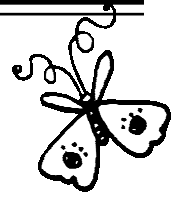


PARENTS' POST



The Early Learning Program of The Woodlands Community Presbyterian Church

April 2018

From the Director

Spring is in the air! The sun is out, the air is cool and this the time of year to be thankful for all the gifts of New Life that God has given us. Our Bible verse for the month is **"Behold! I make all things new!" Revelations 21:5**

Take time with your family during this Spring season to get outdoors as much as possible and enjoy the nature trails, parks, and ponds we are so fortunate to have all around our community. Also, remember to take the time with your children to thank God for all the many blessings He has given us everyday.

Come peek at the playground and join us for the Spring Fling! You will surely be filled with joy as you see the smiles, dancing, running, and exploration in full swing! You may even be inspired to add something new to your backyard!

Cindy

Mark Your Calendar

April 10, 11, 12—Spring Fling

April 24, 25, & 27 Motor Movement

May 8, 9, 10 - Growing Up Chapel - PreK and Transition Families. home in your child's

Spring Fling! "New Life Celebration!"

The ELP "New Life" Spring Fling will be held April 10, 11, & 12. It will be a fun, hands-on celebration on the ELP side yard. Parents are invited to come with siblings. Come prepared to see and experience worms, butterflies, ladybugs, and play games! We hope that you enjoy this time together, but if you cannot always attend the special events be assured you are not alone and that your child is still having a blast! Teachers and friends fill the yard and fun is had by all!

Chapel

I'm always inspired by stories in the Bible that center around faith. Stories of someone who did what God told him to do even if it didn't make sense at the time. Like Noah spending 100 years, miles and miles away from any body of water, building a boat that would save him and his family from a flood caused by a torrential rain storm.

There once was a time I didn't understand why God frequently doled out these tests of faith to His people. What I learned is that throughout history and even still today, God provides lots of opportunities for us to show our faith because He needs US to realize OUR level of commitment..

A story I will be doing with the kids demonstrates this perfectly. Found in the book of John, it takes place soon after Jesus's crucifixion. The disciples were in their boat on the lake trying to fish. No matter how many times the net was dropped in the water, it came up empty. Just about the time they were going to give up and head ashore, a man standing on the bank suggested that they try casting the net on the other side of the boat. Now, to these experienced fishermen, this seemed like a crazy idea and complete waste of time. The men must have had some sort of discussion about the advice, but ultimately they followed it, which resulted in them catching so many fish their net couldn't hold them all. Finally, the men recognized that the stranger on the shore was Jesus. Ahhhh, Jesus. Always showing up at just the right time to teach them what He wanted them to know.

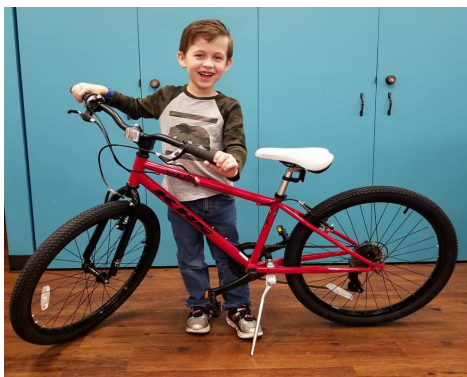
If Jesus wanted simply to bless His friends with an amazing catch, He could have. But, He wanted much more than that.

He wanted to do a faith check....see if the devotion in their actions matched the devotion in their words because very soon the day would come when the disciples were ONLY going to have their faith. If they were to continue in the work God laid out for them, they were going to have to be unshakable in their belief.

God still puts His people through faith checks today. I can't count the many times the Lord has said to me, "Melinda, cast your net on the other side of the boat," My prayer for each ELP family is that you, too will be confident in the Lord's ability to care for you so you can experience peace that can only be achieved through unshakable faith.

Melinda





All Ears! Raffle Tickets!

All Ears! will be selling raffle tickets Wednesday, April 11th during ELP drop off and pick up times.

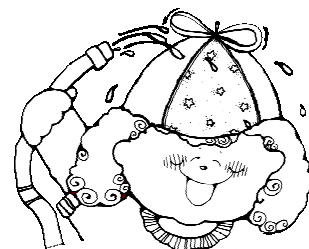
Please consider purchasing a ticket. All money goes to All Ears! scholarship funds.

The Drawing will be on Facebook Live from their classroom on April 12.

