



Publication #23

FROM KATE, PAULA,
DANIELLE AND RITA

FARMS come to life in the spring with fresh produce making its way to farmer's markets and the birth of young animals.

This week's theme is:

FARMS

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To contact SD47 Early Learning:
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EARLY LEARNING INFORMATION

PAGE 2

VIRTUAL STRONGSTART

SD47 STRONGSTART WEEKLY PUBLICATIONS

The Early Learning team is excited to share weekly publications featuring fun ways to share time with children. These publications are emailed to registered families as well as posted on the Virtual StrongStart (StrongStart DO) webpage.

SD47 STRONGSTART ON INSTAGRAM

School District 47's Instagram site is: [sd47strongstart](https://www.instagram.com/sd47strongstart).

Daily posts follow this schedule:

- Monday- Colours of the Week
- Tuesday- StrongStart Smile Search
- Wednesday- I-Spy
- Thursday- Around Powell River (People and Places)
- Friday- Good Citizen of the House

The StrongStart Smile Search location changes each Tuesday. Families can visit the location and have fun finding the smile. We would love to post a picture of you and your family beside the StrongStart smile (you can send your picture to us).

We would love you to write a comment below any activity or idea you are inspired by. If you have picture you would like to share on our Instagram site, send it to rita.john@sd47.bc.ca.



• **SD47 KINDERGARTEN
REGISTRATION
INFORMATION** •

IS YOUR CHILD BORN IN 2016?

KINDERGARTEN REGISTRATION
(for your school of choice)
takes place from January 4 through March 19, 2021.

Please register by completing the registration form.

Registration Information/Registration Form
are available on the school district website:
sd47.bc.ca (About/School Registration).

IT'S TIME FOR KINDERGARTEN REGISTRATION

Link to Registration Package:
[CLICK HERE](#)

Link to SD47 Website/Information:
[CLICK HERE](#)

RECIPES

ANIMAL TREATS

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BAAA-NANA SHEEP WAFFLE

Instructions

- Prepare waffles
- Cut a banana and arrange the slices in a circular pattern on top of the waffle.
- Cut a kiwi into small cubes and place them at the bottom of the plate to create a green pasture.
- Place a single blackberry on top of the banana slices in the center of the waffle for the sheep's head.
- Cut small chunks of blackberry and place them on the sides of the head to create the ears.
- Place two candy eyes on top of the blackberry for the eyes. Lastly, place two blackberries at the base of the waffle to create the sheep's legs.
- Place a clementine slice at the top of the plate to add a little sunshine to breakfast.
- Finishing things off by creating a pasture fence with heated hazelnut spread.



LITTLE PIGGY

Instructions:

- Spread half bagel with strawberry cream cheese.
- Slice strawberry round ways for the nose then slice the strawberry sideways making triangles for the ears.
- Add the blueberries for his eyes.

Optional: if you have chocolate sprinkles you can add them for the nostrils for the pig.

HAYSTACKS

Ingredients:

- 2 tbsp. butter
- 2 cups marshmallows
- 2 cups Chow Mein noodles
- wax paper

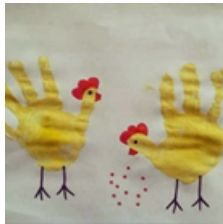


Instructions:

1. In a large bowl, combine the butter and marshmallows and microwave until melted, (or melt in sauce pan on stove top) stirring occasionally.
2. Add noodles and stir until combined. Easy and fun for kids to do!
3. Place wax paper on a baking sheet and spoon the mixture onto the tray making little piles.
4. Let these haystacks cool and some of the stickiness of the treat will go away. They will be much easier for little ones to hold once cooled.
5. Enjoy

HANDPRINT FARM ANIMALS

Using paint and your hands you can make some very cute little farm animals that will always be treasured.



SHAPE TRACTORS

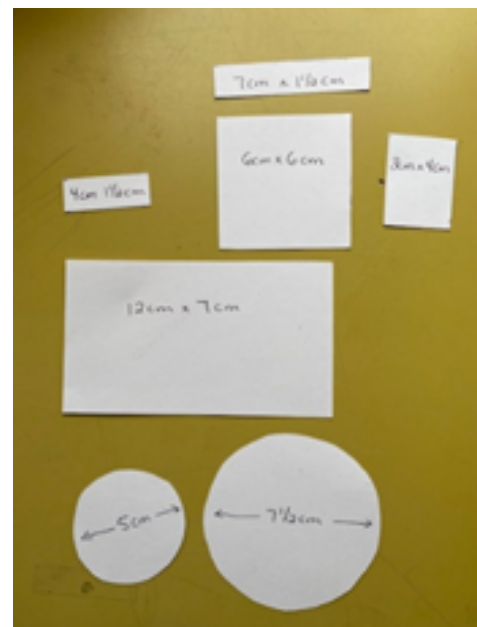
Cut out shapes from white paper or coloured paper.

