

THE COTTAGE NEWSLETTER

FROM THE PRINCIPAL'S OFFICE

Dear Parents

Blessings to you!

It is already in the month of September for the year. It is indeed an exciting year thus far.

We will be having our Annual Concert soon for the graduands in November 2020. I am pleased to inform that the K2 students have also co-written with Teacher Christina to create a book named "Messy Jessy". Our students from various classes have drawn the pictures of the book. It is truly a collaborative project where we learn to appreciate one another's strengths.

As Children's Day is approaching on the 2nd October 2020, the team of My Kidz

Cottage would like to wish all students a Blessed Children's Day.

On 19 September 2020, we are having an online parents' workshop on 'How children learn' for the Kindergarteners. It will be presented by Teacher Jeff Koh.

In October 2020, we will also be organising a parents workshop on 'What is IQ Assessment' by Ms Ridhi Jain. Parents will be given the detailed information by September 2020.

Stay Safe & Healthy!

Editor
Jessica Wang
Managing Director



'Wisdom is the right use of knowledge

To know is not to be wise....But to know how to use knowledge is to have wisdom".

Charles Spurgeon

Encouraging Young Writers

"You can make anything by writing"

- C.S. Lewis

Do you remember your childhood adventures, how you have to fight the bad monsters and your adventures to the sky and chase after the creatures that you and your friends made up by combining your favorite animals and your superheroes? Every child is a natural born writer. It would have been nice to compile those wonderful adventures and made it into a book.

Writing is more than an integral part of literacy. It is a means of reinforcing reading concepts because kids get engaged in creating the visuals. It is also a wonderful way to ignite creativity and spark curiosity.

We started our journey in writing by gathering our thoughts. We discussed the theme of our story and what was it all about. In this year's "Start Small, Dream Big Project" we wanted to appreciate our unsung heroes especially during this pandemic, the cleaners. We did our research by interviewing our own cleaner in school and by observation of our surroundings.

We made our story by continuing the story of our friends and compiling our ideas together. It wasn't easy, there were a lot of times were we had to redo our story and change some of our characters. That is how we ended up with the story, "MESSY JESSY".



It is a collaboration of different classes, starting from brainstorming, to making our story, till the illustration. We aim to appreciate our unsung heroes and spread awareness of the importance of cleaning not only for our dear cleaners but to ourselves and to our environment too.



Eating Problems in Children And Strategies



1. Problem: Eating only certain type of foods

Strategies to try

- a. Offer **finger foods** as it is easy to self feed
- b. Set a **good example** by eating variety of foods. Don't share your likes and dislikes
- c. Serve a small portion of your **child's favourite food** together with other foods you want to introduce.
- d. Continue to **offer new foods**, but do not force, cajole or bribe your child to eat it.

2. Problem: Refusing vegetables

Strategies to try:

- a. Vegetables **don't have to be green and leafy**. Try yellow, white or orange non-leafy .
- b. **Add** vegetables to foods and sauces, rather than serving on its own
- c. For older children, serve skewers of fruit chunks with cherry tomatoes or sliced cucumber.

3. Problem: Refusing to chew

Strategies to try:

- a. Parents should observe if the child has the oro-motor skills needed for chewing.
- b. Children may not chew because they are too used to eating blended or finely chopped foods. To overcome this, increase the food texture gradually e.g. if the child's porridge is blended, gradually make the porridge less blended or shorten the cooking time.

4. Problem: Taking a long time to eat and keeping food in the mouth (rumination)

Strategies to try:

- a. Consider that your child may not have the **oro-motor skills** to manage the foods that you are offering.
- b. Ensure **portion sizes** are not too excessive
- c. Minimize **distractions**.
- d. Make sure he/she is **hungry** by not offering snacks, milk and drinks within an hour before meals.

5. Problem: Your toddler/child wants to choose his food

Strategies to try:

- a. Try giving the child a **choice of two items**.
- b. Be **consistent in their messages** to the child, as it is common for the parents to be firm whilst the grandparents may be more indulgent.

For parents who are trying to regain control over the child's food choices, a **rewards chart** may work for young children.

Nadeem Banu



Sensory Biting

Oral sensory input (biting, chewing, sucking) is one of the most effective ways to self regulate and support attention to task. When child is biting on something (or someone) or chewing on a sleeve or other non-food object, he/she is giving the sensory signal of attempting to self-regulate. Biting provides a very simple, yet powerful dose of proprioceptive input to the jaw which is most commonly calming, soothing, organizing and regulation for the brain.

