



Blossoms and Blooms



Fall 2012

Great work!

MICHEN ASHIDJ MANI DVD - Learning algonquin

MICHEN ASHIDJ MANI is a play written by Stephen McGregor from the community of Kitigan Zibi and it was created to help promote and preserve the Algonquin language in the community.

The play presents a legend which is part of the history of the Kitigan Zibi community and encourages people to take an active interest in the Anishinabe history. It displays the talents of elders, youth and language speakers and encourages them to work together, giving them a sense of cultural pride.

This language tool was developed to promote language acquisition in schools, early childhood programs, and cultural center programming, while encouraging children to behave and follow rules.

This puppet show was created to:

- pass on the tradition of oral storytelling to children;
- ensure proper articulation and to confirm understanding of the language by using repetition;
- help children understand the difference between right and wrong;
- teach children that it is important to listen to parents, grandparents and older siblings;
- create an awareness among children of the dangerous ways of going about living their lives, through the use of scary stories. The stories may not be true stories but this is how they will remember the lesson.



This project was created over a period of several months and required the participation of a number of people from the community such as: elders, linguist, language speakers, translators, recording technician, seamstresses, and carpenters.

The video is available in English and in Algonquin. For more information you may contact Ms. Anita Tenasco at 819 449-1798 or by e-mail at anitajentenasco@hotmail.com.

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Numeracy during the Early Years

The everyday world for a young child is full of opportunities to engage with number and quantity. From the first few days of life, infants pay special attention to expressions of quantity in their environments. Babies' everyday experiences provide the foundation for more advanced math concepts that develop throughout early childhood and beyond. As babies grow into toddlers, their knowledge of counting and quantity has the potential to improve very quickly. Preschoolers are capable of thinking about arithmetic and can solve math problems in meaningful ways.

Clearly, however, not all children are the same, and they develop differently. Most differences in children's numeracy skills are a result of the opportunities they are given to think and talk about number in their home and early learning environments. Children who are provided with opportunities to engage in numeracy activities when they are young are more prepared to face the types of numeracy activities they will encounter in school. This, in turn, means that they will be more likely to succeed not only in math, but academically.

Children enjoy numeracy activities and are highly motivated to work with numbers. They are eager to imitate the counting words used by adults. For instance, children often label their toys with number words before they even know what these words mean. From observing children's play, it is clear that they are naturally attracted to mathematical features in their environments. For example, they spontaneously compare the size of objects, they use number words often, they make attempts at counting, and they pay attention to characteristics of patterns and shape, including symmetry, when they build towers with blocks.

Toddlers and preschoolers have enormous mathematical potential. Realizing this potential is an important element of school readiness. Quality early learning environments must therefore provide encouragement and opportunities for children to think and talk about numbers and math in ways that connect to the real world that surrounds them.

Reference: *An Evidence-based Toolkit for Early Learning Practitioners* (2010), Canadian Child Care Federation and Canadian Language and Literacy Research Network. Available on internet at http://foundationsfornumeracy.cclnnet.ca/pdf/EY_NumeracyKit09_ENG.pdf

Ages & Stages of the Numeracy Development

Newborn to 4 months old

- Can tell the difference between a picture of two dots and a picture of three dots.
- Can immediately “see” that there are two or three dots on a page, even though the ability to count is not yet developed.
- Shows surprise when a puppet jumps more times than they are used to seeing.

5 – 6 months old

- Can tell that a jar that is half full of juice is different from a jar that that is full
- Shows surprise at three toys when there are only supposed to be two toys.
- Can tell the difference between two large sets of toys if one of the sets is at least twice as large as the other; for example, can see that a set of 12 toys is different from a set of 24 toys.

9 – 12 months old

- Can tell the difference between two large sets of toys even if the sets are almost the same size; for example can see that a set of eight toys is different from a set of ten toys.

12 – 18 months old

- For small sets of blocks, can learn to pick the smaller of the two sets.

2 years old

- Can learn some number words.
- Knows that number words are important.
- Labels toys with number words.

