

# THE COTTAGE NEWSLETTER

## FROM THE PRINCIPAL'S OFFICE

Dear Parents

Blessings to you!

This is our termly newsletter for My Kidz Cottage to share on updates of the centre.

We had set up our facebook as [facebook.com/mykidzcottage](https://www.facebook.com/mykidzcottage), it would be great for parents and friends to like us here.

We had our theme on Sea Creatures and Animals in Term 2. The students were introduced to the different pets and animal care habits. We had our parents bringing their pets to school and sharing with our students on the general eating habits of the pets.

We went for our neighbourhood walk along Telok Kurau Road and visited the minimart there. The children were excited and were observant of their surroundings.

The students were taught to queue up in a single line to wait patiently for the cashier to tag each item that they had bought.

We also visited Eunus Primary School and they experienced 'a day of a primary school student.' The students came back to school feeling excited and eager to grow up and attend a primary school setting. Their enthusiasm is truly infectious!

Wishing you a great day ahead!

Editor

Jessica Wang

Managing Director



## ACTIVITIES

### Making Jelly



The children had a fun and exciting time making Fruit Jelly. They were introduced to the different ingredients used for making the jelly. The children had a fun time when they were cutting the fruits with a plastic knife and putting it into a small plastic container. The jelly powder was next mixed with water and stirred. It was then taken to the kitchen to be cooked by Teacher Connie.



This was followed by the children pouring the hot jelly liquid with the help of their teacher onto the cut fruits one at a time. The jelly was left aside to cool and set. The children had an enjoyable experience of making their own Fruit Jelly.

## Gross Motor Games

Gross motor skills are movements which involves the large (core stabilising) muscles of the body which helps in performing everyday functions such as walking, running and playground skills like catching, throwing and hitting a ball with a bat

### What is balance and coordination?

Balance is the ability to maintain a controlled body position during task performance, whether it is sitting at a table, walking on the balance beam or stepping up onto a kerb.



### **Strategies for balance and coordination to be used at home:**

- ❖ Walk on pillows or couch cushions
- ❖ Stand on one foot
- ❖ Jump from square to square on the floor tiles
- ❖ Play Simon says (I.e., stand on one foot and touch your nose)
- ❖ Balance beam
- ❖ Gallop like a horse
- ❖ Twist jumps
- ❖ Hopscotch
- ❖ Wheelbarrow walking
- ❖ Tightrope walking on a string



# Eunos Primary School Open House

## 1<sup>st</sup> Station: The Exhibition



✓ The first station was an exhibition of the creative work done by the primary students. Our students enjoyed exploring and experiencing their hard work (e.g., racing car made of ice-cream sticks, plastic container car, and a small wooden box theatre). One of the most popular creation was a cup with a table tennis ball in it. Students enjoyed pulling a balloon below the cup and making the ball shoot out high.



## 2<sup>nd</sup> Station: The Garden



✓ We were brought to the school garden after the exhibition. In the garden, they planted students were so excited to see a is ripe. The primary school teacher then let each of our students to take a sniff. Besides these, there was a small pool at the garden. The primary school students are allowed to buy fish snacks from their grocery shop to feed the fishes in the pool at certain timings

vegetables like lady's finger. Our lady's finger in pink colour before it showed us the lime leaves and

### 3<sup>rd</sup> Station: The Inno-Fusion Room



- ✓ Next station was the Inno-Fusion room. This room is commonly used for student's presentations and cookery lessons. We attended a first aid presentation conducted by the primary school students. They introduced our students to some basic tools and items in their first aids box. After the presentation, our students were encouraged to play their DIV table-top game with table tennis balls



### 4<sup>th</sup> Station: The Library

- ✓ Then, we visited their school library. Our students enjoyed reading time in the library. They were reading and speaking softly.

