



# Dartmouth College Child Care Center Newsletter

November 2009

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*Best Birthday Parties*

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**Office:** Jeff Robbins,  
Terry Chase, Amy  
Potter

**Floaters:** Gretchen  
Beisler, Eileen Ruml,  
Moya Stevens, Joelle  
Wyffels, Amy Potter

**Part-time, fall term:**  
Anne Steele, Gladness  
Msumanje, Jeanna  
Roy, Sue Hewitt,  
Claire Giambi, more  
TBA.

## • Best Birthday Parties: Parents Speak!

### Venues

- **Upper Valley Aquatic Center:** “Swimming was a hit, plus you get a room to have the party. You bring your own cake.” (P.S. Swim BEFORE the cake.)
- **Ramunto’s:** “We reserved the big dining room and ordered pizza. They assigned a staff member to our group to bring out pizzas and to be available if we needed help with anything. We brought the cake. The kids all enjoyed it and we could put it on right after work without worrying much about set-up or clean-up. And it wasn't expensive.”
- **Montshire Museum:** “It is a really nice, controlled environment for little ones to run around in.”
- **Hanover Rec Center:** “The bouncy house was a big hit!”
- **Northern Lights Gymnastic Center:** “Everyone loves The Pit.”

### Themes

- **Peter Pan** - “We read part of the story and traced the children on large sheets of paper. These became their “shadows” when taped to their backs. They painted a giant crocodile, which chased them around; they in turn chased Captain Hook around. We finished reading the story and ate cake. We set up play centers representing different parts of the story: the mermaids' lagoon, the pirate ship, Wendy's house, etc. We did this at the AVA Gallery.”
- **Backwards Party** – “We sent out thank you notes instead of invitations, ate the cake first, had backwards nametags and wore our clothes backwards. Our games were backwards, too, like a running backwards race (non-competitive).”

## • **Best Birthday Parties: Parents Speak!**

### Themes cont.

- **Farm Animals** - “Our activities included: an non-competitive egg and spoon race—just encouraging kids to make it from the start line to the finish line;-pin the tail on the donkey, of course!; songs like Old MacDonald and Farmer in the Dell; and made farm animal "masks" (a large cut out of a farm animal on a popsicle stick. The goodie bag was a straw cowboy hat for each child with some farm animal figurines and farm stickers. Table decorations included: miniature straw bales, farm animal plates, carrot and celery sticks (=hay), farm animal crackers.”
- **Pirates** –“We had a treasure hunt with picture clues at each stop and gold coins at the end.”
- **Bugs** – “We made simple bug costumes and to collected bugs outside, which we admired and then let loose.”
- **Campout** – “We put up our tent, had a friend play the guitar for a sing-a-long, and made s’mores.”
- **Superheros (or Storybook Characters)** – “Children were invited to come in costumes . We had some dress-ups available, too.”
- **Cookie Party** – “We decorated plain, homemade sugar cookies using plastic knives and icing, M&Ms, raisins, sprinkles, granola, etc. You can use store-bought cookie dough, too.”

### Accumulated Birthday Wisdom

- 🗨️ - “Inviting entertainers can be hit or miss (e.g. clowns tend to scare kid). A music gathering is fun as long as the musician can encourage the kids to engage.”
- 🗨️ - “We asked guests to bring a food item for the Haven instead of presents. We discussed this with our child in advance.”
- 🗨️ - “We invite the number of children as child’s age: four guests for a four year-old party.”
- 🗨️ - “We invited our child's whole class so no one was left out. Not everyone come anyway!”
- 🗨️ - “We avoided having an early afternoon because younger siblings are napping.”
- 🗨️ - “We planned games and activities but learned that the children just wanted to play.”
- 🗨️ - “When our child was little we made it clear that it was a parent-child party. When he was older we decided it was easier without the parents!”
- 🗨️ - “We asked Aunt Kathy to help. The extra hands were invaluable.”