2 – 3 years old

- Knows that when one candy is taken away from two candies, one candy is left.
- Knows that when one candy is added to two candies, there should be three candies altogether.
- Tries to count using number names even though the number names are often not in the correct order.
- Uses number words in the same order every time when counting objects, even though the number words are not necessarily in the correct order.
- Can learn to recite the number words 1 to 10.
- Can represent 1 and 2 with finger patterns.
- Can divide up eight toys between two children by using a “one-for-me, one-for-you” strategy.

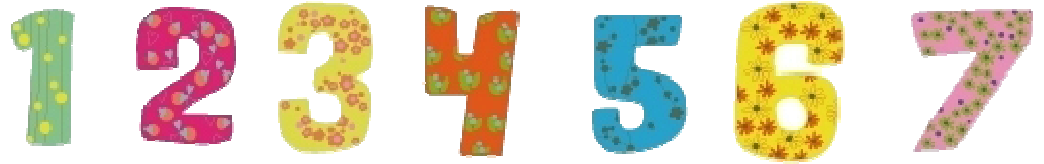
- Learns to pick out the “first” and “last” person in a line.

3 – 4 years old

- When counting objects, knows that the last number word spoken answers the question “how many are there?”



Cont'd on page 4



- By the age of three and a half, reliably gives correct answers to addition and subtraction problems involving small quantities, for example $1 + 2$ and $3 - 2$, by using concrete objects (manipulatives) or by pointing to a picture of the correct answer; for example, when given ○ ○ joined to ○, can point to ○ ○ ○.
- Knows that a pile of sand should look bigger when more sand has been added to it.
- Recognizes one-digit numbers.
- Can share ten toys equally among five children and knows that each child has an equal share.
- Can learn to count from 1 to 30.
- Measures length by directly comparing two objects, for example, “This book is as long as my arm.”
- Represents 5 using a finger pattern.

4 to 5 years old

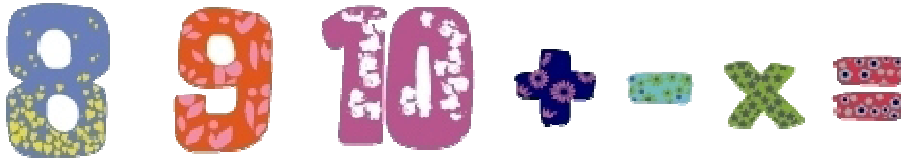
- Learns to count backwards from 5.
- Understands and uses ordinal terms: “first,” “second,” “third,” “fourth,” and “fifth.”

- Using manipulatives, can find the answer to simple addition and subtraction word problems that total up to 5, and later up to 10; for example, “I had three dolls and I got four more for my birthday. How many dolls do I have now?”
- Learns to count backwards from 10.
- Learns to skip counts by 10s (10, 20, 30...), and later by 5s and 2s.
- Can learn to write one-digit numerals.
- Can learn to start counting up from numbers other than one, for example, “7, 8, 9, 10.”

5 – 6 years old

- Can divide up large sets (20 items and more) equally among five people.
- Knows what number comes next up to the number 9.
- Knows that the distance between two objects doesn’t change unless the objects are moved.
- Can learn to count backwards from 20.
- Knows that if Mary is taller than Josie, and Josie is taller than Fred, then Mary is also taller than Fred.

Numeracy Development (cont'd)



