



July 2021 Parent Newsletter

# TRILLIUM BILINGUAL MONTESSORI



## WELCOME NEW FRIENDS

July is a busy month for all our classroom as we welcome many new friends to our program. We are happy to see new families join our school! We are almost at full capacity for our summer program, but if you have friends and family who would like to join our team, we may be able to squeeze them in. As some families have made last minute adjustments we have a few openings for full time starts.

### TO OUR CURRENT FAMILIES

if you haven't confirmed your space for September yet, please do so ASAP since we are now accepting new children from the public. We are down to under 10 spaces available in our Casa program. You can fill out the form [here](#).



## REMINDERS

### SUMMER PROGRAM

We are happy to start our Summer

Program next week, July 5th until September 7th, when we return to our regular schedule.

### SUMMER CLOSURE

We will be closed on **Monday, August 2nd for the Civic Holiday.**

## SUNSCREEN

Public health recommends that children wear sunscreen during the hotter months when playing outside. If you haven't provided us with any sunscreen yet, please do. You will need to fill out a permission slip. You can find it [here](#), fill it out online and send it in for us to print or print a copy yourself. We also have some hard copies at the screening table if you need them. These are requirements from the Ministry of Education and without these forms we are not allowed to apply sunscreen on your child.



## HAPPY BIRTHDAY

We want to wish happy birthday to the following friends:

Oskar.....	05
Veljko.....	05
Galileo.....	12
Ethan.....	22
Julio Felix.....	22
Sophie.....	23
Caden.....	27

Happy Birthday



## SOCIAL MEDIA ARE YOU FOLLOWING US YET?

We are active on Facebook, Instagram and Twitter. Follow us @tbmontessori  
Our FB Parent Group page can be found here:

<https://www.facebook.com/groups/tbmontessoriparents>



## PLAYHOUSES AND WATERPLAY

As you all know, we are currently working on our playground and have been actively adding various items in the last few months.

We just got a confirmation that our playhouses are on their way to us from BC where they were specially made for us. We can't wait to add those to the play areas the children will really enjoy them we are sure.

We also have a water table and a 'market' shop that will be going in soon also.

Thank you to Rosa Hoffman (Gisela's mom from Casa 2) for donating some riding cars and water toys!

We are looking forward to adding a lot of water games to have the children cool off! (With Covid regulations, we cannot have any pools or standing water, so only spraying water games.)

The pirate ship is a hit and the children love it. We are waiting on our captain's wheel and telescope to arrive to complete the ship.

We still did not get the okay for sand boxes, so it looks like we will not be able to add those to the playground for the summer (unless they change the guidelines).

### Water Bottles

Water bottles are brought outside at every outdoor play session.

The teachers are trained to prevent and recognize the signs of dehydration, heat exhaustion and heat stroke. Children are reminded and encouraged to drink often by the teachers.





## Welcome New Staff

As you know, we are welcoming Miss Louka in our preCasa 1 room to work with Miss Stephanie. We are in the process of hiring a few more teachers to complete our team. Another teacher will be added to preCasa 1 in the next weeks. More information to come as we have it.

## Labeling Your Child's Things

Thank you to everyone making the effort to label everything. It makes it much easier for the teachers to keep track of your child's items and there's less chances of things getting lost. Just a reminder that if you are sent something that doesn't belong to your child, please return it to us the next day.

And we also appreciate getting the TBM label clothing items back to us in a timely manner since we only have a few extra items on hand in case children need them.



### School t-shirts

School t-shirts are available at cost. The TeeSpring shop is still active if you are interested. They have toddler and preschooler sizes and colors will vary depending on what is available, so check often. You can find the TBM collection [HERE](https://teespring.com/stores/trilium-bilingual-montessori) or (<https://teespring.com/stores/trilium-bilingual-montessori>)

### Scholastic Books

For exclusive access to children's books at reasonable prices visit [www.scholastic.ca](http://www.scholastic.ca) or [HERE](#)

**For FREE SHIPPING use the school code: RC148880**

In turn, the school receives Scholastic dollars to spend on books.