## • **Snow Days**

Whenever Hanover schools close or open late due to inclement weather, DCCCC will have a late opening time of 9:00 a.m. A late opening at DCCCC will be announced on:

- WMUR TV Channel 9 and [www.WMUR.com](http://www.WMUR.com)
- WCAX TV Channel 3 and [www.WCAX.com](http://www.WCAX.com), (go to weather, select school closings)
- New Hampshire Public Radio web site: [www.nhpr.org](http://www.nhpr.org)

Hanover schools also announce their closing on a variety of radio stations.

## • **Holidays: DCCCC Closed**

Thursday, Friday, November 26, 27 AND

Thursday, Friday, December 24-25 thru Friday, January 1

- **Welcome, Debbie Burnham** Debbie Burnham will join the Teddy One team as lead teacher soon. Debbie has a BS in Child Development and Family Relations from the University of Maine. She also has experience as a child care teacher, as a para-professional in a special needs preschool, and as a family child care home provider to DCCCC. After Debbie settles in, Cathy will job share with Terri in Teddy Too on WThF.

- **Space Needed, Space available**

Teddy One: need T

Teddy Too: need MTWThF

Pandas: ThF available

Koalas: need MF, Th available

Woollies: need Wed

Polars: space available

Grizzlies: WThF available

- **Community Events for Children and Families**

(We suggest that you monitor our BlitzMail bulletin, so you get notification of new postings)

1. **FAMILY DANCE: Muskeg Music Family Dance with Cuckoo's Nest:** Saturday, January 23, 2010 in Tracy Hall, Norwich, VT from 5 – 6:30 pm. Bring the kids for a special Family Dance led by Delia Clark, with music by Cuckoo's Nest. There will be a variety of traditional dances well-suited to children and their parents. Admission \$5, under 16 are FREE and over 60 are by donation. Discount \$1 for Muskeg members. Please bring a separate pair of clean, soft-soled shoes for dancing. This dance will be followed at 6:30 pm by a potluck supper and Muskeg Music's Annual Meeting. All dances are taught, no partner is necessary, and beginners are welcome! For more information contact: Rick Barrows at (802) 785-4607, or e-mail at [rbarrows@cs.dartmouth.edu](mailto:rbarrows@cs.dartmouth.edu).
2. **MUSICAL STORY: The Lorax Goes Latin** with Dartmouth's World Music Percussion Ensemble. Saturday, November 14 at 11 am in Alumni Hall. Feel the beat with the musical story of "The Lorax Goes Latin," based on the Dr. Seuss book about humans' impact on the environment. Dartmouth's World Music Percussion Ensemble combines diverse storytelling traditions with power-packed drumming, singing and dancing. Experience the musical energy, education and entertainment of this dynamic student ensemble.

- **2-1-1**

2-1-1 is the number to dial for information about health and human services and organizations in your community. Here are some details:

- \*A free call from anywhere in NH or VT
- \*A free and confidential service
- \*Person-to-person assistance
- \*Language translation available

Toll free in Vermont: 1-866-652-4636 From outside Vermont: 1-802-652-4636 TTY: 1-802-861-2544 <a href="http://www.vermont211.org">www.vermont211.org</a> Toll free outside NH: 1-866-444-4211; TTY line: 1-603-634-3388 <a href="http://www.211nh.org">www.211nh.org</a>
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**Happy Thanksgiving!**

# News from Teddy One

Cathy Flemming,  
Coordinator  
Infant/Toddler  
Program

Wendy Irwin,  
Teacher

Keri Wolfe,  
Assistant Teacher

Hello everybody!

At the end of last month, all the Teddy One and Teddy Too teachers attended a lecture held by Good Beginnings of the Upper Valley entitled "Good Nights: Helping Infants, Toddlers, & their Parents Sleep through the Night." Presented by Jodi Mindell, Ph.D., of St. Joseph's University in Philadelphia, the talk covered many aspects of sleep in infants and toddlers, from the consequences of sleep deprivation to the needed hours of sleep per night to habits that will help ensure sleep success. While, as always, each child's routines will differ, there are some common threads that will help parents and caregivers with this matter.



A lack of quality sleep can affect a child's development in all the domains; therefore, a restful night's sleep is going to help your Teddy have an optimal day of play and learning. A newborn child cannot distinguish between night and day. However, around 8-12 weeks of age, their bodies go



through sleep reorganization, which allows the child to start sleeping more during the night than the day. This time schedule is important to keep in mind, as Dr. Mindell stressed that all sleep-related skills are developmental skills to be *learned*, rather than something children innately possess.