- Knows that a bundle of ten popsicle sticks is the same as ten individual popsicle sticks.
- Compares the length of two objects using string.
- Represents up to 10 using finger patterns.
- Understands and uses the ordinal terms “first,” “second,” ... up to “tenth.”
- Knows the doubles up to 10, for example, 2 and 2 is 4, 3 and 3 is 6.
- Can learn to count up to 100.
- Recognizes that there are five toys in a set without counting them.
- Can learn to recognize patterns of up to ten items and connects the patterns with the quantity indicated, for example, “: : means there are 4 dots.”
- Measures things using other objects placed end-to-end, for example, “My book is ten paper-clips long.”
- Names, discusses, and compares objects using words such as “taller,” “shorter,” “skinnier,” “fatter,” “wider,” and “longer.”
- Writes two-digit numerals.
- Reads number words up to 10, for example, can read “one,” “two,” and so on.
- Can learn to start the counting sequence from any number between 2 and 18, for example, “13, 14, 15, 16, 17,…”
- Understands that a bundle of 18 popsicle sticks is the same as a bundle of ten popsicle sticks plus eight individual popsicle sticks.
- Can label shares of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{5}$ using the words “half,” “third,” “fourth,” and “fifth.”
- Can learn to measure length of objects using centimetres and metres.
- Using manipulatives, can create a straight road that is “just as far to walk” as a given road with a bend in it.
- Can divide up to 100 items equally among ten children.





The Wiggle Box: A box full of stimulating ideas



**Workshop
available
since fall 2012!**

Psychomotricity involves the development of movement skills for the entire body, but also the development of mental skills. Psychomotricity can be seen as a technique allowing children to get to know themselves better and discover their environment.

Psychomotricity aims to allow the child to:

- ⊗ Acquire the basic skills required for learning how to read, write and calculate.
- ⊗ Acquire the basic abilities and behaviours required for all future learning and autonomy in his/her activities of daily living (structure of thought, organisation, discipline...).
- ⊗ Improve his/her self-esteem.
- ⊗ Improve his/her concentration and encourage exploration.

- ⊗ Develop movement flexibility, precision, quality and speed.
- ⊗ Develop structure of thought, organizational skills and good discipline.
- ⊗ Be interested in physical health and moving / Acquire a desire for physical activities.

The Wiggle Box presents an activity bank with more than 150 activities for children ages 0 to 5 years. Third of it was activities proposed by communities are divided in 3 age categories: 0-18 months / 18-36 months / 36-60 months. This age reference is meant to be used as a guide according to the child's progress. Most of the activities can be adapted to the child's age or his/her developmental stage and can be used by all the age groups. Furthermore, each section presents a brief summary of the developmental stages of the child.

to encourage the development of psychomotricity!

Activities are divided in three themes:



0-18 months
Senses
HEARING
Talk to the baby when providing him with care. He will recognize your voice and feel safe.



18-36 months
Gross motor skills
While holding the child in the air by the hips with his face towards the floor and legs around your waist, ask him to fly like a bird! Keep his trunk straight for as long as possible.
Variation: If the child is unable to do so, hold him higher up on the torso.
Foster core strength and endurance.



36-60 months
Fine motor skills
Give the child art materials (coloured construction paper, glue, scissors, decal, embellishments and various-shaped Styrofoam pieces) which he can transform into fantastical objects and creatures!



By the **senses**, the child will learn to discover the environment, react to it and take action.



Gross motor skills development enables the child to acquire balance and use his large muscles in order to master certain physical activities such as sitting, crawling, walking, running, climbing, jumping and doing everything the child loves to do.



Fine motor skills. The child's motor skill develops and become refined; this means that the child uses certain small muscles in the fingers and hands to perform precise movements with the goal of reaching, grasping and manipulating objects.

“Get in Touch With your Creativity, Make Discoveries, Move Around and Have Fun – These are key words to be remembered to facilitate child development. Keep in mind that each activity performed will stimulate many areas associated with

psychomotor development while accumulating In the experience baggage of these great explorers.”

For more information, please contact **Julie Tail- lon** at **418 842-1540** or by e-mail at **julie.taillon@ cssspnql.com**.

Launching of the call for proposals for the assignment of 300 new \$7 places among the child care services in order to meet the needs of the Aboriginal communities

Famille et Aînés Québec

The Ministère de la Famille et des Aînés announced last July a call for proposals for the assignment of new funded places among the educational child care services in order to meet the needs of the Aboriginal communities. Note that last fall the government had reserved 300 places for this purpose.

In order to properly inform the various partners that are likely to submit a proposal, the Ministère will soon be sending out a letter explaining the details of the process.

