more information about this trip, please join us for a special meeting on Wednesday May 28 at 6:30 p.m. at the Centre on Philanthropy.

A lot of plans are in the making such as, swimming lessons for our sweethearts and a Waterworks extravaganza in the form of Camp Chit Chat. The camp will be open to a limited number of children this summer (and at no additional cost for those already enrolled in the year-round program).

In the meantime....the children have started the latest unit: Shadows and Light and the word has it that the teachers are having as good a time as the children. Come and see our dark room, if you haven't already.

Please remember, this is a newsletter for all members of the Chatterbox family and all submissions are welcome. Contact Malikah's mother, Mellisa Gibbons Tankard at harttservices@northrock.bm for more information.

NEWSLETTER HIGHLIGHTS:

- Call for lunch time readers
- Some Early linguistic milestones
- Asking Questions

THIS MONTH'S HIGHLIGHTS:

- Curriculum theme: Shadows and Light
- Swimming lessons begin
- May 26 – PUBLIC HOLIDAY

LAST MONTH'S HAPPENINGS:

- April 24, 2008 at 7 pm—Parent evening. Topic: Report on school observation trip and the Sequoia Foundation
Presenters: Angela Fubler, Sakina Steede, Patrice Wilson, Martine Robb
- Lunch time reading sessions began on April 11
- All Chatterbox staff received CPR certification

UPCOMING EVENTS – Please call 236-7190 for more information

**** Camp Chit Chat – Starting in July for children between 2 and 5.

THEME: Waterworks

**** Special Meeting sponsored by the Donor Forum – May 28 from 6:30 to 8:00 p.m. at the Centre on Philanthropy. Join us to hear more about the recent tour of North American schools, early intervention and community collaboration

**** End of Year Celebration – Friday June 20. Please contact Cheryl Trott cheryl@reetsclub.com to assist with preparations

Readers are Leaders

Kelly Stockley (Hannah’s mother) has started off the reading program. The intent of the program is to promote literacy at the early childhood level and to encourage people who are special to our children to come to the school to read to them. Kelly extends an invitation to all family members who would be happy to volunteer their time to read. This includes not only mommies and daddies but grandparents, aunts and uncles, older brothers and sisters as well. We agree that this is an excellent opportunity for us all to partake in an exciting way at Chatterbox.

Kelly led the first reading session on April 11 (which happened to be Hannah’s birthday). Our next volunteer reader is Nita Huang (also known as Isabella’s Mommy). Nita will be reading with us on Friday, May 16. It is hoped that Chatterbox Guest Readers will visit the school once a month on a Friday prior to Lunchtime. For those months that have a holiday, we can read the day prior/after the holiday. Ms Stockley has made up a schedule for the days which the program would occur. Available dates are: Friday June 20, July 18, August 22, September 19, October 31, November 21, and December 12. Please let Kelly know if you would like to sign up.

As for book selection, it can be your choice, or that of your child's. Perhaps your child would like to share with the class their favorite book. For holiday readings, we can read books pertaining to that holiday. You can make this as colorful and fun as you wish for the day you read. The options are endless.

For more information you can send an e-mail to kstockley@northrock.bm.

EARLY LINGUISTIC MILESTONES (Lester Lefton, 2000)

AGE

LANGUAGE ACTIVITY

12 weeks	Smiles when talked to; makes cooing sounds
16 weeks	Turns head in response to human voices
20 weeks	Makes vowel and consonant sounds while cooing
6 months	Changes from cooing to babbling
12 months	Imitates sounds; understands some words
18 months	Uses from 3 - 50 words; understands basic speech/language
24 months	Uses two word phrases; uses between 50 and approximately 250 words
30 months	Uses new words daily; has good comprehension of language
36 months	Has large vocabulary; makes grammatical mistakes which gradually decrease

***NOTE: IF CONCERNED AT ANY TIME, CONTACT A SPEECH AND LANGUAGE PATHOLOGIST ***

Learning to Ask and Answer Questions

The Chatterbox Preschool has embraced the Developmentally Appropriate Curriculum. This is an inquiry based approach to learning. Essential to the inquiry led project process is a child's ability understand and answer questions as well as to formulate and ask questions. Questions are how we request information. Asking questions enables us to learn about new things and ideas, satisfy our curiosity and test how the world works. Asking good questions and finding the answers are the keys to meaningful learning.

What kinds of questions should you expect your child to be able to ask and answer? Children generally acquire questioning skills in the following order:

Question Type	Age	Example
➤ Yes/No	2 yrs.	Can I have it?
➤ What	2 yrs.	What is it?
➤ Where	2 ½ yrs.	Where is the cat?
➤ Who	2 ½ - 3 yrs.	Who is that?
➤ Why	4 -5 yrs.	Why is he crying?
➤ How	4 -5 yrs.	How did you make that?
➤ When	5 – 6 yrs.	When is she coming?

In order to ask questions children need 2 basic skills:

- They need the words for asking questions and the ability to put those words together.
- They must have the thinking skills necessary for requesting information.

“What” and “where” questions, which develop early, are based on concrete ideas – things that your child can see and touch. “When” questions require a concept of temporality and “why” and “how” questions require an understanding of causality. Development of the ability to ask questions in an on-going process, often not complete until adolescence.

Some children have difficulty asking questions and can feel very frustrated when they are unable to get the information they need. They can often feel misunderstood and may need a lot of encouragement to keep trying to ask questions.

What can you do to help your child learn to answer questions?

- Make sure you have your child's full attention before you ask a question.
- After you ask a question, WAIT. Allow a few seconds for your child to think before answering.
- Note which type of questions your child answers successfully and with which he or she has difficulty. Ask more questions of the type your child can answer and fewer of those that are challenging.
- Include your child in a lot of conversations and during conversations, use many comments as questions.
- Remember to model good answers when you can.

What can you do to help your child ask questions?

- Stimulate your child by exposing him or her to interesting things.
- Do everyday activities with your child and talk about what you are doing as you do it. Ask questions your child could be thinking – “What do we do next?” and answer them “Add the milk!”
- Give your child your full attention when your child is trying to ask you a question. Get down to your child's eye level.
- Once your child has your attention, allow enough time for a question to be asked. This may take a while – be patient.
- Answer your child's questions enthusiastically. This will stimulate more questions.
- Praise your child for asking questions. If you don't understand your child's question ask him or her to repeat it or try to show you what he or she means. Repeat the question back in a simple way to confirm you understand.

Most importantly remember to have fun with your child!