This is where Teddy parents and Teddy teachers come in! Sticking close to a daily schedule and bedtime routine helps children establish consistent sleeping patterns. We will continually work to keep your Teddy's schedule at school as close as possible to the routines you keep at home. Always feel free to update us on changes!

The ultimate goal is for your child to fall asleep independently; the self-soothing this requires is a developmental skill, as well. A surprising fact we all learned is that whatever happens at bedtime to help your child fall asleep is what will work when your Teddy wakes up in the middle of the night. Because of this, Dr. Mindell recommended tackling bedtime first before worrying about the nighttime waking.

By the time your Teddy has become a toddler, he or she may have moved to one nap, but a toddler still needs between 12 and 14 hours of sleep each day. If he or she is not getting this sleep during the night, your Teddy will probably need to make up for it with multiple naps during the day. Again, each child is unique, but we can work together to get your Teddy the best sleep possible at school and at home. We are busy, busy, busy in our classroom, so we all need plenty of rest for energy to tackle our fun-filled days!



## News from Teddy Too

Terri Crane,  
Lead Teacher

Lori Higgins,  
Teacher

Denise Ayres,  
Assistant Teacher

Dear Teddy Too families,

I am sure you have all been overwhelmed by the information about the flu and flu-like illnesses. So far, as of early November, we have not been hit too hard—a few fevers and colds, but no confirmed cases of the flu in our classroom. I am sure that will change and we inevitably will get whatever is going around. We are also keeping in mind our youngest Teddies that aren't able to get either of the flu shots and are most vulnerable to any sickness. Because the flu is so easily spread from person to person, we are taking extra steps to reduce the spread here in the Teddy room by washing toys and stuffed animals daily, wiping down shelves and areas that are frequently touched and drooled, sneezed and cough on.

Here are a few Teddy tips that you can do to help keep the germs down:

- **Wash your hands and your child's hands often with soap and water**—especially upon entering the Teddy room.
- **Keep noses wiped with tissues** so Teddies don't use their sleeve!
- **Know the signs and symptoms of the flu:** fever (100 degrees Fahrenheit, 37.8 degrees Celsius or greater), cough, sore throat (hard to tell in Teddies, but look for more drooling and trouble swallowing or crying when swallowing), a runny or stuffy nose, body aches, chills, headache, vomiting or diarrhea.
- **Keep your sick child home** for at least 24 hours after they no longer have a fever or do not have signs of fever, without using fever reducing medicines.
- **Do not send your child to the Teddy room if they are sick.** If your child is sick with a cold and is coughing, sneezing and is not up to functioning in the Teddy room please keep her home until she is feeling and functioning better. As fun as the Teddy room is, it is not a restful place for the sick and weary.

With the flu aside, we are having a great fall. We have been enjoying all the unseasonably warm days and have been taking advantage of what little time we have left before the snow flies and the snowsuits come out. We continue to have music class on Mondays or Tuesdays with Brooke. She has everyone playing and singing along with her repetition of songs. She even lets the Teddies strum her guitar at the end of music class. We are trying out a variety of art projects. Some of them are very messy and fun.

We have welcomed our newest addition to the Teddy room this month. Sophia Hopkins is 3 months old and has a brother William in the Panda room. Her parents are Jennifer and Sam. Welcome to the Teddy room, Sophia!

Have a great Thanksgiving and stay healthy,  
Terri, Lori and Denise

## News from the Pandas

Susan Quimby,  
Lead Teacher

Jenn Boudro,  
Teacher

Tatyana Bills,  
Assistant Teacher

What a beautiful fall we've had! We have enjoyed the mild weather these last few days as we've ventured into the field on walks, climbed and explored the big climber on the hill and cleaned out the garden.