The projects must be submitted to the Ministère between August 20 and December 20, 2012. Those who would like to submit a proposal in order to obtain funded places will therefore have four months in order to prepare and submit their projects.

The Ministère will post, over the course of the upcoming days, a guide as well as various supporting documents on its website. People who would like to submit a proposal will be able to download the relevant forms and documents on the following website: www.mfa.gouv.qc.ca or contact the information line reserved for this call for proposals at 1-888-264-7683.

The Creative Curriculum LearningGames : tools to support the development of little ones



Validated by 30 years of research, The Creative Curriculum® LearningGames® consists of activities to help parents or caregivers enhance child development from birth to 60 months. Each game is on an individual sheet and is illustrated with full-color photographs. A simple explanation of the game is given on the front of the page. On the back of the page there is a more detailed description of the

game including different ways to play it, what to expect from the child, and why it is important. It is more the 200 simple games where the adult-child relationship occupies a prominent place.

To know more about it, visit <http://www.teachingstrategies.com/bookshop/search.cfm?keywords=LearningGames&ItemsPerPage=All&pageIndex=1>

Certificate in Early Childhood Education: the deadline for registration approaches!



Would you like to provide **assistance to the children with special needs** in your community?

Would you like to give a **helping hand to the families and the interveners** who work among these children?

Do you want these children to have easy access to **quality services that are culturally appropriate**?

⊗ Specialised resources for children ages 0 to 6 years are hard to access.

⊗ 65% of the interveners working directly with the children ages 0 to 6 years have no specific training in the area of early childhood development.

⊗ The educators who are specialised in the area of special needs tend to work more in the schools.

Offer an early childhood specialised intervention service in your community.

Become an early childhood worker for children with special needs.

Main duties

- ⊗ Making observations
- ⊗ Counseling
- ⊗ Support plan
- ⊗ Early stimulation
- ⊗ Support at home
- ⊗ Making referrals

Among all the services

- ⊗ Child care services
- ⊗ Head Start Program (FNHS)
- ⊗ School (kindergarten)
- ⊗ MCH
- ⊗ First-line services
- ⊗ At home

Registration deadline: December 15, 2012

For more information, call Valérye Tremblay at 418-842-7672



Staying active... even when winter is slow to arrive!

The mild weather is forcing us to wait patiently before taking out our sleds, shovels and buckets! Many people are even hesitant to go outside since the rain and the mud are tough on winter clothing! However, in good or bad weather, children's needs remain the same! Here are a few ideas to exercise your muscles, joints and respiration, even within a limited space indoors. Did you know that moving around is

the "best educational activity" in order to develop children's brain maturity thereby preparing them to meet school requirements? Moreover, an interesting article on the subject that was published by the newspaper Le Soleil focused on a recent study on the subject, entitled (French only): "La motricité favorise la réussite scolaire" at <http://www.lapresse.ca/le-soleil/actualites/education/201110/17/01-4458202-la-motricite-favorise-la-reussite-scolaire.php>.

Activities of the Month

- ☼ Place **several pictures on the ground** representing shapes, colours, numbers or themes. Place various instructions into a bowl. In turn, **each child must draw an instruction from the bowl and everyone must carry out the instruction**. For example: hopping like a frog up to a square, flying like an airplane up to something red, taking giant steps up to a musical instrument, touching your nose to an animal while on all fours, etc. Of course, there must be several pictures representing the same idea, and a unit can accommodate more than one person. After a few turns, a final instruction can be read. For example: the winner must go to the piano picture and pretend to play the piano.
- ☼ Lying on the ground on their stomach, the children must use a straw to **blow on a cotton ball in order to propel it** into a goal (empty box on the ground). Of course, they must crawl in order to move around. Obstacles to be skirted can also be included! Change the thickness of the straw in order to modify the difficulty.