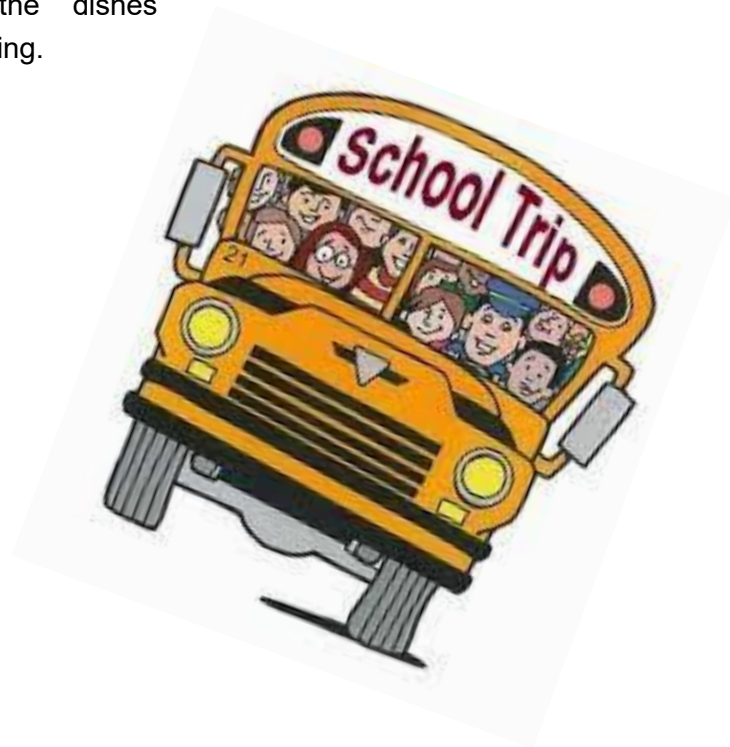




## 5<sup>th</sup> Station: The School Canteen



- ✓ In the school canteen, our students were encouraged to make food choices and purchase the food and beverages on their own. Most of them were able to pass the money to the shopkeeper and wait for the change/return of money. They were also able to return the dishes after eating.



## Visit to SEA Aquarium

The SMU volunteers from SPARK brought the students to SEA Aquarium on 28 April 2018. The students, teachers and volunteers set off from our school and arrived in Sentosa via a chartered bus. They had a tour around SEA Aquarium, the students were curious about the different species of sea creatures in the aquarium. Some even touched the starfish and stingray. The volunteers from SMU mingled gregariously well with our students. They had their lunch before heading back to the school.



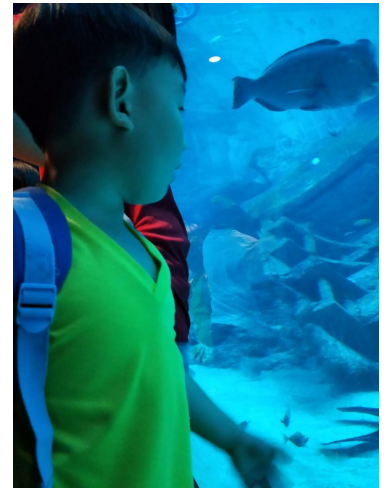
"Smile, everyone...."



"Look, at what the diver is doing!!"



"Do you see that big fish over there?"



"Wow!!! That fish is really big."



Looking through the big glass to see different kinds of fish.



"Till next time, see you again...."



## Neighbourhood walk

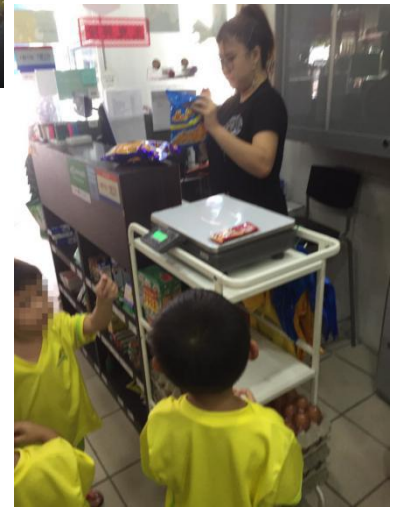


Walking together through the alley.

Our students had their monthly neighbourhood walk around the community. It was an interesting interactive walk for the children as they were introduced to different shops in the community. Each student was encouraged to bring \$3 to purchase some items from the neighbourhood stall. The students were introduced to money concepts as well as buying and selling of items. Each child



was given the opportunity to pay at the cashier and wait for their change. It was heartwarming to see even the toddlers participating enthusiastically for this activity.



"Aunty, how much is that?"



"Here's your change..."

"Let's buy some biscuits for our snack time.."

