

Early Learning Center

Where Families Connect to Learn, Grow and Play!

Contact us at: www.bellevuecollege.edu/childcare 425-564-2240

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August 2016

Dear ELC Families,

Since becoming the Interim Director at the ELC on August 1st, I know I have much to learn, but I also know I have a great **Administrative Staff** that have taken on new roles and have been very encouraging. Also, with a dedicated **Teaching Team**, I know I can do this!

I am grateful for the warm welcome I have received from staff and families. In the 23 years that I have been with the ELC I have learned a lot from the 4 former directors that have led us to become the great Early Learning Center that we are today.

Lisa Miller
Interim Director, ELC



8/19/16 Classified Professional Development Day

* BC and ELC CLOSED

9/2/16
Early closure at 4:15pm
Please be in the building by 4:00 to pick up your child.

9/5/16
Labor Day
* BC and ELC CLOSED

New Tuition Rates

We will increase tuition beginning this fall. Our goal is always to keep tuition increases as reasonable as possible, while continuing to provide quality care for your children. We will still maintain a tuition schedule with a sliding income based scale. Our new Tuition Schedule will be distributed at the end of August. As in past years, newly enrolled families will begin paying these rates as of September 1, 2016. Additionally, an annual registration fee of \$100 will be added to non-student families at this time. For currently enrolled families, these rates will be effective October 1, 2016.

Starting in September payments will be due by the 1st of the month, with a grace period by the 5th of each month. After that time, payments are considered late and a \$25 late fee will be applied.

Early Achievers = Early Closures

A change you will see starting in September is that the ELC will be initiating an early closure at 4:15pm on the first Friday of every month. The Department of Early Learning's Quality Rating System, Early Achievers, requires consistent staff meetings and professional development opportunities. The early closure option was chosen as a way to provide this time for teachers without sacrificing continuity and child to adult ratios throughout your child's day. The time of day and week was chosen by reviewing our attendance patterns, as well as college class and work schedules.

Friday Early Day Closures (4:15) for 2016/2017

September 2, 2016	April 7, 2017
October 7, 2016	May 5, 2017
November 4, 2016	June 2, 2017
December 2, 2016	July 7, 2017
January 6, 2017	August 4, 2017
February 3, 2017	September 1, 2017
March 3, 2017	

Child Development News

A graphic of a spotlight shining from the top left onto a yellow oval. The text "Spotlight on..." is written in a large, bold, black font, with the word "Spotlight" in a slightly larger font size than "on...".

Spotlight on...

Gross-motor Skills

Gross motor skills are the abilities required in order to control the large muscles of the body for walking, running, sitting, crawling, and other activities. Gross motor skills develop over a relatively short period of time. Most development occurs during childhood. However, soldiers, some athletes, and others who engage in activities requiring high degrees of endurance may spend years improving their level of muscle and body coordination and gross motor skills.

Encouraging gross motor skills requires a safe, open play space, peers to interact with, and some adult supervision. Helping a child succeed in gross motor tasks requires patience and opportunities for a child to practice desired skills. Parents and other persons must understand the child's level of development before helping him or her master gross motor skills. Children reach developmental milestones at different rates. Pushing a child to perform a task that is impossible due to development status promotes frustration and disappointment. Children should be allowed to acquire motor skills at their own paces.

Read more: <http://www.healthofchildren.com/G-H/Gross-Motor-Skills.html#ixzz4GUOJPkKU>

Child Development News

Infancy and Gross Motor Development

The first **gross motor skill** infants learn usually is to lift their heads and shoulders before they can sit up, which, in turn, precedes standing and walking. Lifting the head is usually followed by head control. Although they are born with virtually no head or neck control, most infants can lift their heads to a 45-degree angle by the age of four to six weeks, and they can lift both their head and chest at an average age of eight weeks. Most infants can turn their heads to both sides within 16 to 20 weeks and lift their heads while lying on their backs within 24 to 28 weeks. By about nine to 10 months, most infants can sit up unassisted for substantial periods of time with both hands free for playing.

