



## April 2025

Fresh off of celebrating Cesar Chavez—our not so new holiday! This year, ICSD began including Eid-el-Fitr as a recess day in their holiday schedule. Since putting this day on our calendar, we've learned President Barak Obama proclaimed "Cesar Chavez Day" to be celebrated March 31st as a U.S. federal commemorative holiday in 2014. The holiday celebrates the civil rights and labor movement activist, who stood up for farmworkers rights and co-founded the National Farmworkers Association with Dolores Huerta. These were my mama's heros. I am so glad that although it is not federally recognized yet, that ICSD has given us the opportunity to begin celebrating this important activist and peacekeeper at WHE.

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*At the end of this month, **Veda** Ramanujan will be joining us. We are happy to welcome Veda and her dad, Krishna, as her family were among our first visitors, but the time to get to WHE just hasn't been right until now. Despite being happy to welcome them, this comes after only three short months of a terrible family trauma: (Veda's mom) Emma Greig passed away last December after a brief struggle with a very aggressive cancer. As we learn more about how to support Veda, we know you will all give a warm WHE welcome to her family. We are honored that Krishna feels this will be a good place for Veda.*



# Monthly Notes

## Parent Support Gathering

We will have our first parent support gathering of 2025 on **Wednesday, April 23rd** at 5pm at the Boatyard Grill.

*This is an time for **parents only** to gather and get support from each other regarding current topics, issues and concerns. Jude will be there to help with ideas, to collect topics for follow up and provide insights ...*

**Hope to see you there!**

## April Holidays

April break covers it all this year, Passover, Good Friday and Easter. Happy real spring break! Please let us know if you will be gone any additional days around the break.

April				
M	T	W	Th	F
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30			

## "You Get What You Get and You Don't Throw a Fit"

*Have any of your kids come home and said this to you?*

KC and JUDE didn't say that!  
...but WHE might adopt it!

This is a Lynch family motto— and there is some history to it apparently (we'll have to ask). Sometime not too long ago, when someone was upset that they didn't get the plate color they wanted or their apple slice wasn't round, or s o m e t h i n g WRONG and UPSETTING, Sybil chimed up with this saying.

Thank you to the Lynch family! This saying has brought lightness to what can sometimes be a stumbling block!

**For REAL?**

Monthly Notes  
April 2025  
p. 2



## AGHI My Kid is LYING!

Just when you had all the toddler stuff down, you now have a 3-year-old who provides *new* challenges!

If I had to share only one or two of the articles I've looked at about this topic, I like the *Why do kids lie?* article on babycenter.com and *Why is My Child Lying?* from Psychology Today.

[Why do kids lie?](#) starts with a subheading that acknowledges that "all kids lie sometimes, for different reasons and at different Ages." and offers "how to encourage your child to be honest." The article notes that lying usually begins around 3 years of age and mentions many reasons 3 and 4 year olds lie, including

- Wishful thinking— or an active imagination
  - Exploration and curiosity
  - A need to test limits
  - A desire to avoid disapproval
  - Fear of punishment
  - A craving for attention
- Age-appropriate strategies include:
- Try to understand your child's point of view
  - Offer an alternative
  - Talk about why lies are bad
  - Be consistent
  - Avoid labels
  - Minimize opportunities for lying
  - Be a good role model
  - Foster an environment of love and trust

The article [Why is My Child Lying?](#) highlights the role of the environment and social influences. Among the interesting findings noted are that parental attitudes have a large influence on how dishonest children are and that promoting honesty may be more effective than focusing on the costs of dishonesty. In addition, children with older siblings were noted as tending to learn the "art of deception" at a younger age and children who attended schools that were very punitive were more effective liars.



## Defiance and the Need to Control

Just when everything seemed to be going so well, your cooperative kiddo hits a dead end. Maybe it's because there needs to be a transition from one activity to another—or from wants nothing time to wants something time? Maybe it's just that your child is plutzing along through a routine, d r a g g l n g. TOO SLOW for you! BUT, defiance is not new! Having control is behind the independent drive of those terrific "2s." Just when we may be feeling the limits of our patience, we find ourselves in a situation that is better supported by a calm response. Deep breaths.

What do we do when we are battling heads with our kids?

How do we get out of here still being the boss?