- ☼ A **small course** can be set up involving the following challenge: **carrying a soft ball** (i.e. a foam ball). When it is his/her turn, the child must draw an instruction in order to find out which body part he/she must carry the ball with such as the inner elbow, under the chin, between both knees, etc.
- ☼ The children can create a **large bridge** by positioning themselves side by side on their hands and feet. A child on one end must roll a ball or propel a toy car under the bridge right to the other end! The children can create the bridge while facing the ground or while facing the ceiling by lifting their buttocks. Even very young children can participate in this activity.
- ☼ Children both young and old, let's go for a **blanket ride**! While sitting or lying down on a long blanket, the child must hold onto the blanket while being pulled by two other children, with or without the help of an adult.



The "Ergotruc" is a courtesy of the Centre Régional d'Ergothérapie pour le Développement de l'Enfant (CREDE)

2386, Père-Lelièvre, Quebec City • 418 623-0640 • www.crede.ca

November 20, a special day for children!

What is Universal Children's Day?

Universal Children's Day (or International Day of Rights of the Child) is celebrated each year on November 20. This date marks the anniversary of the Convention on the Rights of the Child, which was adopted on November 20, 1989.

The Convention on the Rights of the Child is among the international legal instruments which serve to guarantee and protect human rights. With its adoption in 1989, the Convention took on the objective to protect the rights of all the children in the world.

What can we do to celebrate Universal Children's Day?

This year, the FNQLHSSC has chosen article 27 which stipulates that:

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

To help the parents mark this day, the Commission created a puzzle-magnet in which parents can insert a photo of their child or children.



Suggested activities:

- Do the puzzle with your children.
- With the children, select the photo that will go into the centre of the puzzle (if you don't have any photos, have them draw pictures of themselves).
- To find photos, you can have fun looking at your family photo albums together.
- With your children, make crowns to highlight just how special they are.
- Enjoy a good family meal together and ask your children to tell you about their day.

- Let them know you're proud of their accomplishments.
- Tell them a story or a legend.
- Ask them what their dreams are.
- Go and play outside with them and let them choose the activity.

Keep the puzzle-magnet on your fridge all year as a reminder that you have placed your children at the centre of your priorities.

To find out more, visit:

<http://childrensrightsportal.org/>



Paper bag vest

Materials

- Large brown paper grocery bag
- Pencils
- Scissors
- Crayons, paint and paintbrushes, or markers
- Cellophane tape
- Beads, yarn, feathers, ribbons, shells, and/or colored pasta



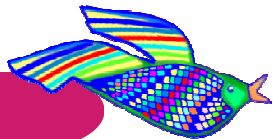
Let's do it!

1. Open the paper bag. Draw circles where the neck and arms will go. Draw a line up the center of the bag for the opening in the front of the vest.
2. Cut the center line from the bottom of the bag to the neck circle. Reinforce each side of the cut line with cellophane tape.
3. Cut out the neck and arm circles.
4. Cut some fringe along the bottom. Then, decorate the vest with pictures and designs, using crayons, paints, or markers.
5. Carefully cut small holes at equal distances along each side of the opening in the front of the vest. Cut pieces of yarn to tie each set of holes. Add beads, yarn, feathers, ribbons, shells, and/or colored pasta to decorate your vest.



FOR YOUR INFORMATION

Vests made from animals skins were worn by various nations. Many of these vests were decorated with colorful designs using beads or dyed porcupine quills. The bottom of a vest was fringed to symbolize the rays of light that come from each person's spirit.



Why the Leaves Have Many Colors in Autumn

The wise men turned to him who wrote. Then they looked at the trees on many hills. It was autumn. The leaves had many colors. They said, "We will tell you the story of the battle fought by the deer and the bear in the land of the sky."

The bear was selfish and proud. He often made trouble among the Animals of the Great Council. When he hears that the deer had walked over the Rainbow Bridge into the sky land he was angry. "I WILL PUNISH THE DEER," he said.

The Bear went to the Rainbow Bridge. He leaped along its beautiful way of glowing colors. He came into the sky land. There he found the Deer and said to him; "This sky land is the home of the Little Turtle. Why did you come into this land? Why did you not come to meet us in the Great Council? Why did you not wait until all the Animals could come to live here?"