**Items include: Taos Trip for 5,
Diamond Earrings and Pendant,
And a Youth Bike.**

Wet and Wild Play...

is what the next two months will bring us on the playground. We will be painting with finger paint and shaving cream, building with wood, enjoying bubbles and water play, and planting in our gardens (to name a few of the activities outside). Please send your child in old comfortable clothes or his ELP T-shirt to school. This will free him to relax and have fun without having to worry about getting his clothes wet or dirty. Please be sure and pack a change of clothes in his backpack. Remember ... a child's work is play.



Observing, thinking and speaking

Here are some suggestions for activities to help a young child learn to observe more accurately, to think more clearly, and to speak more effectively.

1. Activities which encourage accuracy in observation. "What will happen if we drop this ball on the floor?" "What will happen if we set the little truck on the top of this slope?"
2. Activities which require organization. "How many things can you name that fly?" "Things that walk?" "Things that are green?"
3. Activities which encourage sensitivity to the environment. "Can you act like one of these—a dog? A bunny? A lion?" "Pretend you're a bus driver (doctor, farmer, or a firefighter). "What should you be doing?"
4. Activities which call for a theory. "What would happen if we mixed this green paint with this yellow paint?" "If we let all the water out of this bathtub, where would this little boat go?"
5. Activities which provoke creative imagination. Begin a story and invite your child to make up an ending. Or ask: "What are some of the things we could make with this ball of clay?"
6. Activities to promote flexibility. Give your child some shapes (triangles, rectangles, semi-circles, etc.) that you have cut out of paper and ask him to make as many things as he can out of them. Give him some wooden blocks to make a road, a tower and a bridge. Help him cut up different pictures from magazines and paste them into designs.

We've listed just a few ideas. You can make up new ones of your own to help your child observe, think and speak. These kinds of activities encourage active learning—good preparation for school later on.

Prek & Transition Growing Up Ceremony

ELP will have a "Growing Up Ceremony" for the PreK and Transition classes. The ceremonies will take place in the church sanctuary on:

Tuesday, May 8

11:00 AM Cardinals

Wednesday, May 9

11:00 AM: Flamingos

2:00 PM PM Penguins

Thursday May 10

11:00AM AM Penguins

2:00 PM: Transition Toucans



Guest Speaker

On May 3, All Ears! Will host a Family Night. Michael Hilbig and his parents will be here to share their journey about Michael's success with bilateral cochlear implants. Michael is fully mainstreamed and plays football and baseball. Everyone is welcome! Come learn more about All Ears! And be inspired.

6:00 PM upstairs in ELP bldg.

Dinner and Childcare is provided.

Please RSVP :

meleesa@allearscenter.org



April Bible Verse

Behold, I make all
things new.
Revelations 21:5

Literacy Corner

Emergent readers: Look! That's my letter!

Even the youngest child is somewhere on the path to becoming a reader. As a parent, it's important to support your child's efforts in a positive way and help him or her along the reading path. Here's a little information about emergent readers, and a few pointers to keep in mind.

An emergent reader:

- knows some letters of the alphabet
- understands that writing conveys a message
- uses "scribble" writing when writing
- may recognize some words or letters in their environment (words like "stop" or "exit" or letters like the giant "K" signifying Kmart or the golden arches "M" signifying McDonald's)

When reading with an emergent reader:

- Model fingerprint reading. That means to follow the words with your finger from left to right as you read them. As your emergent reader starts to read, they will learn to do the same thing.
- Encourage "reading" or "pretend reading." This reading from memory provides practice with retelling and practice navigating books correctly.
- Talk about the story. When your child is finished with a book, be sure to talk about what happened in the story, and maybe "re-read" favorite parts. Talk about any interesting words or new concepts.
- Let them know how proud you are! By sharing a book with a child, you're sharing the joys and excitement of reading.



For more parent tips on how to help your emergent reader, visit:
<http://www.readingrockets.org/article/7833>

Independent Youngsters

Around a child's second birthday, one can observe a shift from a dependent toddler to a more independent pre-school youngster. Since this phase continues for several months, it is worth discussing in more detail.

Parents who have an understanding of the changes that occur in their child will be better prepared to handle the behavior that they may see.

This change to a more independent youngster is brought about by several changes, such as (1) increased movement skills, (2) improved language ability, and (3) newly emerging social skills.

Youngster's movement skills now let her explore new territories. Just being able to run more easily or to climb stairs one at a time allows her to experience the delight of discovering things on her own.