- 1 circle- 5 cm in diameter
- 1 circle- 7.5 cm in diameter
- 1 rectangle- 12 cm x 7 cm
- 1 rectangle- 4 cm x 1.5 cm
- 1 rectangle- 7 cm x 1.5 cm
- 1 rectangle- 3 cm x 4 cm
- 1 square- 6 cm x 6 cm

Enjoy colouring the tractor in whatever colours you would like your tractor to be.

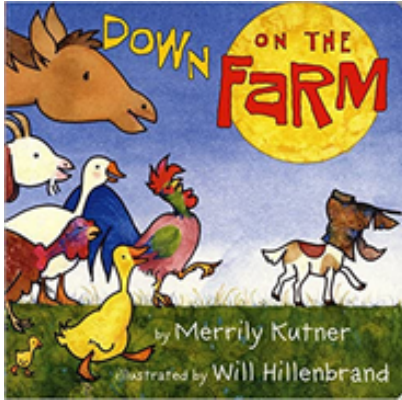
Glue pieces together to make a tractor.

Remember that the results don't matter it's the process.

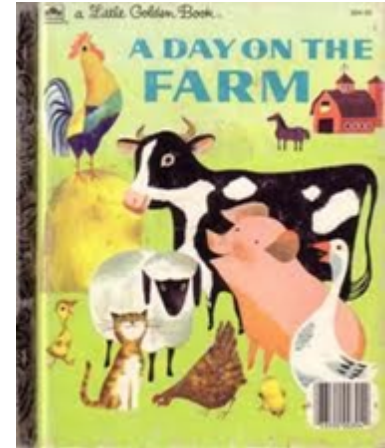


BOOKS

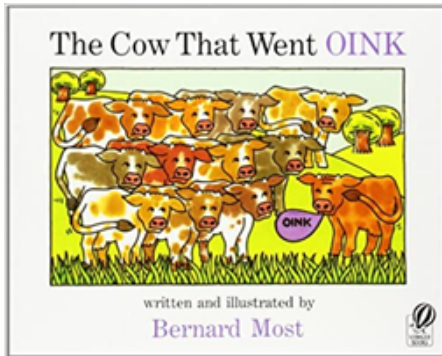
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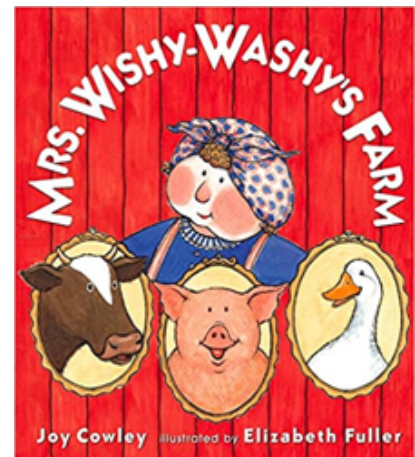
HEAR STORY
[CLICK HERE](#)



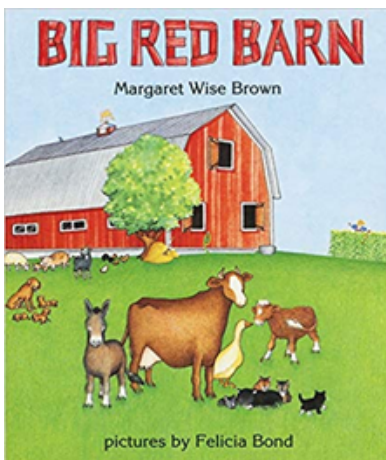
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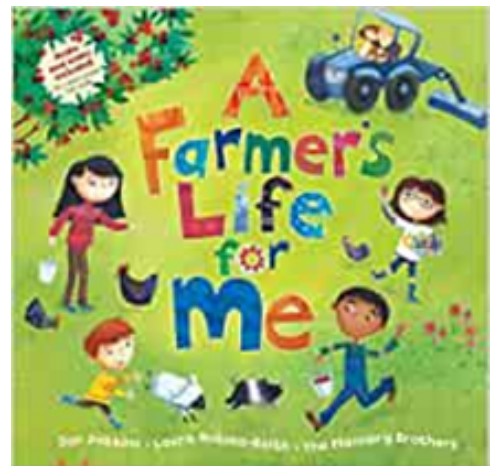


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SONGS/RHYMES

PAGE 6

OLD MACDONALD HAD A FARM

Old MacDonald had a farm
E-I-E-I-O
And on his farm he had some cows
E-I-E-I-O
With a moo-moo here
And a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
Old MacDonald had a farm
E-I-E-I-O