The cleaning out of the garden involved a lot of children in the center. The Pandas from last year joined us for day #1 as we loaded up the giant wheelbarrow with the old bean plants and cut down flower stalks. Some children had their own wheelbarrow filled as well. To dump them, we went out the gate we went, across the big playground, through the Grizzly playground to the compost pile on the edge of the big field. I like to include the Pandas from last year because they were the ones who helped plant the year's bean house (and oh yes...I will be hunting your child down next fall to help as well!). We were lucky to have a bunch of helpers from the Polar room on day #2. It is fun to include kids from around the center. Often I encourage them to help the Pandas by holding their hands as we walk. The Pandas seem to enjoy the help and the older kids feel quite important as they assist those younger than they are. It's just a good thing all around!!

As we approach Thanksgiving, we will be talking about our families, both immediate and extended, as relatives gather for holiday time. Please send in or e-mail some family photos (can be added to as the year goes on!). We will be making a "house" for the pictures that will remain up for most of the year. Feel free to add pets as well!! It is a great opportunity to promote language and social development as children tell us and their friends about their families.

On a sad note, we will be saying goodbye to Heitor and his family. His last day as a Panda will be December 16.

### SPECIAL DAYS COMING UP!

**NOVEMBER 16**.....we will be having a special lunch for the children. Please send in a piece of fruit for a fruit salad and we'll provide Annie's shells and cheese and yogurt. No need to send a lunch that day!

**NOVEMBER 25**..... PJ DAY!!! Children (and teachers) are invited to wear PJ's all day (if they want!!). We'll have cozy pillows out and maybe have cinnamon toast and hot cocoa for a snack!

By the time you get this, our family conferences will be complete. As always, please feel free to ask to meet at any time throughout the year if you have anything at all you'd like to discuss. You guys have awesome kiddos!!!

- Susan for the Panda team

## News from the Koalas

Terri Hollis,  
Lead Teacher

Debbie Lensing,  
Teacher

Tiffany Chapman,  
Assistant Teacher

Greetings Koala Families,

In a short period of time your children have changed so much! They cannot wait to show us what they can do rather than using the “I can’t” plea: they can do the “flip trick” to put on their own coats; they can take out AND put away activities of their choosing; they can pack up their own lunches; they can put their art work on the drying rack; they have become so good at expressing with words how they feel, and what their needs are; some can pee on the potty. Most importantly, they have learned that they are all capable of trying, and if they need help that’s okay.

Children accept and feel secure with how much is done for them. It is not until our changing expectations make way for the possibility of how good it can feel for them to be able to do things for themselves that they feel proud. It is much the same when it comes to thinking of others; up until now their world has been so small. It has been all about them, and rightfully so. Now are being exposed to how good it can feel to think about others—to start the process of understanding that they are not the world, but a part of it. We hope to do activities in the Koala Room that are fun and motivating, but provoke your children’s wonder. Do we all look the same? Do we all eat the same foods? Do all people talk the same language, or live in the same types of houses? Do we all live in houses? Do we all wear the same types of clothing?

This will fit in nicely with (ready or not!) the holiday season. We are not fond of the “tourist” approach to the holiday season in the Koala room; I would like to think that we do a good job at embracing children and families’ differences and special qualities throughout the year, and I think that we do (not just around the holidays!). That being said, I have learned that I do not have control of how big the holiday season has become and that, as a teacher, it’s best to go with what I can’t stop! Children will come in so excited by staff parties, presents, travel, and visiting family members. So this is a good time to further explore and learn that many types of celebrations occur—that people celebrate for different reasons in different ways.

I would like to solicit help from Koala Families. Please let me know if you have any tradition that you would like to share. This can be something as simple as a book read, story told, or a recipe. Help us learn about your family.

In the spirit of thinking of others, the Koala teachers will be asking the Koalas to help decorate a giving box. We thought it would be nice for Koalas to bring in non-perishable food items for the Haven. Stay tuned for details.

On Behalf of the Koala Room,  
Terri Hollis

# News from the Woolly Bears

Debbie Girdwood,  
Lead Teacher

Barb Merchand,  
Teacher

Kristin Ball Cole,  
Assistant Teacher

Congratulations to Kerem and his family!!! Kerem became a big brother on Saturday, November 7, 2009. Welcome, Mir!