One of the major tasks in gross motor development is locomotion, the ability to move from one place to another. Infants progress gradually from rolling (eight to 10 weeks) to creeping on their stomachs and dragging their legs behind them (six to nine months) to actual crawling (seven to 12 months). While infants are learning these temporary means of locomotion, they are gradually becoming able to support increasing amounts of weight while in a standing position. In the second half-year of life, babies begin pulling themselves up on furniture and other stationary objects. By the ages of 28 to 54 weeks, on average, they begin navigating a room in an upright position by holding on to the furniture to keep their balance. Eventually, they are able to walk while holding on to an adult with both hands and then with only one. They usually take their first uncertain steps alone between the ages of 36 and 64 weeks and are competent walkers by the ages

What's new in the Infant Room?

Teachers: Lisa Ann, Mahboobeh and Bonnie



To support children's large motor skills we provide walker toys on the playground, this way children can hold on and pull themselves up to walk. Children also bend down to get a ball from the ground and put it in their walker toy, or simply throw it and then crawl to reach the ball again.



Pulling self up, taking a shovel, scooping sand and throwing it out of the sensory tub was fun!



In the room the younger group had opportunities to reach toys and hold them, or even reach each other's hands as they were on their tummies.

Both Infant Room 1 and 2 are now open! Teacher Linda, Ghousia, and Liliana are rejoining the team after spending several years in other age groups.

Specialist for Infant Room and T1 Rooms: Bonnie MacGregor

Child Development News

Toddlers / Preschoolers and Gross Motor Development

Toddlerhood

Toddlers are usually very active physically. By the age of two years, children have begun to develop a variety of gross motor skills. They can run fairly well and negotiate stairs holding on to a banister with one hand and putting both feet on each step before going on to the next one. Most infants this age climb (some very actively) and have a rudimentary ability to kick and throw a ball. By the age of three, children walk with good posture and without watching their feet. They can also walk backwards and run with enough control for sudden stops or changes of direction. They can hop, stand on one foot, and negotiate the rungs of a jungle gym. They can walk up stairs alternating feet but usually still walk down putting both feet on each step. Other achievements include riding a tricycle and throwing a ball, although they have trouble catching it because they hold their arms out in front of their bodies no matter what direction the ball comes from.

Preschool

Four-year-olds can typically balance or hop on one foot, jump forward and backward over objects, and climb and descend stairs alternating feet. They can bounce and catch balls and throw accurately. Some four-year-olds can also skip. Children this age have gained an increased degree of self-consciousness about their motor activities that leads to increased feelings of pride and success when they master a new skill. However, it can also create feelings of inadequacy when they think they have failed. This concern with success can also lead them to try daring activities beyond their abilities, so they need to be monitored especially carefully.

August 2016

What have the Young Toddlers been learning?

T1 Teachers: Brian, Yen-Chiu, and Ghousia

The children were practicing holding the safety ring and walking to the grassy area. They were excited to observe cars and buses and we talked about big, small and colors they were learning around our environment.



The children have been experimenting with climbing in and out of small spaces like boxes, being able to balance themselves as they enter and exit. We plan to keep making new climbing opportunities like this available as the children become more adept in their sense of balance and climbing ability.

Push toys remain a favorite to the younger and older children in the classroom, especially as the children build up speed when running. These activities assist greatly for those who are just gaining their balance and beginning to walk.



Throwing has always been a go to activity with this group and they have been increasing their throwing strength and accuracy through constant practice, both outdoors and in. We use a variety of ball sizes for both throwing and kicking activities.

Specialist for Infant Room and T1 Rooms: Bonnie MacGregor

What have the Toddlers been learning?

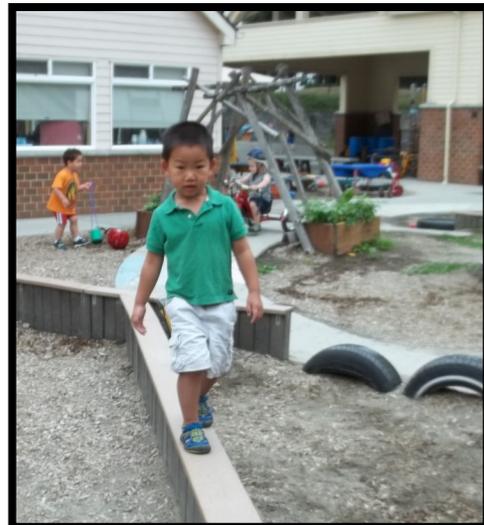
T2 Room Teachers: Rita, Parisa and Naghmeh

The children in T2 have been having a blast using their gross motor skills. They love engaging in relay races, running to the brick wall on the far end of the play yard and back. They also have enjoyed stacking the big blocks by two or three than jumping off! We notice that some of the children might say hey I'm faster than you...let's do it again, and again! We will be trying some of these new activities to help build gross motor skill: set up obstacle courses that will challenge children to balance, crawl, jump and run. Dancing, which helps awareness of rhythm, will also improve on their gross motor skills. Rolling down a hill will help children with their relationship with upper and lower body control.