The Deer was angry. Only the Wolf might ask him such questions. The Bear had no right to speak like that to the Deer.

The Deer said to the Bear, "You have gone about making trouble among the Animals long enough. You shall never do that again."

The Deer said he would kill the Bear. He arched his neck. He tossed his head to show his long

sharp horns. The hair along his back stood up. His eyes blazed as if a fire burned in them. He thought to slay the Bear with a single stroke of his terrible horns.

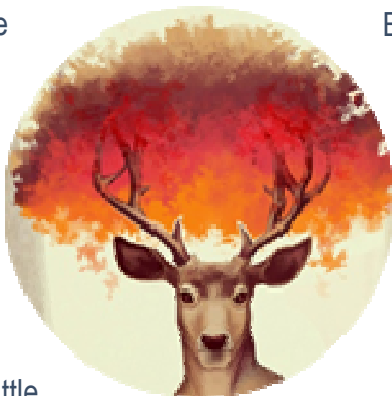
The Bear was not afraid. His claws were very strong. He stood erect for the mighty conflict. His deep growls shook the sky like rolling thunder.

The struggle was terrific and long. The Bear was torn by the cruel horns of the Deer.

When the remaining Animals of the Great Council heard the awful noise, the Wolf went up into the sky to stop the dreadful battle.

All the Animals had to obey the Wolf. So the Deer turned and ran away. And the Bear fled along the paths of the sky. As the Deer ran, the Blood of the Bear dropped from his horns. It fell down to the Lower World and made the leaves of the trees many colors. Some were Red, some Yellow, some were Brown, some Scarlet, and some Crimson.

Now each year when the Autumn comes the leaves of the trees take on these many colors. The forests are flooded with soft and glowing beauty. The Wyandots then say the Blood of the Bear has again been thrown down from the sky upon the trees of the Great Island.





Nutritional myth

Sugar makes children hyperactive

False.

Don't be so quick to blame sugar! Contrarily to popular belief, studies have shown that sugar does not make children hyperactive. That is what more than 12 solid scientific studies have shown: sweets are not responsible for behavioural disorders in normal children and do not aggravate the symptoms of those suffering from hyperactivity.

What if the guilty party is actually the environment in which these treats are made available? A friend's birthday, visiting grandparents or being too rarely permitted to eat these sweets are all elements that are highly likely to be the cause of these little tornadoes...

Despite the fact that scientific data does not support this association between sugar consumption and hyperactivity, approximately 80% of the educators continue to believe it to be the case and therefore continue to spread the myth. This proves that beliefs spread more effectively than science!

In closing, it is important to keep in mind that the inclusion of sugar in the diets of children remains the primary factor responsible for dental cavities and that foods rich in added sugar are generally low on vitamins and minerals while often replacing more nutritional foods in the diet.



OFFRES ET PRATIQUES ALIMENTAIRES

REVUES EN SERVICES DE GARDE
FRANCOPHONES CANADIENS



The "Offres et pratiques alimentaires revues en services de garde francophones canadiens" project is a **new research project being carried out by Extenso's team of nutritionists.**

With the participation of the educators, managers and those in charge of nutrition, the "Offre et pratiques alimentaires revues en services de garde francophones canadiennes (free translation: Review of the nutritional services and practices in the Canadian French-speaking child care services)" project aims to establish a healthy nutritional environment intended for children ages two to five years coming from socioeconomically disadvantaged and remote settings. Among these settings, the project has taken an interest in the First Nations communities of Quebec.

Ensuring that the children learn and develop in favourable and healthy environments in which nutritional foods are available constitutes the foundation of the project. This process is important considering that the nutritional habits that are developed during childhood are likely to remain during adulthood. In the medium-term, the nutritional

quality also influences the cognitive and behavioural development of the children. The promotion of healthy lifestyles therefore requires the creation of favourable nutritional environments in the influential settings of the children such as families and the child care services.

