

HUSKY JOURNAL

A PAWS-ITIVE PUBLICATION - FEBRUARY 2022

A Sneak Peek at Spring Break! April 4-8

Our Spring Break will have a magical theme!
Whether potion mixing,
wand making,
playing quidditch, or
working on our enchanted garden...
this spring break is going to be spellbinding!

We are bringing back this popular theme
based on recent child interest in magical
creatures and the Harry Potter books.



Check our Instagram for pics and videos of our magical week!



Follow us on
Instagram

@HUSKYHOUSECHILDCARE

In this Teacher Spotlight, meet more of our Leadership Team



Jean is a Master Teacher and office staff member and has been at Husky House since 2007. She has enjoyed working with children since 1990! Jean handles invoicing, schedules, registration, and many aspects of general child care including homework help and drawing club. She is a mother of 4 adult children, 3 grandchildren and 3 more on the way in 2022! In her free time she enjoys time with family, reading and quilting. She treasures seeing the empathy the children have for one another and the innocence and kindness of their hearts.

Tanya is our Lead Teacher for the 1st -5th grade students and oversees the daily activities of the day. She came to us in March of 2017 with an Associate's Degree in Social and Behavioral Science and has worked with special needs students. She loves playing guitar with her musical family, cooking, gardening and spending time with her dogs. In working with children she recognizes the importance of child development for cognitive skills, personality, motivation and interpersonal relationships. & caters activities to support the ways in which children learn and grow.



Jordan is a Lead Teacher with the kindergarten students (Husky Pups) and began working with Husky House in the summer of 2018. She has worked with children for nearly 10 years. In her work with children she focuses on the importance of embracing mindfulness and autonomy throughout early childhood leading to thoughtfully independent members of the community. Jordan enjoys spending her free time hiking and adventuring in the outdoors. She is happily preparing for the arrival of her first child in May of 2022! Working with children never fails to bring her great joy and passion as she feels privileged to be a part of their growth and development.



HUSKY PUPS WERE ASKED, WHAT DO YOU LOVE ABOUT BEING AT HUSKY?

"We get to play."
- C.K.

"We get to play on the monkey bars."
- O.L.

"We get to play with friends."
- S.H.

"I get to play before I go home."
- S.N.

"We do fun stuff. We get to go to playgrounds."
- S.Z.

"My friends are here. I'm happy the teachers are here."
- M.M.

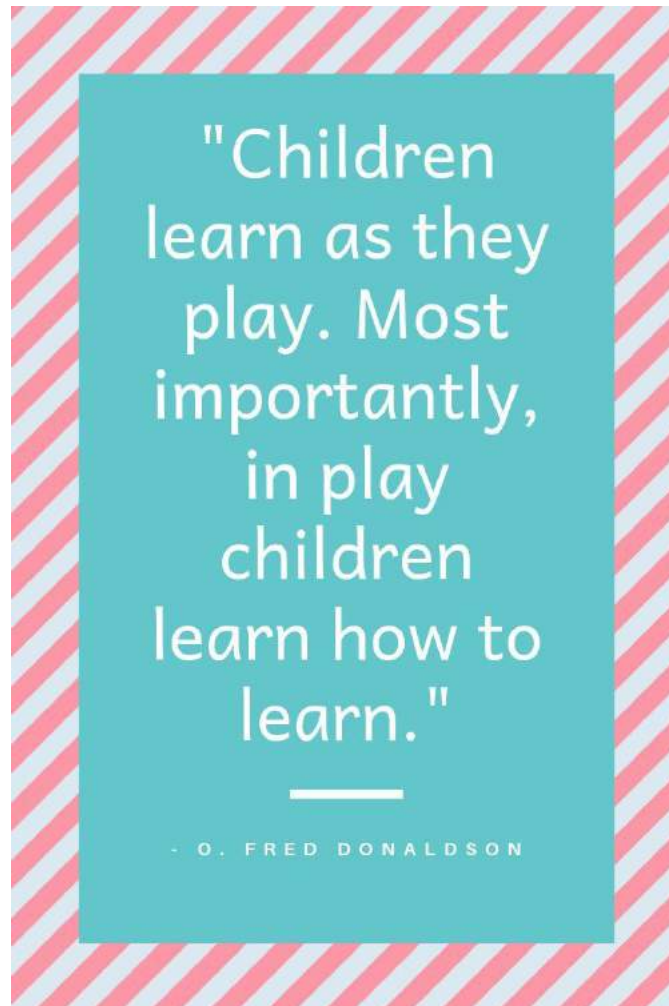
"We get to pretend with friends."
- M.H.