When we visited the preschool playground it was very exciting for the children to have a variety of big bikes, some bikes that they had to balance and others that two children could be riding on at the same time. The challenge there was, "Am I strong enough to pull my friend around with me?" Some of the children thought it was too hard, and a few others didn't mind as much and they could move around the playground easily.

The preschool play ground has hills, and a built in wall between the sand box and the wood-chip area that some of our children enjoyed balancing on. A few children had a harder time balancing so they would ask for help.



What have the Toddlers been learning?

T3 Room Teachers: Annie, Ali and Naghmeh

The children of T3 continued, through July, to show fascination with the workers outside our window. When the Toddler playground was closed due to construction, it took us to an exciting new place—the grassy area! The children have many opportunities to explore the outdoor environment and work on gross motor skills. A balance of teacher led and individual activities take place outside.



The children climbed in and out of the cubes and lined them all up in a row. They worked together as a team and used large motor skills while pushing and pulling heavy items. Once inside the cubes the children pretended to drive the bus and began singing “The Wheels on the Bus”. The children ran across the grassy area to the corner when they saw or heard a bus coming. They jumped with excitement and waved at the bus driver and passengers.



Other activities outside include musical instruments, dancing, throwing and kicking balls, pushing carts, and balancing on the cubes. The children practiced their yoga poses outside and the most popular was down dog. This activity promotes both stretching and balance. We plan to extend the children’s outdoor gross motor experiences by providing additional props for the bus play, learning some new yoga poses together, and providing some heavy objects outside for the children to carry and push around the grassy area. We will also practice the skill of balancing while standing on one foot.



August 2016

What have the Toddlers been learning?

T5 Room Teachers: Paula, Iryna and Khazal

We noticed the children have been climbing on and under tables and chairs. With that being noticed we added some new materials to the environment such as: large soft blocks, a soft balance beam and small tunnels. With adding these new materials, we noticed the children creating new ways to climb on the soft blocks and mats. Some children were rolling backwards or sideways and making bridges out of their bodies and also learning how to share and wait for other friends while using the materials. Some children created new songs while bouncing on the mats. It was very exciting to see how creative the children have become by adding a few new materials to the class room to enhance their need to climb, jump, and balance. An important observation noted was the emotional changes. Some of the children were able to express a joy for the newness that was not observed before. We are looking forward to new discoveries as we continue to



Specialist for Toddler Rooms: Vanessa Von Papp

August 2016

What have the Toddlers been learning?

T6 Room Teachers: Donna, Diane and Khazal

With the work on the toddler playground eaves going on in July, the children were very excited to have the opportunity to play on the preschool playground during our outside times, which has provided them with some unexpected large motor experiences that they have not been able to experience on our previous visits to that playground, which mainly took the form of walking around while holding onto our classroom walking rope, but not being able to play.



On the preschool playground children enjoyed riding larger, more challenging tricycles, and climbing up onto a bigger slide. The most popular and exhilarating activity by far has been jumping off the stage onto surrounding mats. Children have been gleefully exploring their large motor abilities as they climb up onto the stage and then launch their bodies onto mats, sometimes landing upright, other times with bended knees and subsequent rolls. They have also been experimenting with different ways of jumping, and how it affects their landing. If they jump off the stage from one foot, do they land standing up, or down? How much landing room do they need if they jump by themselves? With a friend? Ideas on how to expand/extend on this interest in jumping include providing “targets” on the mat for which the children can aim, such as hula hoops, non-skid colorful shapes, mats etc., and singing jumping songs as they do it.