### Plastic Bottle Caps

We are still collecting plastic bottle caps of all sizes and colours. We ask that you wash them and put them in a sandwich bag or plastic bag to drop them off at the screening table. Eventually, we are hoping to use the bottle caps to make an outdoor-recycled-art-piece in the playground. If you have any questions, check with [sydney@tbmontessori.ca](mailto:sydney@tbmontessori.ca).

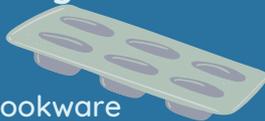


# Looking For Items

We are still looking for the following items in used, safe condition:

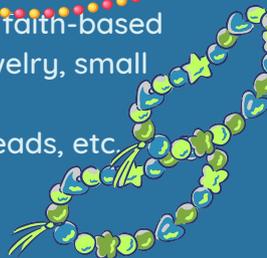
## FOR OUTDOOR PLAY

- pots and pans (no glass)
- stainless steel bowls or any cookware
- metal cake pans, cupcake pans, baking or cookie sheets, square or rectangular pans, etc.
- large kitchen utensils (nothing sharp, broken or dangerous for the children to use); stainless steel spoons, large tongs, wooden spoons or non-pointed forks, spatulas, etc.
- pieces of outdoor-safe cedar
- logs (various sizes and diameters) preferably hardwood
- longer pieces of pressure treated 4x4 and 2x4
- large natural or man-made boulders (large enough for children to sit on)



## FOR INDOOR PLAY

- multicultural items; decorative or functional coming from other countries or cultures (non faith-based items); money, daily used items, framed pictures, paintings or prints, music instruments, jewelry, small statues, picture books (even in other languages), etc.
- any craft items; leftovers of any sort, paper, cardboard, cardstock, construction paper, beads, etc.
- natural items; pinecones, feathers, river stones, sea glass, etc.
- any costume jewelry, even broken items that can be recycled into a craft



IF YOU HAVE SOMETHING YOU THINK WE COULD USE, CONTACT US IF IT'S NOT ON THE LIST

## We Have More Children Chairs!

We have more commercial-grade plastic children chairs for sale at \$5/chair.

We have replaced all our plastic chairs with wooden one and want to get rid of the plastic ones since they take too much storage room.

If you would like to purchase some, you can send the teachers a message on HiMama or let Miss Christina know at pick-up. All the money will be donated to [www.food4kidswr.ca](http://www.food4kidswr.ca)

First come, first serve!



## RECE Students Ending in August

Back at the beginning of June we welcomed 2 ECE students.

Karanveer Tandon in Casa 1.  
Jaspreet Singh in PreCasa 1.

They are working under the supervision of Stephanie and Amanda and will not be left unattended with the children since they are not employees.



# CHILDRENS

## LANGUAGE DEVELOPMENT



BY: MÉLANIE TREMBLAY

### LANGUAGE DEVELOPMENT

Children will develop their language at a different rate, however, they should still reach certain milestones at certain ages.

There is a range of what is normal, and it can vary a lot. A child's speech and language development depends on:

- their natural ability to learn language
- other skills being learned at the same time
- how much in-person talking they hear during the day (not from television or electronic devices)
- how people respond to what they say or do

AGE	SOUNDS THE CHILD SHOULD BE SAYING
2-3 YEARS	P, B, M, T, D, N, H, T, K, G, W, NG, F, Y
3-4 YEARS	L, J, CH, SH, S, V, Z
5 YEARS	R, ZH, TH

### LANGUAGE DELAY, SPEECH DISORDERS OR LATE TALKER

#### LATE TALKER

• A "Late Talker" is a toddler (between 18-30 months) who has good understanding of language, typically developing play skills, motor skills, thinking skills, and social skills, but has a limited spoken vocabulary for his or her age. The difficulty late talking children have is specifically with spoken or expressive language.

• Boys tend to develop language skills a little later than girls, but in general, they should speak more than 10 words by the age of 18 to 20 months, or more than 50 words by 21 to 30 months of age. Approximately 13% of 2-year-olds are late talkers.

• It is recommended that "Late Talkers" receive some additional speech support to ensure that they 'catch up' by the age of 5 years old to minimize the chances of late language development affect their literacy skills.