"I play in the Husky Hideout."
- E.C.

"I get to play with my friends on the big kid playground. The teachers are there looking after us."
- M.Y.

"My friends are here. I like playing with them"
- M.S.

"We get to snack and play at the playground."
- K.N.



PARTY DAYS THROUGH MAY 2022

We are open 8:30-5:00



**FRIDAY,
MARCH 18**



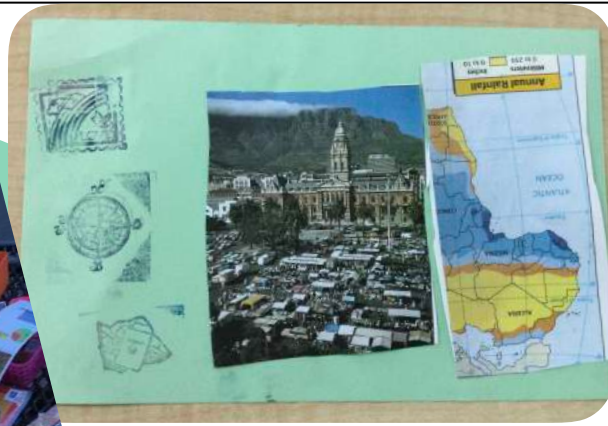
**MONDAY-
FRIDAY,
APRIL 4-8**

Spring Break with
Magical Theme



**FRIDAY,
MAY 27**

Please note: Party Days that do not reach minimum enrollment will be cancelled.



Postcard Making

Children created "around-the-world postcards" by thinking of places they might like to visit. We used photocopies of a world atlas for postcard images and cut these out based on the architecture and landscape that most piqued their interest. Children wrote their postcard based on an imagined travel story. They honed their skills in writing, storytelling, geography, self-awareness, and relationship skills.

Children were prompted to think of a friend's experience of receiving a postcard addressed to them. They started with standard format of postcards, rubber stamps that looked like postage or of passports, and many photos of places around the world. Detailed pages in the atlas describing places around the world gave new information about their chosen destination. Children asked questions about the names and details of geographic landmarks, and also how to fill out different sections of the postcard like the address line. Then they collaborated by sharing ideas, supplies and showed each other their progress.

The end result was that each child completed the project with a full postcard about a place in the world that inspired them, and a greater understanding of that part of the world.





WHY WE PLAY

...for Efficient Learning!

"Is there enough time for play in the school day?" It's an innocent question, meant with the best of intentions, but the perspective is a bit askew. Play isn't one more thing to squeeze into a school day or another ball to add to our juggling act. Play is the basket to put the balls in. Because in play, children naturally work on multiple objectives at once.

Play is efficient.

With worksheets and direct instruction, we often focus on one task at a time:

This is a math worksheet.

These are shape flashcards.

This is a handwriting worksheet.

But in play, children **at the sensory table** are working on multiple aspects all at once, such as **motor skills, language skills, and social skills**, as they manipulate tools, talk about their new ideas, and work together with their friends.

Children at the **dramatic play area** are building **pre-reading skills** as they engage in representational play, allowing scarves to serve symbolically for soup, much like we allow letter arrangements to serve symbolically for words and ideas. At the same time, they're also working on **emotional awareness** as they gauge their friends' feelings, and **math skills** as they set one dish down for each person at the table, showing one-to-one correspondence.

At the **art table**, several children are using their **fine motor skills** to glue a variety of shapes onto a page to form a collage. They're exploring **geometry** with the shapes as they not only name them, but flip them and rotate them, finding just the right spot to glue them down. Their **creativity and problem solving** are in full gear as they take loose parts and pull them together to make their own unique designs. **Social skill practice** is a given for any child sitting at a table with other children, working with common materials. Have you ever eavesdropped on the chatter that comes from a cluster of children, each intent on bringing something from imagination to form on a piece of paper? **You can't script a language experience like that!**

We have to stop thinking of play as something we do *after* the curriculum is done. Play IS the curriculum. Do we have time to play? **We don't have time NOT to play!** It's the ultimate multi-tasker. **That's why we play.**