Old MacDonald had a farm
E-I-E-I-O
And on his farm he had a pig
E-I-E-I-O
With a oink-oink here
And a oink-oink there
Here a oink, there a oink
Everywhere a oink-oink
Old MacDonald had a farm
E-I-E-I-O

Old MacDonald had a farm
E-I-E-I-O
And on his farm he had a duck
E-I-E-I-O
With a quack-quack here
And a quack-quack there
Here a quack, there a quack
Everywhere a quack-quack
Old MacDonald had a farm
E-I-E-I-O

Old MacDonald had a farm
E-I-E-I-O
And on his farm he had a horse
E-I-E-I-O
With a neigh-neigh here
And a neigh-neigh there
Here a neigh, there a neigh
Everywhere a neigh-neigh
Old MacDonald had a farm
E-I-E-I-O

Old MacDonald had a farm
E-I-E-I-O
And on his farm he had a lamb
E-I-E-I-O
With a baa-baa here
And a baa-baa there
Here a baa, there a baa
Everywhere a baa-baa
Old MacDonald had a farm
E-I-E-I-O

ON THE FARM

Sung to: "London Bridge is Falling Down"
Animals live on a farm, on a farm, on a farm.
Animals live on a farm, with the farmer.
Cows and pigs live on a farm, on a farm, on a farm.
Cows and pigs live on a farm, with the farmer.
Goats and sheep live on a farm, on a farm, on a farm.
Goats and sheep live on a farm, with the farmer.
Hens and chicks live on a farm, on a farm, on a farm.
Hens and chicks live on a farm, with the farmer.



BAA BAA BLACK SHEEP

Baa, Baa, black sheep,
have you any wool?
Yes sir, yes sir -
three bags full:
One for the master,
one for the dame,
And one for the little boy
that lives down the lane.
Baa, Baa, black sheep,
have you any wool?
Yes sir, yes sir -
three bags full.

Baa, Baa, striped sheep,
have you any wool?
No sir, no sir -
No bags full:
None for the master,
none for the dame,
And none for the little boy
that lives down the lane.
Striped sheep, why sheep,
have you no more wool?
Oh sir, because sir -
pause I'm a zebra!

MARY HAD A LITTLE LAMB

Mary had a little lamb
Whose fleece as white as snow.
And everywhere that Mary went,
The lamb was sure to go!
It followed her to school one day,
which was against the rules.
It made the children laugh and play,
To see a lamb at school

FIVE LITTLE DUCKS

Five little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only four little ducks came back.

Four little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only three little ducks came back.

Three little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only two little ducks came back.

Two little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only one little duck came back.

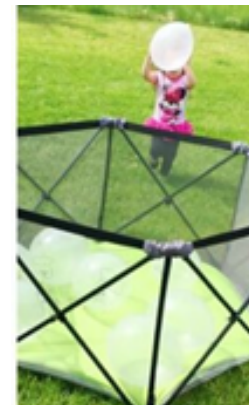
One little duck
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But none of the five little ducks
came back.

Sad mother duck
Went out one day
Over the hill and far away
The sad mother duck said
"Quack, quack, quack."
And all of the five little ducks came back

ROUND UP THE ANIMALS

Instructions:

- Blow up some balloons.
 - Pink for the pigs
 - Yellow for ducks
 - White for sheep, etc.
- Draw animal faces on the balloons.
- Let the animals go all over the yard and then have fun running to catch them and put them in their pen (laundry basket, box, playpen).



FARM MOVEMENT GAME

Here are some farm animal actions that you can do for a fun movement activity. Two ideas follow:

- Call out the action and animal, and watch fun happen.
 - Just call out the animal and see what action the kids come up with.
-
- | | |
|--------------------------|-------------------------|
| - Gallop like a horse | - Flap like a chick |
| - Waddle like a duck | - Sway like a scarecrow |
| - Kick like a donkey | - Jump into the hay |
| - Peck like a chicken | - Charge like a goat |
| - Graze like a cow | - Strut like a rooster |
| - Roll like a pig in mud | - Pounce like a cat |
| - Hop like a frog | |
| - Bounce like a bunny | |
| - Drive like a tractor | |





11 Farm Themed Crafts & Activities

[click here](#)

Farm Fun

[click here](#)

Blippi Farm Tour

[click here](#)

45 Preschool Farm Theme Activities

[click here](#)

Take a Field Trip to the Animal Farm

[click here](#)

What is Farming? Young Explorers

[click here](#)

StrongStart GO

StrongStart in the Great Outdoors

In-person StrongStart program in Powell River Parks

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StrongStart Outreach, in collaboration with the ORCA Bus project, is offering StrongStart GO- an outdoor program ([see schedule here](#)).