#### CHILDREN AT HIGHER RISK FOR TALKING LATE

- There's a family history of early language delay
- Male; boys tend to talk later than girls
- Premature birth less than 37 weeks gestation
- Low birth weight (less than 85%)

### SIGNS OF A LATE TALKER

- quiet as an infant; little babbling
- a history of ear infections
- limited number of consonant sounds (eg. p, b, m, t, d, n, y, k, g, etc.)
- does not link pretend ideas and actions together while playing
- does not imitate (copy) words
- uses mostly nouns (names of people, places, things), and few verbs (action words)
- difficulty playing with peers (social skills)
- a family history of communication delay, learning or academic difficulties
- a mild comprehension (understanding) delay for their age
- uses few gestures to communicate



SPEECH DISORDER	SIGNS TO WATCH FOR
<p data-bbox="132 230 544 259">SPEECH SOUND DISORDER</p> 	<ul data-bbox="671 230 1469 365" style="list-style-type: none"> <li>• Says p, b, m, h, and w incorrectly in words (1-2 years)</li> <li>• Says k, g, f, t, d, and n incorrectly in words (2-3 years)</li> <li>• Produces speech that is unclear, even to familiar people (2-3 years)</li> </ul>
<p data-bbox="129 418 547 448">STUTTERING (DISFLUENCY)</p> 	<ul data-bbox="671 418 1461 553" style="list-style-type: none"> <li>• Repeats first sounds of words—"b-b-b-ball" for "ball"</li> <li>• Speech breaks while trying to say a word—"--boy" for "boy"</li> <li>• Stretches sounds out—"ffffff-farm" for "farm"</li> <li>• Shows frustration when trying to get words out</li> </ul>
<p data-bbox="201 607 464 636">VOICE DISORDER</p> 	<ul data-bbox="679 607 1094 703" style="list-style-type: none"> <li>• Loss of voice</li> <li>• Uses a hoarse or breathy voice</li> <li>• Speaks with strain and effort</li> </ul>
<p data-bbox="220 781 445 810">HEARING LOSS</p> 	<ul data-bbox="671 770 1481 1182" style="list-style-type: none"> <li>• Lack of attention to sounds (birth-1 year)</li> <li>• Does not respond when you call his/her name (7 months-1 year)</li> <li>• Does not follow simple directions (1-2 years)</li> <li>• Shows delays in speech and language development (birth-3 years)</li> <li>• Pulls or scratches at his/her ears</li> <li>• Difficulty achieving academically, especially in reading and math</li> <li>• Socially isolated and unhappy in school</li> <li>• Persistent ear discomfort after exposure to loud noise (regular and constant listening to electronics at high volumes)</li> </ul>

## 5 STEPS TO FOLLOW IF YOU SUSPECT YOUR CHILD MAY HAVE A SPEECH DELAY, A SPEECH DISORDER OR A LATE TALKER

### STEP 1: CHILDCARE PROVIDER FEEDBACK



Talk to your childcare provider as soon as you feel something is wrong. Early intervention is best. They may recommend getting a referral to have your child assessed by a speech and language pathologist.

### STEP 2: PHYSICAL ASSESSMENT



Talk to your child's primary health care provider. Have a full physical examination of your child's mouth (teeth, tongue, lips, etc.) to ensure there isn't a physical anomaly causing a speech delay.

### STEP 3: HEARING ASSESSMENT



Get your child's hearing tested to ensure that they hear the usual wide-range of sounds, especially when it comes to speech.

## STEP 4: SPEECH-LANGUAGE ASSESSMENT

Getting a speech-language pathologist (SLP) assessment

The SLP will:

- assess how well your child understands, speaks and uses gestures to communicate
- will give you ideas on how to help your child talk
- may suggest that you reassess in a few months
- may suggest that your child be part of an early intervention program
- can also help if you have any other concerns about your child's development

## STEP 5: THERAPY AND TREATMENT

- Treatment and recommendations will be given for the child's language development addressing any concerns to support the child.

# AT HOME STRATEGIES TO HELP WITH LANGUAGE DEVELOPMENT

## 1. LANGUAGE MODELING

Language modeling is when you present a word in a direct, meaningful way to a child during functional tasks.