The project's main objective was to review the nutritional services and practices among 33 child care services in Quebec including 6 First Nations communities of Quebec in order to establish a healthy nutritional environment. The project unfolded over a period of six months, from January to June 2012, during which the child care services were each visited twice.

Project: 28 one-hour nutritional consultations were provided on an individual basis. During the second visit, all of the interveners working in the child care settings had the opportunity to participate in a two-hour training session that was provided by the nutritionist. Furthermore, a self-administered questionnaire was filled out by the educators of the six child care services.

Source: **Extenso**

THEMATIC NETWORK



THEME



Fall / Autumn

Gross Motor Skills



- As a group, gather a bunch of leaves and have fun jumping in them.
- Make hats decorated with dried leaves and invent a fall/ autumn dance.
- Hide pumpkins and squash and play hide and go seek with the children.
- Pick up dried leaves with the children and place them on a parachute to make them bounce.

Motricité fine



- Crush the leaves into small pieces with your hands.
- Finger-paint on bark.
- Do a collage with leaves (an owl, a porcupine, a tree)
- With the children gather small twigs, leaves, pine cones, acorns... that can be used to make handicrafts.
- Draw a tree trunk on brown construction paper. Ask the children to make small balls with red, yellow, orange and green silk paper and stick them around the tree trunk top.

Cognitive dimension



- Observe the different leaf forms and put them in ascending or descending order.
- Associate different leaves with their shadow.
- Ask children to make a bed of leaves on which they will relax. While looking at the clouds, they will see all kinds of shapes.
- Ask children to identify (5 to 10) in a brown bag. The activity consists for each child to put his/her hand in the bag and to describe the object they are touching.

Health, Well-being and nutrition



- Make applesauce.
- Taste the different types of apples.
- Identify the fall fruits and vegetables of your region.
- Talk about harvesting and food groups with the children.
- Talk about traditional foods.
- Make pumpkin seeds.

Langage and culture



- Discuss about the cycle of leaves.
- Identify parts of the apple, squash, tree...
- Read legends and relate traditional beliefs to the children with regard to the theme.
- Reproduce sounds of the forest.
- Show illustrations of fall/autumn objects and identify them.
- Take a walk with the children and identify elements of nature.
- Make cornhusk dolls with the children.
- Share hunting stories from your community.

Parent Participation and Social Support



- Invite parents to come and make a fall/autumn mural and to gather objects on the project's theme.
- Invite a parent/elder to come and talk about activities that take place in the fall/autumn (hunting, harvesting,...).
- Make cornhusk dolls with the parents and elders.

Social-Affective and Moral Dimension



- Ask children to make a fall/autumn handicraft that they will give to a friend in their class.
- Get the children to listen to the wind, eyes closed and holding hands.
- Play cooperative games.
- Offer applesauce to the community elders.



Apple cookies

Ingredients	Family recipe OR 10 child-size portions	60 child-size portions
Non hydrogenated margarine	1/3 cup (75 ml)	2 cups (500 ml)
Brown sugar	1/3 cup (75 ml)	2 cups (500 ml)
Unsweetened applesauce	2/3 cup (150 ml)	4 cups (1 litre)
Iron-enriched baby cereal ("Pablum")	3/4 cup (200 ml)	5 cups (1250 ml)
Whole wheat flour	1 cup (250 ml)	5 1/2 cups (1375 ml)
Baking powder	1/2 tsp (2 ml)	4 tsp (20 ml)
Baking soda	1/2 tsp (2 ml)	4 tsp (20 ml)
Cinnamon	1 pinch	1 tsp (5 ml)
Ground cloves (optional)	1 pinch	1 tsp (5 ml)

Preparation

1. Heat oven to 350°F. Grease cookie sheets with a little oil;
2. In a large bowl, combine margarine, brown sugar and applesauce;
3. In another bowl, combine cereal, flour, baking powder, baking soda, cinnamon and ground cloves;
4. Add flour mixture to applesauce mixture and mix well;
5. Drop spoonfuls of cookie dough on cookie sheets (make the desired number of cookies) and bake in oven about 12 minutes.



Blossoms and Blooms

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