



Valentines Day Light Table – Using the light table is a wonderful way for the children to create and experiment with their senses and different materials. Some fun items to add to the table to make it Valentines Day themed could be – Colored rice, sand or Epsom Salt, colored gems, plastic ice cubes, real colored ice cubes, transparent cups, swizzle sticks, cookie cutters, muffin cups as well as tools for measuring, pouring and scooping . Provide these materials and see how the children decide to use it. Accred. Standard 2.3 d Provide open-ended experiences and opportunities to encourage creative expression.

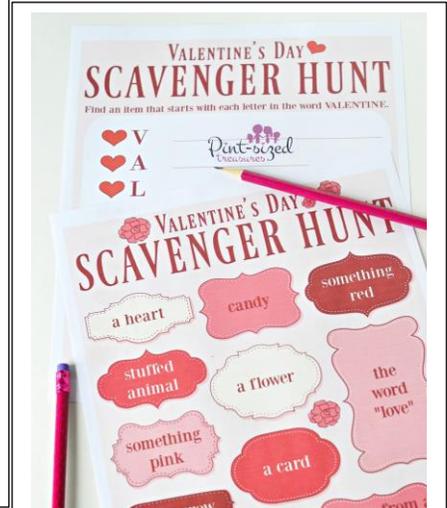


Create a **Valentines Day scavenger hunt** for the children. Depending on the age of the kids in care the scavenger hunt clues could be basic sentences, pictures for them to follow from clue to clue or searching for a color or a letter.

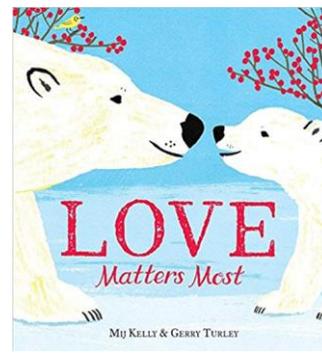
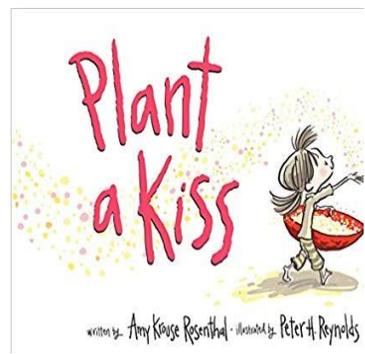
Accred. Standard 2.3 f
Provide cognitive activities at the developmental level of the children.



Valentines Themed Tinker Tray – A Tinker Tray is a tray that is filled with loose parts such as; clothes pins, pipe cleaners, play doh, modelling clay, straws, ribbons, popsicle sticks, pom poms, wooden beads, hearts. The idea with a Tinker Tray is that the finished product is not the most important result and that the process of creating is what the activity is. The trays are great because they are inexpensive (use items from around the home and natural materials that have been collected from outside) and require very little prep time. Specific items can be added to create a theme or celebrate a holiday. The children can all create from one large tray or you could provide every one with their own, the exciting part is that each child can be given the same materials but, will produce a totally different result from their friend. Accred. Standard 2.3 C Provide extended periods for children to become actively engaged in a wide variety of self-selected, open-ended play.



Visit the website www.pinkoatmeal.com for excellent ideas for a Valentines day obstacle course or Valentine delivery relay game. Free printables are also available.



Some sweet reads that celebrate love and kindness

- “The Valentine Bears”
- “Plant a Kiss”
- “Somebody Loves You, Mr. Hatch”
- “Ruby Valentine and the Sweet Surprise”
- “Love Matters Most”

- By Eve Bunting
- By Amy Krouse Rosenthal
- By Eileen Spinelli
- By Laurie B. Friedman
- By Mij Kelly

Accred. Standard 2.3 b Promote early literacy through daily planning.

February 2020- PLAY / PLAYFULNESS – This month lets focus on the first Disposition of Learning – “Play and Playfulness”. Your role as an Educator is so important to the children in your care, as the children explore new ideas and emotions you help them to create connections between play and learning. When you observe their discoveries, your role is to expand on their understanding and assist them to make meaning from their play. Accred. Standard 2.3 Child care programs promote competence, active exploration, and learning through play.



As an Educator to young children you get to observe their interests and ways of play everyday. Some things to think about are the way that you can support and give them tools to extend their play. When a child expresses their interest in a certain area – snowflakes, bunnies, garbage trucks – what are the ways that you can help them to increase their knowledge of that area? (Visiting the Library to get books on the topic, writing a letter to the Garbage man? Going to the pet store to look at bunnies?) How do your play areas support the children’s playfulness? Is it cluttered with toys and furniture or is there room for children to expand and explore their play? Are the play materials that you have open-ended and used in variety of ways and are easily transformed? Does your daily schedule have enough flexibility to allow play to be extended into lunch time? Are the children’s creations able to be left out to continue the play after a nap or into tomorrow if needed? How do you show your playfulness to the children do you get down onto the floor and allow them to lead you in their world of play? These are questions to ask yourself as we focus on the children’s dispositions to learn.

[I/WE ARE PLAYING AND PLAYFUL](#)
 I/we are inventing, creating, and imagining
 I/we are creating and testing theories.
 I/we are telling and directing narratives and stories.
 I/we are exploring and representing our knowledge using multimodal literacies.
 I/we are taking risks in/for learning.

The ideas of Play/Playfulness listed below were gathered from Educators in attendance at the **Nov. 2/19 Flight Curriculum Framework Workshop**. These activities are some of the children’s favorites that support and develop their Play/Playfulness.

Open ended art- painting to music-color mixing - map making- creating an obstacle course- dancing- dramatic play fire station - cooking/baking – playing with bubbles – spraying paint from spray bottles – making slime – puppet shows –playing with colored ice blocks- using cardboard to make creations – playing musical chairs – making a fort out of blankets and cushions – wrestling/rough play – making playdoh – dramatic play driving to Disneyland - collecting leaves and rocks – making foot prints in paint and playdoh – sand and water play – playing carwash – digging /shoveling – creating music with pots and pans – bean bag toss – playing leap frog – dramatic play supermarket -spinning in chairs – block play

Children’s Dispositions to Learn

flightframework.ca (pg. 117)

Dispositions to learn are not taught to children; however, what educators do matters. When you respond to each child’s dispositions to learn – extending and expanding their playing, seeking, participating and persisting, and caring you value and acknowledge each child’s learning potential. In this way, you create a responsive care, play and learning environment that encourages the many ways that children explore and create.

Documenting each child in daily experiences makes visible their dispositions to learn in ways that can engage the children and their families in meaningful conversations about not only the outcome of learning events but, more importantly, the processes and qualities of being a learner.

Resource: Makovichuk, L., Hewes, J., Lirette, P., & Thomas, N. 2014. *Flight: Alberta’s early learning and care framework*. Retrieved from flightframework.ca. (pg. 117)