Calming Oral Sensory Activities

Calming oral sensory activities can help to calm the body, helping kids to regulate their behavior and function more appropriately for learning and other daily tasks. Some examples of calming oral sensory activities include:

1. **Use a Vibrating Power Toothbrush:** Vibration provides strong deep pressure input into the mouth, which is known to be calming and soothing to the sensory system. It also activates the vestibular sensory system. The vestibular system is our sense of movement through our ear canal. Many times a child who may be biting may be craving more movement and activation of this vestibular system. Therefore, the vibrating toothbrush can work twofold by providing deep pressure to the mouth and also activating their motor system.
2. **Use a Sensory Chew:** Offering a safe and appropriate item to bite and chew on can be beneficial by providing them an outlet to perform the behavior in a way that is acceptable
3. **Drink from a Water Bottle or Straw:** Incorporating straw drinking or drinking through a water bottle with a spout throughout your child's day provides increased sensory input to the mouth. Adding additional sensory input through the mouth can decrease and possibly eliminate your child's sensory need to bite, as they are getting a similar type of input elsewhere in their day. Offering them cups with straws or a water bottle throughout the day is an easy way to incorporate added sensory input without having to stop the routine or add something additional to their normal routine.
4. **Participating in Activities Involving Blowing:** Blowing provides added sensory input into the mouth which can provide your child with the sensory needs they are seeking in a more appropriate way throughout his/her day. Activities could range from blowing bubbles, blowing feathers in the air, blowing a ping pong ball across the table, blowing whistles, blowing party blowers, and much more.

5. **Practice Humming or Animal Noises:** This activity is adding additional sensory input into the mouth to decrease the need for them to seek input from elsewhere like biting. Humming, such as making animal noises, or even making environmental sounds during play can provide great sensory input into the mouth.
6. **Eating crunchy snacks :** Crunchy and chewy snacks (e.g. apples, chips, pretzels, popcorn, raw veggies, toast, graham crackers, granola) provide sensory seeking input in the mouth
7. **Practice making Silly Faces:** This is another great exercise for adding sensory input and feedback into the mouth in a fun and engaging way. Some ideas for silly faces to try are touching your tongue to your nose, sticking out your tongue, making a kissy face with your lips, making a duck face, puckering your bottom lip out like you're sad.
8. **Provide a Safe and Quiet Space:** The biting happens most often when the environment becomes too much for him/her to handle and/or a peer becomes too close to his/her personal space (which sometimes is a wide area of space). In these instances, the only thing that will resolve or prevent the behavior is placing him/her in a safe and quiet space for him/her to work on regaining their sensory regulation and calming their body down.

Cookery Time!!!

In the month of July, the pupils had great fun doing cookery. The pupils brought all types of fruits to make a sandwich or a non-bake fruit cake. Each one of them had a chance to let their creative juices flow as they got into the order of the day.



For the Nursery classes, the pupils used Meiji Crackers to make Strawberry Graham Cracker Sandwich. The pupils had to top their cracker with cut up fruits, whipped cream, milo powder and icing sugar.

As for the K1 and K2, they tried their hand at making a non-bake fruit cake. At end of the day all the kids had great fun and big smiles as they ate what they had made



Art Appreciation



K1 ACTIVITY: Mona Lisa

The children express themselves through many languages and one of those languages is Art. This term, the children used art as a medium of expression. To identify and feel their emotion, they were shown a portrait of Mona Lisa and asked to describe what they see and how they feel. The children observed the portrait carefully and expresses range of emotions- happy, sad, scared etc. They described their emotions and gave reasons why they felt such. This activity let children learned about their emotions by feeling it.

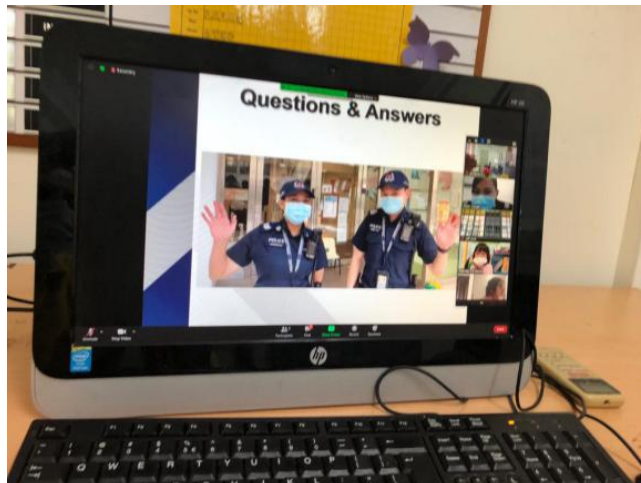
After describing their feeling and talking about it verbally, our little artist took next step of representing it through drawings. With the goal to enhance creativity in children, they were given different colors, to draw their own Mona Lisa. They expressed themselves by drawing what they saw and felt.