At the same time her improved language ability provides her with new opportunities to express her own thoughts and to talk more with other people.

As Youngster begins to play with other children her age – at first alongside them in "parallel" play and later in face-to-face play – her newly emerging social skills also help her to make the transition from dependence to independence.

Often a child's striving for independence can be very trying for parents. She may insist on doing things for herself – like dressing – even though the adults in her life are quite sure they can do the same things for her more efficiently and more neatly!

It is also hard on parents when Youngster constantly seems to want to "test the limits." It is often at this stage that she may suddenly decide to give up her afternoon nap – just when parents most need a midday break.

It is obvious that some adjustments in family living need to be made to take into consideration these developmental changes in behavior. Go along with her where you can. Encourage independence by giving her choices, when possible: "Do you want to wear the red shirt or the blue one?" In some cases, you must insist on your decision as an adult and a parent. Explain why your decision must be followed, but be prepared to insist, even if the result is fireworks!

Children don't stay 2 years old forever, and this, too, will pass. In the meantime, your child learns that independence is fine but it does have limits.

Should We Force Children To Say “I’m Sorry?”

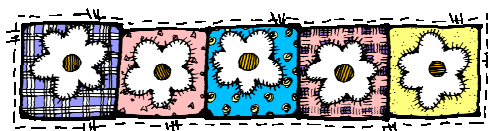
As parents and teachers, it is important to us that our children have good manners, are sensitive and kind to others, and care about the feelings of others. We want children to take responsibility for their actions, and we want to teach them to feel empathy for others. We deeply desire to teach our children the Golden Rule: Treat others you way you want to be treated. This may seem like Parenting 101, but It is not so simple. If your child goes to parties, preschool, or the park, surely you have experienced both sides to this story as your child has been wronged or has mistreated a friend.

To truly apologize requires empathy. Empathy is a skill that means you understand how someone else is feeling because you can imagine what it is like to be them. Empathy develops in children in its own, individual timing and is often much later in a child’s development than we would expect. This explains why young children have a hard time understanding the viewpoint of others or why when they are prompted to robotically say “I’m sorry” to their friend, they clearly have no understanding or remorse. Children cannot genuinely own the apologetic words they are saying until they develop empathy.

So what do we do as a parent when our child has intentionally or accidentally hurt, pushed, or acted unkind towards a playmate? Many times we are embarrassed or want to pretend as if it is no big deal because we are natural peace makers. Sometimes we stop everything, pair the children together and demand the standard, “tell him you are sorry” phrase. Let’s be honest, we may think this makes everyone feel better or that this is the right thing to do, but is it? What these behaviors in young children give us is a golden opportunity for connection with our kids! Let’s embrace the situation at hand and help develop empathy and kindness. Remember saying “I’m sorry” and really understanding what is happening only comes after empathy has developed. It serves no purpose if your child is not ready.

Here are some things you can do to begin developing empathy skills in your young child:

1. Model for children the behavior you want them to emulate. Let your child hear you apologize for mistakes you make or things you feel genuinely sorry about. Children learn by watching and copying what adults do. If you are at a playgroup and your child hurts another child, you could apologize to the child and the child’s parent. This is great role modelling for your own child when they see you apologize with genuine caring. After apologizing remove your child from the situation and find a quiet place to talk to her about what just happened.
2. Focus on “making it right” with the other person. Since young children best learn through action, children can help with getting an ice pack for the child they hurt or helping put a band -aid on the other person. Involving children in an act of helping or kindness goes a long way in teaching empathy.
3. Focus on the future. Instead of forcing children to say sorry, focus their commitment to do something differently in the future. “Can you tell your friend that you will not push him again?”
4. Give feelings a name. Labeling feelings is a first step toward them eventually being able to name and process their feelings on their own. You could say, “It looked like you were really angry when...” or “I see that you are feeling frustrated when...”
5. After the behavior talk to your child in a calm tone, away from others. Help make the connection of how the other child felt as a result of their behavior. “When you poked John he was hurt and felt sad.” For younger children, we need to provide them with the words to help them learn to recognize these feelings.



April



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Motor Movement	4 Motor Movement	5	6 Movement Motor	7
8	9	10 Spring Fling	11 Spring Fling	12 Spring Fling	13	14 WCPC Rummage Sale
15	16	17	18	19	20	21
22	23	24 Motor Movement	25 Motor Movement	26	27 Motor Movement	28
29	30			