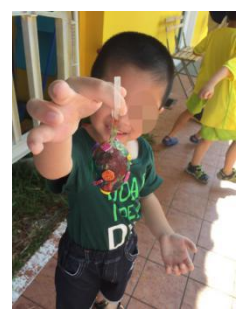


## Easter Celebration

The students were introduced to Easter day. The students made easter eggs by painting or colouring their egg as well as



decorating them. They had Easter Egg Hunt to search for their own egg. It was encouraging to see all our students able to identify their own egg as they had their egg hunting activity in the outdoors.



"Let's go and find those hidden eggs....."

It was encouraging to see all our students able to identify their own egg as they had their egg hunting activity in the outdoors.



## Animals - Pets

In line with our theme, animals, the students were invited to bring their pets to school to share with their peers on the daily care routine and likes and dislikes of



the pet. Alyssa brought her terrapins to school and shared with her school mates the eating habits of her terrapins. We discussed about the body parts of the pets.



Another pet cat named Dada was also brought to school. Some

students were very happy and eager to pet the cat while some hesitated before touching the tail of the cat. It was a wonderful experience for the children as they were introduced to the actual pets.




## Workshop on Speech & Language

### PARENTAL WORKSHOP

A parental talk was hosted on 13<sup>th</sup> April 2019 on the topic ***“Parent’s role in fostering speech and language development and home strategies”*** by Speech Language Specialist Ms.Nadeem Banu. The objective of the parental talk was to reflect the importance of a parent in their child’s speech and language development and how to assist them in supporting the child’s skills. The workshop also outlined the speech and language milestones in a child from birth to young age and the developmental transitions. The talk was hosted in a more interactive manner where parents were actively encouraged to clear their queries in stimulating their child’s speech and language development.

## STAGES OF SPEECH AND LANGUAGE DEVELOPMENT

 <p><b>Between Zero to Six Months</b></p> <ul style="list-style-type: none"><li>• Vocalization with intonation</li><li>• Responds to his name</li><li>• Responds to human voices without visual cues by turning his head and eyes</li><li>• Responds appropriately to friendly and angry tones</li></ul>	 <p><b>Between One to Two Years</b></p> <ul style="list-style-type: none"><li>• Understands "no"</li><li>• Uses 10 to 20 words</li><li>• Combines two words such as "daddy bye-bye"</li><li>• Gives a toy when asked</li><li>• Points to Body Parts</li></ul>
 <p><b>Between Two to Three Years</b></p> <ul style="list-style-type: none"><li>• Asks "what's that?" And "where's my?"</li><li>• Forms some plurals</li><li>• Has a 450 word vocabulary</li><li>• Answers "where" questions</li></ul>	 <p><b>Between Four to Five Years</b></p> <ul style="list-style-type: none"><li>• Has sentence length of 4-5 words</li><li>• Uses past tense correctly</li><li>• Has a vocabulary of nearly 1500 words</li><li>• Understands "In the morning", "next" "noontime"</li></ul>
 <p><b>Between Six to Seven Years</b></p> <ul style="list-style-type: none"><li>• Speech should be completely intelligible and socially useful</li><li>• Should be able to tell one a rather connected story</li><li>• Should have mastered the consonants s-z, r, voiceless th, ch, wh, and the soft g as in George</li><li>• Should know Opposites - Boy, Girl, etc.</li><li>• Should be able to do simple reading and to write</li></ul>	 <p><b>Between Eight to Nine Years</b></p> <ul style="list-style-type: none"><li>• Complex and compound sentences should be used easily</li><li>• All speech sounds, including consonant blends should be established</li><li>• Should be reading with considerable ease and now writing simple compositions</li><li>• Control of rate, pitch, and volume are generally well and appropriately established</li></ul>

## SPEECH DELAY AND SPEECH DISORDERS

- A speech sound delay is when speech is developing in a normal sequential pattern but occurring later than is typical.
- A speech disorder is when mistakes are not "typical" sound errors or are unusual sound errors or error patterns
- Speech sound delays and disorders include problems with articulation (i.e. making sounds) and/or phonological processes (i.e. sound error patterns).