Police Talk on 19 Jun 20

The neighbourhood police conducted a safety talk to our students via zoom. Due to the Covid situation, the police conducted the talk online for the first time. Our students were given activity packs using card board to make different vehicles used by the police force as well as a teddy bear officer. They were given facts on how to be aware of strangers and the number to call the police. The students had a great interactive session with the police officers .

A big Thank You to our police officers for keeping Singapore safe!



What is TEACCH?

The TEACCH® Autism Program is a clinical, training, and research program based at the University of North Carolina – Chapel Hill. TEACCH was developed by Dr. Eric Schopler and Dr. Robert Reichler in the 1960s. It was established as a statewide program in 1972 and has become a model for other programs around the world.

TEACCH uses a method called “Structured TEACCHing.” This is based on the unique learning needs of people with ASD, including:

- Strengths in visual information processing
- Difficulties with social communication, attention and executive function

Structured TEACCHing provides strategies and tools for teachers to use in the classroom. These help students with autism to achieve educational and therapeutic goals. The Structured TEACCHing approach focuses on:

- External organizational supports to address challenges with attention and executive function
- Visual and/or written information to supplement verbal communication
- Structured support for social communication

This method supports meaningful engagement in activities. It also works to increase students’ flexibility, independence, and self-efficacy.

Structured TEACCHing strategies can be used alongside other approaches and therapies.

What Does TEACCH Look Like?

TEACCH programs are usually applied in a classroom setting. TEACCH-based home programs are also available. Parents work with professionals as co-therapists for their children so that they can continue to use TEACCH techniques at home.

Structured TEACCHing uses organization and supports in the classroom environment to help students learn best. This includes:

1. Physical organization
2. Individualized schedules
3. Work (Activity) systems
4. Visual structure of materials in tasks and activities

Who Provides TEACCH Services?

TEACCH methods are used by a variety of autism professionals:

- Special education teachers
- Residential care providers
- Psychologists
- Social workers
- Speech therapists

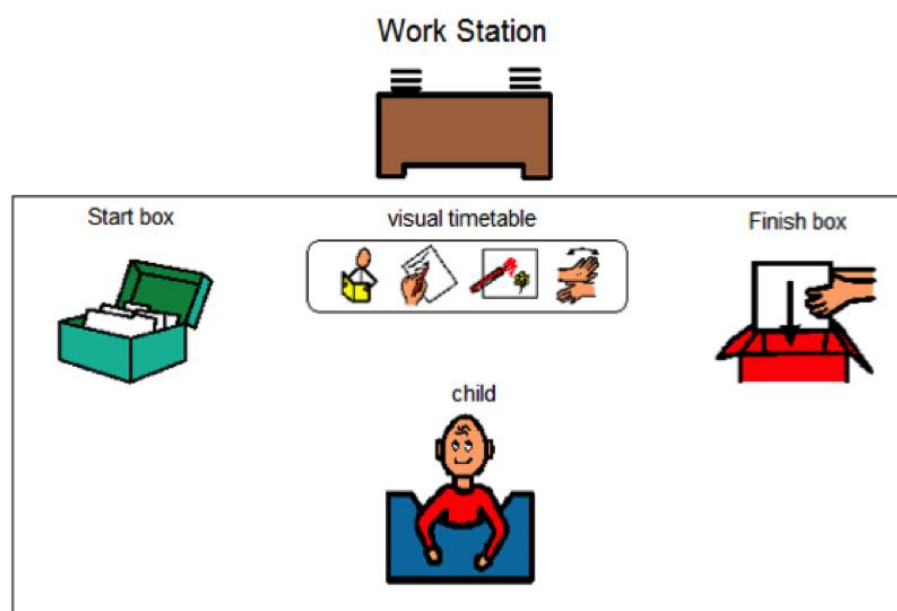
To become trained, professionals must go through a certification program offered by the TEACCH Autism Program in North Carolina. Trainings are offered both online and in-person on the TEACCH campus.