How can we get our way as adults, how can our limits stand and both us, and our child can still "save face?" We take that breath.

Those three breaths. We lean in. We remember that "someone has to be Gandhi" (my saying for someone has to stop the fighting).

For a long time it's us adults that have to scoop ourselves up—and it is hard to always be the ones, but it will come back around.

Just when you feel yourself pushing in an argument, *try to let go*.



- ♦ **Lean in:** focus on relationship. Recognize what is going on for your child. Avoid doing anything that will heighten their stress and invite more resistance, aka don't push their buttons, *be Gandhi*. Take time, slow down, give space.
- ♦ Keep your limits, preschoolers still seek your clear, consistent limits: don't feel bad about it or apologize—keep your body language neutral, avoid questions and state your expectations: briefly, calmly and matter-of-factly  
Discipline should never include criticizing or controlling the child. At its core discipline means leading by example and teaching children how to control themselves.
- ♦ Sometimes you have time to let your child take half an hour dressing or finishing breakfast, sometimes you don't. Offer choices whenever possible to help facilitate cooperation.
- ♦ Help your child develop coping strategies for when things don't go their way. Create ways that they can take a break and return when ready to talk or cooperate. Be sure things are talked through later.
- ♦ Recognize the (positive) behaviors you want to promote.



# Gardening with Children - Core Competencies

## Observing Growth:

Children learn to observe the changes in seeds as they sprout and grow, fostering their observational skills.

## Experimentation:

Planting seeds can be a starting point for simple experiments, such as testing the effects of sunlight or water on seed germination.

## Asking Questions:

Encourage children to ask questions about the plants, such as "Why does this seed need water?" or "What happens if we don't give it enough sunlight?".

## Life Cycle:

Growing seeds provides a tangible way to learn about the plant life cycle, from seed to seedling to mature plant.

## Responsibility and Self-Sufficiency:

## Taking Care:

Children learn to care for their plants by watering, weeding, and providing sunlight, fostering a sense of responsibility.

## Patience:

Waiting for seeds to sprout and plants to grow teaches patience and the value of delayed gratification.

## Accomplishment:

Seeing their seeds grow into plants can be a rewarding experience, boosting their sense of accomplishment.

## Fine Motor Skills and Language Development:

## Fine Motor Skills:

Handling seeds, planting them, and using small tools like trowels strengthens fine motor skills.



## Language Skills:

Learning new vocabulary related to plants, gardening, and the growth process expands children's language skills.

## Sensory Experience:

The tactile experience of soil, the smell of the earth, and the visual changes of the plants engage children's senses.

## Social and Emotional Development:

**Collaboration:** Gardening can be a group activity, fostering collaboration and teamwork.

**Connection to Nature:** Spending time in nature and caring for plants can help children develop a connection to the natural world.

**Curiosity:** Gardening can spark curiosity and a love for learning about plants and the environment.

*Most important is to have fun with child led curiosity!*

*\* from CACFP Training at the Child Development Council*

Monthly Notes

April 2025  
p. 4





# April Curriculum

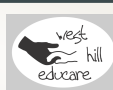
## Primary Themes

- Spring: signs of Spring outside
- What plants need
- Gardening, seed starting
- Revisit planets, continents
- Birds, Eggs, Nests
- Sorting:  
colors,  
edgers,  
initial  
sound  
objects



Monthly Notes

April 2025  
p. 5



## Activities

- Beading, sewing
- Butterfly painting
- Hungarian Egg Painting
- Care of environment: pouring, sweeping
- Initial sounds: matching objects
- Rhyming
- Counting/number games
- Grace and courtesy



## Books

- Exploring shapes and art: Matisse's Garden
- Appreciation: Who Put the Cookies in the Cookie Jar?
- Community: Night Market
- Rhyming: The Squirrels Who Squabbled  
The Lions Roar  
Bug on the Rug
- National Geographic Planets
- Between You and Me
- Spring
- Baby Animals: Here we Grow
- From Bulb to Daffodil
- The Vegetables we Grow

## Songs

- Robin Red Breast
- Mockingbird Hill
- The Earth is Good to Me
- Bean Song
- Golden Garden Spider
- Oats, Peas, Beans and Barley Grow
- Grey Squirrel
- Planets & Little Blue Ball, This Pretty Planet
- Continents