We had a very successful trip to the pumpkin patch. The day was sunny and warm. We had fun seeing the chickens and horses as well as picking pumpkins. Thanks to all the parents and grandparents who joined us for the day. The Woollies had a grand time helping to clean out the guts of our pumpkin and eating our roasted pumpkin seeds! We did plenty of pumpkin related projects for the month.

In November we are celebrating

our families. We are all alike and yet all different in wonderful ways. We are looking forward to meeting each and every family in our Woolly Bear community. Be on the lookout for the house-shaped album page in your child's cubby.

Every family focuses around prep and meal times, which necessitates trips to the market. Our dramatic play area has transformed into a grocery store. Help us stock our shelves by sending in a recycled food container (NUT FREE, of course) of your families or child's favorite food. We will put them in the Woolly Bear grocery store to enhance our supermarket experience. (\*containers/boxes should be empty)



## Some of the Corner Grocery Store lyrics by Raffi

There was cheese, cheese, walkin' on its knees  
There were plums, plums, twiddling their thumbs  
There was corn, corn, blowin' on a horn  
There was corn, corn, blowin' on a horn

## Our Woolly Bear Verses:

\*There were carrots, carrots talking to parrots ....  
\*There was meat, meat, dancing on its feet....  
\*There were pears, pears, sitting on chairs....  
\*There were peas, peas, singing with keys...  
\*There were grapes, grapes, climbing with the apes.....

Children have been asking about Pajama days. It has been a Woolly Bear tradition to have P.J. days the three days before Thanksgiving. The dates are November 23rd, 24th, and 25th. We want to make sure all Woollies have a turn to participate. We'll see you in your PJ's!!

We have been in contact with our classmate Cameron Bonner who is living in London this term. Cameron has sent us some photo's and well wishes from London. The Woollies have sent photos and well wishes back to Cameron.

Until next time! Debbie and the Woolly Team



# News from the Polar Bears

Sunnie McPhetres,  
Lead Teacher

Bobbie Lynn Stone,  
Teacher

Ray Garcia,  
Assistant Teacher

## Seeing Things Differently

In the past few weeks I have had the opportunity to take two Polar Bears at a time to the Montshire Museum. I thought it would be fun to have one on one time with two children at a time, helping them learn about the dinosaurs and understand the different hands-on experiments at the Montshire.

What I didn't know was that they would be teaching me. I have been to the museum now for four weeks in a row, with different children, and their observations have really opened my eyes. Each time I have gone it is a whole new adventure, a whole new experience, making each time more exciting.

The first week I took Gianluca Audia and Joey Knapp. Both of them were really into the dinosaurs. As we walked in their eyes became huge and affixed on the large dinosaur face staring right at them. They both asked, "Was that a real one?" They both took off right for the

biggest dinosaur in the middle of the room and stretched their necks as far as they could to see the top of its head. Gianluca then said, "This must be a meat eater. I know it; it has small teeth."

He was really interested in learning the information about each dinosaur - how big they were and if they were meat eaters or "vegetarians." Joey liked counting how many teeth the meat eaters had and how big the bones were. They both liked becoming dinosaurs in the virtual reality game room. They took time to create their own dinosaurs on one of the computer screens and to take a Jeep ride through the jungle together, scoping out the different



dinosaurs that they would drive by. Even after looking at other things, we ended our time that day back with the dinosaurs.

My second week I went with Sophia Wainwright and (Ya Ya) Sophia Shi. The girls took a quick look at the virtual reality dinosaur games and an even quicker look at the dinosaur

displays. They made their way to Andy's place, where they found the golf balls and decided to play their own game of hide and seek with the balls. We then ventured out to see what else the museum had to offer. Both girls looked through the prismatic wheel to see how the window on the other side changed; they really tried to figure out how it worked. Sophia then moved the chain on the bike wheel; she pulled and pulled the chain and gave a little giggle as she saw how the chain moved. Ya Ya moved onto the machine that made the drum sounds. She asked me, "how does this work?" I showed her and explained how and why it worked. She listened and then experimented with the different sounds she could make and with each new sound she made, she added dance steps. We then went all the way up to the bird's eye view on the tower. On the way back down we stopped at the cat walk bridge and the girls took off running, playing games like stop, go, or red light, green light. These two really liked to stop at each display or game and see what it was and figure out how it worked. We ended our visit that day back at Andy's place playing a little game of hide and seek.