The program includes two certification levels, Practitioner and Advanced Consultant. Visit the TEACCH website for more information on training and certification.

What is the evidence that TEACCH works?

A 2011 review of more than 150 autism-intervention studies found that the TEACCH program had the strongest evidence of educational benefits of any recognized program. These benefits included improved learning (cognition) and motor skills.

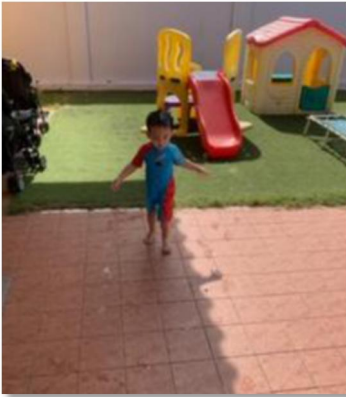
Other studies found benefits of using TEACCH strategies in residential and employment programs for adults with autism.



Bring Learning Outdoors!

1. Develop children's body awareness

When children enjoy playing with the water, they also gain body and social awareness. They keep a distance from one another whenever they move around within the small pool.



2. Balance body and walk carefully with wet feet

Children are always taught to walk carefully on wet floors. A teacher was so surprised to see that this little boy enjoyed balancing himself with his open arms while walking slowly with his wet feet. She did not stop the boy but seized this teachable moment to supervise the boy.

3. Learn to identify colours and sea creatures

There are many colourful sea creatures and corals in the pool.

Children enjoyed learning to identify the colours and naming the sea creatures and corals. In an extension activity for this, we also had fishing for the students.



4. Physical characteristics of dinosaurs

These children love dinosaurs very much and so the teacher engaged them to pretend to be different dinosaurs with different physical appearance. For example, T-Rex has two shorter hands while Pteranodon has wings.



5. Addition and subtraction problem sum

Children were learning to do addition and subtraction by moving in or out the small pool. For example, there are five dinosaurs outside the pool, two went in and how many are left outside?



6. Building social relationship and learning to show courtesy

It is fun to water play, but it has got more fun to play and laugh with peers. Children also learn to share social space within a small pool.

Start Small Dream Big

With the launch of the Start Small Dream Big, our students were introduced to gratitude to others and having a sense of civic responsibility in class or at home.

Purpose of the Project

- ✧ To relook and discuss on what are responsible behaviour in class and at home
- ✧ To associate the link between cleanliness in class , home and community to consideration of others
- ✧ To instill some habits about cleanliness and responsibility in class, home and community
- ✧ To appreciate people who are cleaners (in line with our values : Respect and Tenacity)
- ✧ To have family to compose songs on Good Hygiene

Process : How did we do it?

- ✧ To chart new class rules with teacher for children to clean up after each lesson at the end of lesson
- ✧ Step by step visual demonstration on how to clean - (dust all dirt from table, wear glove, spray soap, wipe with cloth, sweep the floor, push chairs in etc) + equipment of cleaning
- ✧ Video on actual day schedule of our cleaners in school
- ✧ Look at COVID 19 news article, on how children need to be aware of better hygiene practices (eg. Do not leave tissues on tables, carry own cutlery)
- ✧ Discuss with children on how they might show gratefulness for cleaners, household members at home, in community who does the cleaning
- ✧ Learning simple lifeskill - household chores to clean
- ✧ Weekly update on MKC youtube where they can view on household chores and cookery
- ✧ Creating a story on : A day as a community helper

Paying it forward

- ✧ Making a pledge to keep environment clean and choose one household chore to do
- ✧ Having once a week duty during lunch time and snack time where all children from K1 and K2 help to clean the table and sweep the floor
- ✧ Making thank you cards and audio to send to family members, cleaning aunties in centre
- ✧ Making hand sanitisers
- ✧ Fashion parade using Recycled materials to make costumes (recycled materials) with parental involvement
- ✧ Children write on gallery walk in what way they are grateful to the cleaning aunties or household members who do household cleaning
- ✧ Publishing the storybook on community cleaners

We are at the last stage of our project where our students will have a gallery walk to review through all the photos on the activities they had done thus far. We had also completed a storybook whereby our students created their own story line as community cleaners. The completed storybook will be launched by end September and all students who had contributed to the book will be acknowledged with their photos.