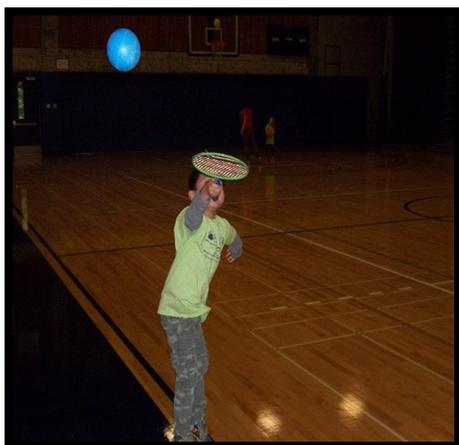
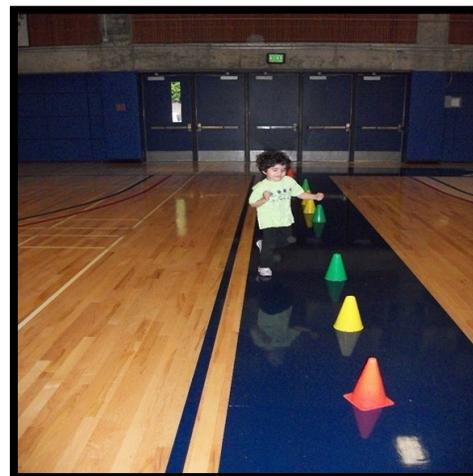
Specialist for Toddler Rooms: Vanessa Von Papp

August 2016

What have the Preschoolers been learning?

P3 Room Teachers: Karen, Jackey and Margarita

The children in P-3 have been busy developing their gross motor capabilities. During one of our many fieldtrips around campus, the children had the opportunity to explore the BC gym. We had various gross motor activities set up in the gym such as running through several cones set up, which prompted the children to weave in and out and use body control and balance. They also used several different sizes of balls for kicking, throwing, catching and hitting with rackets. The children really enjoyed expanding on their gross motor capabilities.



Here at the center we wanted to expand on their large motor experiences. We added road signs, and cones to see what they would do. The children filled the bikes trailers with cones, tractors and road signs to set up as they road the bikes. They began using socio dramatic play saying, "This is a construction site you have to stop and go another direction." They proceeded to block the road with cones and signs. One of the children said, "You have to pay to go through this road." He put a sign in the way until the other child paid the fee. Wow what great creative imagination the children brought to our outdoor play!



Preschool Program Manager: Karen Virta

August 2016

What have the Preschoolers been learning?

P4 Room Teachers: Chisaki, Wendy and Margarita

We have been walking all over campus to explore and have really been working on our traveling skills. We have learned to change directions, stop and look for cars and walking at various tempos while holding our partners hand. We have also encountered many types of new kinds of stairs in which the children have been eager to try or a little reluctant in some cases but we conquered them and adjusted to different heights and railing placement.



Lastly we have been learning a little about science, mainly about energy and movement. Our exploration of the grassy hill whether it has been climbing up or running down has exposed us to learning about kinetic energy and how to engage our bodies to slow down or speed up while moving on a hill.

As they develop physically, children master increasingly sophisticated tasks and are able to meet more of their own physical needs. The more children can do physically, the more willing they are to interact with other children and to try new and challenging tasks. We will find this establishes a positive circle that affects overall learning and

We have been involved in many activities where we learned to use a new piece of equipment. We have practiced working as a team and shooting a soccer ball at a goal. In our gym week we got to try out our skills of running through an obstacle course or trying out a racket to balance or hit a ball to a partner. We also got to tumble on mats and work on doing some rolling and basic gymnastic moves even trying out doing the splits. The highlight of our gym experience was using the big parachute and making it float into the air and making the balls we placed in the middle to keep them popping up.



Preschool Program Manager: Karen Virta

What have the PreK classes been learning?

PreK Teachers: Mala, Page, Lyanne, Lisa and Erica

As the PreK children joined forces in P1 to learn and play together, we embraced the closure of the playground by having field trips to Robinswood Park. One of the greatest benefits of taking children outdoors is the opportunity to nurture their appreciation for the natural environment. While on our walks we improve our verbal skills as we discover and discuss living things in the woods like moss, mushrooms, huckleberries and an occasional insect. Our physical development is worked on as we walk on the trails and respect nature. If we want children to grow up to be people who care about preserving the environment, we have to start early to cultivate an appreciation for nature.



The big climber at Robinswood park provides the children a chance to develop their gross motor skills as they leap, jump, swing, slide and climb. These activities allow children to take risks and try out new skills.

We were able to participate in a concert in the park. The music was engaging as the children worked on gross motor development, moving to the music and participating in other movement activities. As we clap our hands and stomp our feet to the music we are learning about number concepts...learning while playing, who would have thought!

