



LOKOFF LETTER

Federation Early Learning Services

The best of everything, from the beginning.

May/June 2010

www.FelsKids.org

Iyar/Sivan Tamuz 5770



Accredited by NAEYC's National Academy of Early Childhood Programs



DIRECTORS NOTES:

It is that time of year where we must bid farewell to our Pre-K children. Many of these children have been at Lokoff since they were infants. It has been a true pleasure for the staff here to see your children grow and develop into such unique individuals. We all wish the children all the best in the years to come!

We are looking forward to our 4th summer program in conjunction with Beachcomber Swim Club! Campers who are 3 and older will be taken to the swim club on Mondays, Wednesdays, and Fridays in the mornings for swim lessons and outdoor activities. We have 25 children signed up and are very excited for the summer to begin. On Tuesday and Thursdays we have tons of special activities planned. I am thrilled to have "Art with Linda" twice a week and I am really looking forward to the Art Gallery at the end of the summer!!! Please check the summer calendar for more details.

Amy Wertkin, Center Director

SPECIAL EVENTS

MAY

Mondays

Hebrew with Barbara Faber

Wednesdays

Storytelling with Miss Marilyn

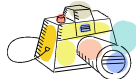


Fridays

Music with Alison
Shabbat

Wednesday, May 5

9:00am Picture Day



Friday, May 14

Vision Screenings (3 years and older)

Sunday, May 16

3:00 Wizard of Oz

Monday, May 17

7:00PM Phillies Game for the PA
Promise for Young Children



Friday, May 21

3:30 Family Shabbat with Rabbi
Rigler

Saturday, May 22

6:00 PM PA Annual Fundraiser at Kidz Rule

Monday, May 31

Closed in observance of
Memorial Day

JUNE

Mondays

Hebrew with Barbara Faber



Wednesdays

Storytelling with Miss
Marilyn

Fridays

Music with Alison
Shabbat

Friday, June 18

Graduation &
End of Year Family
Shabbat



Monday, June 21

Summer Camp Begins!

Tuesday, June 22

Field Trip to Gigglesberry Fair at
Peddlers Village
(3 years and older)

GRADUATING CLASS OF 2010

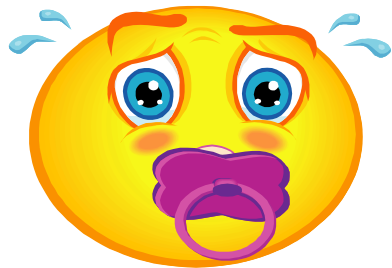
A big congratulations to all of the children who will be graduating from the Terri Lynne Lokoff Early Learning Center on Friday, June 18th, 2010. We are so proud of you!



Names removed for privacy

Binky Be Gone!!

by Shannon Rosenman



Parents often ask when their child should give up the binky/pacifier. There is no right or wrong answer. A more important question is how to begin this process without undue distress and without losing too much sleep. There are many methods of banishing the binky. I have included links to two articles that suggest specific methods. The important thing is to find a process that works best for your child.

First, think about why your child uses the binky ... to fall asleep? ... to calm him/herself? ... to manage an anxiety-provoking situation? ... out of a habit? Consider how your child has responded to previous changes in routine. These answers may offer guidance ... should you use a "cold turkey" method or more gradual approach (e.g. by minimizing the places where a binky can be used).

"Marielle, now that you are a big girl I will help you say 'bye-bye binky!' Tomorrow morning you can have the binky when you nap and sleep at night. When you are ready to play, your binky will wait in your crib." If she needs extra binky time, she can go to her room/bed to use it. Before long she will realize that sitting in bed to use the binky is not as much fun as playing with Mommy and her toys. Don't "punish" your child for visiting the binky and don't encourage or suggest it.

Marcus primarily uses his pacifier to calm himself when upset. You could help by labeling his feelings and teaching him something else to do. "Marcus, you look upset because your

sister knocked over your blocks. I know you want to use your binky. Would it help to sit with mommy and cuddle to help you feel better?" If your offer is accepted, use the time to label his feelings and share his disappointment over his sister's actions. You might model saying "Don't touch my blocks!" and suggest he ask for help when his sister touches his toys. This won't be practical at all times. But the goal is to acknowledge the situation, label his feelings and help him cope with his feelings without the binky. However, if he insists, it is fine to let him go to his room and use the binky.

When you work on this, or any other issue at home, please let your child's teachers know so they can support your goals in the classroom.

Shannon Rosenman is a licensed Occupational Therapist with over 35 years of experience working with children and families. She is the Director of Child Development for Federation Early Learning Centers. She helps teachers and directors develop strategies so all children can participate successfully in activities and develop skills. She also provides consultation to the teachers for any child who seems to be struggling in a developmental area. If you would like to suggest a topic for her to discuss in her column, contact her at 215-676-7550 x 166.

Articles:

http://www.babycenter.com/0_banish-the-binky-ten-ways-to-help-your-child-give-up-the-pac_3659347.bc

http://life.familyeducation.com/toddler/sleep/42317.html?for_printing=1&detoured=1

**THE PURPOSE OF
LEARNING IS GROWTH,
AND OUR MINDS, UNLIKE
OUR BODIES, CAN
CONTINUE GROWING AS
LONG AS WE LIVE.**

The Best Learning is Active Learning

Active learning takes advantage of children's natural desire to move and touch. Young children love to manipulate items and explore new ideas. They enjoy the opportunity to see how things work and to test their own theories.

Active learning takes advantage of children's natural motivations, abilities, and interests. Kids get lots of opportunities to investigate what interests them - to solve problems, discover relationships, and make comparisons.

Children use all of their senses to make discoveries: *How heavy is it? Does it smell? Can I find another one that feels the same? What does it sound like when I drop it? How is it different from the other items?* Using their hands, eyes, nose, ears, and mouth to explore an item, children gather more information and remember what they learn.

As they interact directly with the environment, children not only gather sensory information, they also refine their senses and motor skills. For example, it takes very refined movement of the hands and fingers to produce the penmanship required for writing. Squeezing clay and picking up puzzle pieces are ways for young children to practice using hands and fingers.

We organize the classroom environment to promote active learning, and we do lots of things to encourage children to think and talk about their discoveries and creations. The next time you want your child to learn about something, provide the materials, space, and time. Then step back and watch.

Excerpted from Family - Friendly Communication
Deborah Diffily and Kathy Morrison, editors



Closings

Monday, May 31
Memorial Day