I am proud of our little ones who had grown in better appreciation of community helpers.



DIY Tissue Packet Holder

Materials Needed:

Coloured Paper

Scissors

Glue

Printout Template (Courtesy of www.kerribradford.com)

Markers/Paint/Stickers (For decoration)

1

Print out the template onto some coloured paper.

2

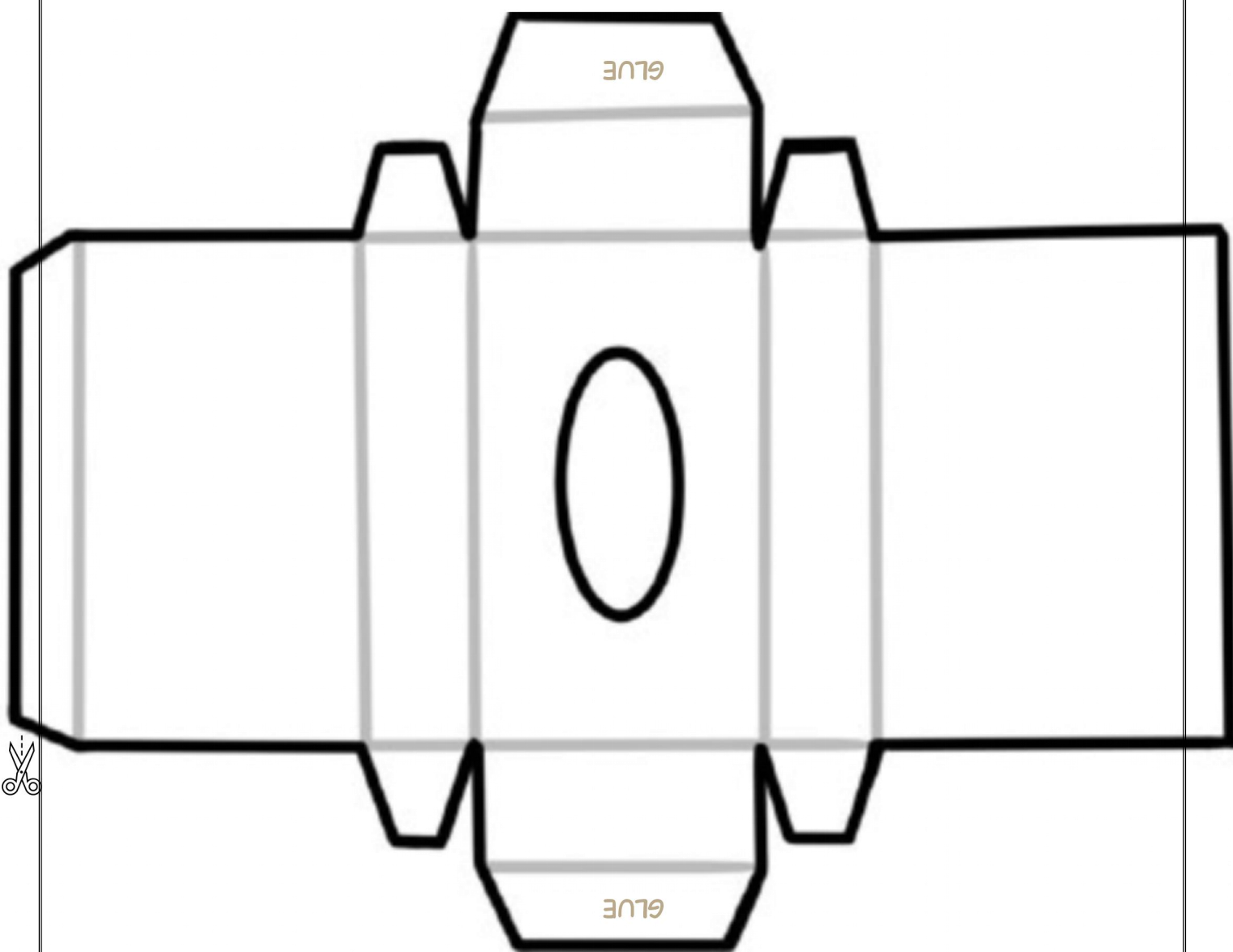
Fold along the grey lines

3

Apply glue to the folds and form the holder

4

Decorate your tissue packet holder as you please!



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.

Respect, Integrity, Goodness, Humility, Tenacity



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