## PHONOLOGICAL DISORDER


A phonological disorder occurs when phonological processes persist beyond the age when most typically developing children have stopped using them or when the processes used are much different than what would be expected. Phonological processes are patterns of sound errors that typically developing children use to simplify speech as they are learning to talk

Examples:


**1 Gliding** – the substitution of a liquid sound (typically letter "l" or "r") with a glide sound (letters "w," "y" or "j")



"rail" may be pronounced  
"wail"



"play" may be pronounced  
"pway"



"yellow" may be pronounced  
"yeyyo"

Usually outgrown by age 5

**2 Final consonant deletion** – the elimination of the final consonant in a word



"Road" may be pronounced  
"roh"



"Cat" may be pronounced  
"ca"

Usually eliminated by age 3


## WHICH ASPECTS OF PARENTING MATTERS?

1. The frequency of children's participation in routine learning activities
2. The quality of caregiver-child engagements
3. The provision of age-appropriate learning materials

## Early identification And Intervention



If you're concerned about your child's language development, don't delay.



Start helping him today.

## SUMMARY OF RED FLAGS

- ✦ No babbling at 12 months
- ✦ No gesturing (pointing, waving bye-bye) by 12 months
- ✦ No single words by 16 months
- ✦ No 2 word combination spontaneous phrases by 24 months
- ✦ Limited number of consonants at 2 years
- ✦ Simplified grammar at 3 ½ years
- ✦ Difficulty formulating ideas and using vocab at 4 years
- ✦ Language not used communicatively
- ✦ Unintelligible speech at 3 years

## USE LANGUAGE RICH STRATEGIES ALL DAY, EVERY DAY

### *Interaction strategies*

- ❖ Be face-to-face
- ❖ Establish eye contact
- ❖ Observe
- ❖ Wait – to see the child’s interest
- ❖ Listen
- ❖ Follow the child’s lead
- ❖ Take a turn



### *Information strategies*

- ❖ Talk slowly
- ❖ Short sentences
- ❖ Repeat and/or emphasize key words
- ❖ Add a gesture or symbol or visual cue



### *THE 4 S: What to do to make your language easy to understand*

#### ➤ *Say Less*

- Short sentences
- Simplify messages



➤ *Stress*

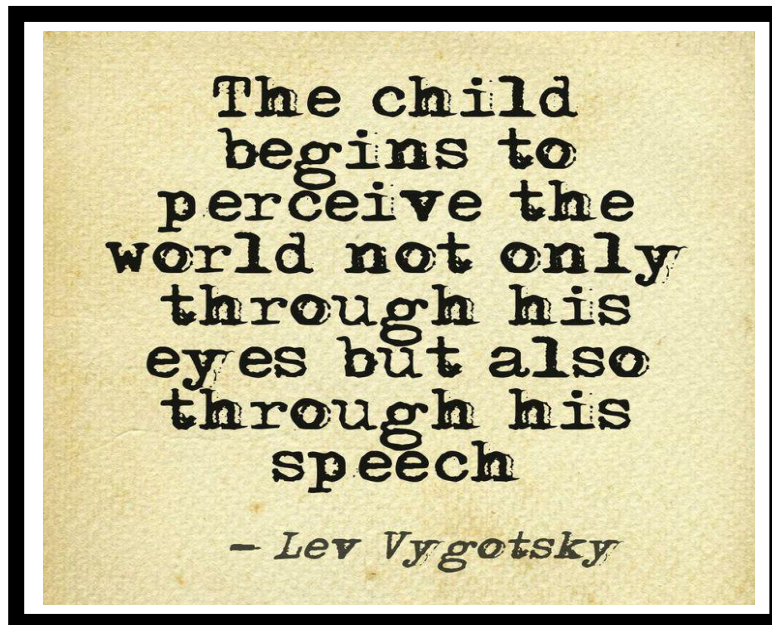
- Emphasize key words
- Vary and exaggerate tone of voice
- Repeat

➤ *Slow*

- Speak slowly
- Use longer pauses between words

➤ *Show*

- Talk about familiar things / here-and-now
- Use objects or point to the object



### *Our Vision*

*To build a world of hope, respecting one's differences in unity.*

### *Our Mission*

*To nurture a future generation of positive and diverse learners, providing life skills and education from professionals with a heart to teach.*

### *Our Values*

*We value each child's potential.*

*We believe in developing each child's interests.*



#### UPCOMING EVENTS

- PARENTAL TALK ON SPEECH AND LANGUAGE
- PARENTAL TALK ON DIALOGIC READING



*It's Good To Keep in Touch*