

HUSKY JOURNAL

A PAWS-ITIVE PUBLICATION - MARCH 2022

A Sneak Peek at Summer 2022

(June 6 to July 29, 7:30-3:30/5:00)

Summer Camp Performers!!!

This summer we have a whole slew of exciting visitors coming to entertain us. From juggling, storytelling, music, magic, bubbles, building and animals... this summer will be packed with fun.

Registration opens April 15!



WWW.HUSKYHOUSEFORKIDS.ORG

Weekly Estimation Jar

with Master Teacher Jean



Our children are having fun learning math skills with our Estimation Jar. Every Monday for the past 7 weeks a jar is filled with items of varying density, weight, size, shape, and color. Children learn math terms such as greater than, less than, between, etc.

Children write their guess on a ticket and place it in a jar. On Thursday the tickets are sorted and the child with the closest estimation chooses a prize from our prize box. There is always some excitement when a new jar is introduced!



Congratulations
Adelia

Estimation Jar Answer 212 QTips

Qtips Week 7

99 or less	7 guesses
100-199	16 guesses
200-249	11 guesses
250-299	4 guesses
300-399	5 guesses
400-499	0 guesses
500 and over	4 guesses

WINNER! Adelia with an estimate of 212

To see more of our weekly activities:



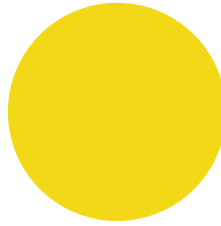
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TEACHER SPOTLIGHT: MEET OUR NEWEST TEAM MEMBERS



Sophie has been a teacher at Husky House since February 2022. She has been working with children for 10 years and has experience with the special needs community. Sophie graduated from the University of California, Davis with a Sociology degree. In her free time, she enjoys reading, gardening, and hiking. Her favorite part about working with children is helping them develop socially and emotionally while exploring their imagination and curiosity.



Lucy is a Lead Teacher with the Husky Pups at Husky House since March 2020. She started in the educational field in her teenage years working as an assistant Teacher in a preschool at Skyline college. Lucy is the youngest sibling of 10. She graduated with a Dual Master in General and Special education from New York University. She enjoys walks on the beach, road trips, traveling internationally and helping her community. Lucy enjoys working with all ages because "everyday is a new day to learn and grow from new and past experiences". Lucy is a Co-founder of Nest Music, Inc in NY Bronx.



Relationship-driven Learning Environments



We design our program to help support children's growth and development. We believe in collaboration as a foundation of community building. A large part of shaping this community of care is creating spaces where children see themselves reflected.

Displaying children's artwork on our walls provides an opportunity for children to be proud of their work and communicates their importance and value to our program. Sharing ownership of the rooms communicates that this is OUR program not MY program.



Sharing pictures on our social media celebrates the process over the product and gives families a little window into their child's experience.

Apart from our physical environment, we strive to create an emotionally safe environment where children develop through their interactions with others.

This kind of learning environment demands heightened mutual trust and seeing each other (families, teachers and children) as individuals with differing expertise, diverse needs and a lot of flexibility.

Throughout our program we seek out opportunities for Collaborative Leadership.

Having children set Group Agreements before an activity, gathering their input on program planning, and allowing them to vote on things like summer camp shirts are all ways that we incorporate child voice into our program.



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Windchimes

with Sophie and Taylor



Children created wind chimes using the following materials: paper cups, yarn, buttons, beads, sticks, and a hole punch.

Children were able to use their artistry to decorate their chimes and place holes on the rim and the top part of the cup. Afterward, they tied the yarn and looped it through the hole while adding beads. Once completed, they picked out sticks to hang their beautiful creations to display.



This activity supported their fine motor skills and creativity.





...for Long Spans!

Imagine the frantic pace of a child set loose to play for only 5 minutes. With such a short span, children often **bounce from one thing to the next**, trying to sample a little bit of everything before time runs out.

Now imagine the same child given a long span of time to explore, create, engage, and experiment.

Onlookers might observe the first scenario and assume that child has attention issues as he/she flits from one activity to another. In reality, **the structure of the activity has created the behavior.**

Play takes time.

While children can certainly make the most of a spare moment, quality play builds through a **process of planning, coordinating, negotiating, and building**. Giving children long spans of time for play allows them to really engage in **deep play** without interruptions constantly bringing them back to a superficial level.

Much like an exercise session requires adequate time to warm up and get into an aerobic state, play requires adequate time for organizing and deep engagement. Not only do these long spans contribute to higher quality play, but they also **give time and space for real focus, concentration, and attention**-- critical executive function skills that need plenty of practice.

Certainly, short bursts of play have their own value, but **there are certain types of play that simply won't be experienced without investing the time.**

We know play comes with great benefits, and we want your child to experience them fully.

That's why we take our time when we play!