- Step 1: Say one word during a task (i.e., ball)
- Step 2: Say the word only when you have a child's attention
- Step 3: If possible, bring the object you are talking about (i.e., ball) near your mouth so the child can see HOW to say the word
- Step 4: After modeling the word, PAUSE (for 3-5 seconds) to let the learning take place and to see if the child will repeat the word.

**Do Not:**

- quiz
- drill words
- talk in long phrases
- say words out of context



## 2. WITHHOLDING AN OBJECT

- Only withhold an object when the child has a word/sign in their expressive vocabulary and have used it spontaneously over multiple contexts
- Prompt the child to name the object
- Support the child by giving the beginning sound

**DO NOT withhold an object**

- If the child does not have a word or a sign for the object or has never used it independently



## 3. IMITATION

- Imitation is important to develop the child's language, once a child is able to imitate words, progress really takes off.
- Encourage Imitation of other things before asking imitation of words:
  - o gestures and motor skills
  - o gestures paired with a sound
  - o fun, exclamatory sounds
- When the child is successful with these other imitations, then add imitation of words.



## 4. PURPOSEFUL PLAY

- Positioning (get down on the level of the child)
- Follow your child's lead during play, imitate what they do, choose some of the same toys, etc.
  - Encourage verbal communication
  - Pause when talking to allow the child to respond
- Listen to the child, repeat what they say, the sounds they make, etc.



## 5. REPEAT-EXPAND-REPEAT

- Expanding on a child's utterances is an effective way to naturally teach a child the next level of language development
  - Child says a word; "dog"
  - Repeat word; "dog"
  - Expand the word; "black dog"
- Pause long enough for the child to repeat



## 6. ASKING QUESTIONS

- Ask questions at an important time, balance - you never want too many questions for no reason
- Limit choices to 2 choices and use "OR": "would you like the green cup OR the blue cup?"
- Encourage the child to use the words/gestures to make a choice, they might say: "blue" or point to the blue cup
- Reward all efforts
- Use questions to prompt a response from the child: "where is the ball?", the child may point, may repeat "ball" or may fetch the ball, all of which are correct responses to the question and should be rewarded by; a happy: "yes, the ball is over there" or "thank you for fetching the ball, let's play with the ball" or something alike



## 6. ASKING QUESTIONS

- Ask questions at an important time, balance - you never want too many questions for no reason
- Limit choices to 2 choices and use "OR": "would you like the green cup OR the blue cup?"
- Encourage the child to use the words/gestures to make a choice, they might say: "blue" or point to the blue cup
- Reward all efforts
- Use questions to prompt a response from the child: "where is the ball?", the child may point, may repeat "ball" or may fetch the ball, all of which are correct responses to the question and should be rewarded by; a happy: "yes, the ball is over there" or "thank you for fetching the ball, let's play with the ball" or something alike



## 7. ARRANGE THE ENVIRONMENT

- Ensures communication success
- Create opportunities for communication learning
- Toy storage/snack storage;
  - Limit the number of toys or snacks
  - Arrange a few toys (2-5) that the child knows the name of, in a way where the child can easily see the objects, but is not able to reach them independently and will require them to ask for help, encouraging communication
- Once the child can ask for those items independently, change them for other ones, adding only one new item at a time



## 8. NARRATE THE DAY

- Also known as the ‘sportscaster technique’; where you narrate everything you do during the day
- Use short, simple sentences
- Involve your child in your narration; “I’m going to bake some cookies. I need the big bowl. Do you know where the big bowl is? Can you help me find it?”
- Even when you are driving and your child is in their car seat, you can play the narrator of everything you see; “I am driving down the long street with the big trees. I like to drive down this street to see all the beautiful trees. Do you see the big trees?...” “I see 1, 2, 3, 4 big trees.”
- The more you talk and narrate to your child the more new words your child will be exposed to



## 9. LIVE CONVERSATIONS ARE A MUST

- Children NEED live interaction with people
- Technology or television DOES NOT equal the same when it comes for language development in children
- Studies show that children do not learn language from screens
- Children must interact and hear language from “live” people in order to develop speech