The third week I was joined by Casey Havrda and Adam Gilbert- Diamond. They were briefly interested in the video games, each becoming one of the dinosaurs. They had more fun, however, in the Jeep driving through the jungle, trying to hit the dinosaurs. They looked at the displays for a quick second but Casey said, "Quick Adam! Run this way before that huge dinosaur eats you." They ran across the room and stopped at the fish tanks and started to make fishy faces at the fish and to swim like the turtles. They each spied some toads and frogs in the frog tank. Adam noticed that the toads were bigger and more brownish than the frogs.



Casey noticed that the green frogs were smooth and the toads were bumpy. "Eww!" she said. In Andy's place, they found some plastic dinosaurs and made a neighborhood for them. Upstairs Adam and Casey stopped at the bee colony and the leaf cutter ants and looked for the "Beautiful Queens" as Casey likes to call them. They stopped at a display case and they both started to open up drawers to see what was inside; in each drawer there was a new story to be told about what they were examining. Casey and Adam enjoyed the mind games and put their own spin on how you play them. The last thing that we did was run down the cat walk bridge stopping at the tube opening to yell or scream at each other. Adam looked at Casey and Yelled, "QUICK RUN! THE DINOSAURS ARE COMING OVER THE HILL THROUGH THE TREES!! THEY ARE GOING TO EAT US!" Casey looked up the hill and screamed, "I SEE THEM! RUN FAST." They ran through the door, down the steps, took the elevator down to the first floor and hid. They ran behind things to get past the big dinosaurs waiting for them right to the coat room where everyone was safe. Phew.



The fourth week I took Ben Williams and Russell Gover. At first they each had their own ideas about what interested them. Ben was amazed by how big the center dinosaur was so he just kept peeking at it. He was interested in the facts about the dinosaurs but really wanted to try the virtual reality games, so we did. He liked them but was a bit disappointed when his dinosaur was eaten a few times. Russell wanted to see everything all at once. He ran and stopped at each display for just a couple of seconds, then stopped at the wave maker and the bubble maker. Ben and Russell

went up to the second floor and played with the different machines. They both really liked watching the penny swirl down the large funnel table. They also had a fun time talking to each other through very long black tubes. Next we went to the fourth floor to the fog machine. What a great time they each had—feeling the fog and placing the foam rocks in different places, watching to see which way the fog went. We ended our adventure in Andy's Place. Russell absolutely loved the golf balls rolling down the tube mazes. Ben was very curious about the bear in the bear cave. It did make him nervous at first. We went together and I asked him to touch it. He didn't want to at first but I said I would too. When he did it, he was so proud of himself, smiling from ear to ear.

I have had so much fun going each week, seeing how each child looks at the museum and what they are interested in. Each child interprets each exhibit differently. Everyone has heard the line that “everybody sees things differently.” I have seen this first hand and I do find that it is interesting to see it differently through children's eyes. They have great enthusiasm for each new thing without limits or hesitation - to just go for it. If the window for them is open to just be children, they really take a hold and run with it. It has been my joy over the past few weeks to be a part of that. -Bobbie Lynn Stone-

# News from the Grizzlies

Carolynn Wilson,  
Lead Teacher

Karen Gray,  
Teacher

Our busy Grizzly day is full of play which means that, besides making friends and having fun, the children are learning and growing in organic and meaningful ways. As educators and researchers, we are learning that play is a scaffold for the development of the brain and a means by which children practice skills that they will need throughout their lives.



Play provides the real experience children need to learn self control and how to share power, space, and ideas. It provides them with the opportunity to imitate or match their behavior with others and to take into account viewpoints that differ from their own.



Children learn to become sensitive to others' needs and values, as well as how to handle exclusion and dominance.



When they play children are developing their planning skills, creativity, and divergent thinking, as well as the ability to express themselves in many ways.



As children play vigorously and joyfully use their bodies and minds, they simultaneously refine and develop skills that enable them to feel confident, secure, and self-assured.