DETAILS OF THE PLAN INCLUDE:

-- The program will take place outside the bus. Participants should come prepared for any weather. The program will be offered in parks around the community. The StrongStart team has created suggestions on how to prepare for an outdoor program: [click here](#)

-- REGISTRATION:

- All participating children must be registered with the school district before they can attend.
- Completed registration forms are emailed to strongstart@sd47.bc.ca. **ALL REGISTRATION FORMS MUST BE SENT WITH THE CHILD'S BIRTH CERTIFICATE.** (other acceptable ID include: Certificate of Citizenship, Documents issued by Immigration Canada, Canadian Passport/Visa, Permanent Resident Card, Aboriginal Status Card).
- A fillable registration form can be accessed here: [StrongStart Registration Form](#). Registration forms are also available at the School Board Office (4351 Ontario Avenue).

-- SIGN UP FOR PROGRAM:

- **Families will express interest in attending by leaving a message at 604-414-2635.** After leaving a message, families who receive phone confirmation of registration with the school district will be able to attend.

-- ATTENDANCE:

- Electronic attendance will be collected using either our iPad or personal devices by scanning a QR code.
- As part of attendance families will be asked to review the **Know the COVID-19 Symptoms Daily Health Check** document and verified that we have not answered yes to any of the questions each time they attend the program. The document can be found here: [Daily Health Check](#)

Participants are required to agree to the contents of the **StrongStart Safety Policies and Procedures** before attending their first session. This can be found here: [SS Safety Policies and Procedures](#).

What is so great about the GREAT OUTDOORS?



WE HAD TO INCLUDE THE WHOLE INFOGRAPHIC ON **UNSTRUCTURED PLAY**-
see the 2nd back page (page 11)

Dr. Laura Redgate is community pediatrician in Calgary, Alberta. Here is a link to her guest blog on Wild Life Outdoors Adventures website, in which she gives some valuable insight into the importance of increased outdoor play for children.

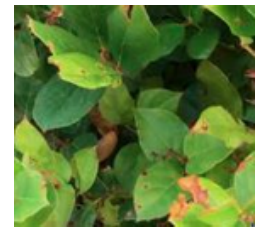
ARTICLE:
[click here](#)

DID YOU KNOW?

According to "[Discover the Forest](#)", (a website for tweens- kids 10 to 14), developed through a partnership between the U.S. Forest Service and the Ad Council, "The average American child can recognize 1,000 corporate logos, but can't identify 10 plants or animals native to his or her own region".

Challenge your knowledge of nature!
The next time that you are outside, identify **Salal**.

For more information about **Salal**, go to:
[CLICK HERE](#)



ARE YOU INTERESTED IN INCREASING YOUR UNDERSTANDING OF CHILDREN'S "RISKY" OUTDOOR PLAY?

Mariana Brussoni (UBC expert on outdoor play and injury prevention) and her team have been working on understanding children's outdoor risky play and have created an information page about this. Have a look: [click here](#)

The webpage was developed in partnership with BC Children's Hospital, UBC and the BC Injury Prevention Unit.

(we just had to
include this image)



What research tells us...

UNSTRUCTURED PLAY

benefits healthy child development



Fun and Creativity

- Unstructured play is **fun** and **promotes creativity**
- This is especially true when using objects that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together



Social Health and Team Work

- Unstructured play at recess is shown to strengthen **problem solving** and **conflict resolution skills**
- Outdoor play where children can explore independently can improve **social health** indicators



Mental and Emotional Health

- Unstructured play is important to children's **mental** and **emotional health**
- Unstructured play can promote **positive self-concept** and **self-esteem**
- Active play can help **decrease anxiety** and **depression**



Physical Health and Gross Motor Skills

- Active, unstructured play helps reduce sedentary behaviours, promotes **healthy weights** and improves **gross motor skills**
- This reduces body fat, improves **musculoskeletal** and **cardiovascular fitness** which benefit physical health



Learning and Attention at School

- There is a reported association between unstructured play at recess and improved cognitive **skills**, such as **attention**, **concentration** and **memory**, as well as **improved grades** and standardized **test scores**



Resiliency and Risk Management Skills

- When children experience uncertainty in play they can develop **emotional reactions**, **physical capabilities**, **coping skills** and are better able to **manage adversity**
- These skills promote **resilience** and **independence** to thrive in adolescence and adulthood



Unstructured play is child-led and allows children to follow their own interests and ideas without a defined purpose or outcome. It allows the child to explore boundaries and determine their own limits. Play is an integral part of every child's healthy development. It is embedded in **Article 31 of the Convention on the Rights of the Child: children and youth need time, appropriate space and opportunity to engage in quality play.**

Most evidence to date indicates that unstructured play provides important health and developmental benefits to children, which supports the need to increase access to this kind of play. Further research is needed to confirm these findings. This project is funded with the generous support of the **Lawson Foundation**.



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The Voice of Public Health
La voix de la santé publique