



In the Center

From the Office

This year's 22ND annual Festival of Wreaths was a great success and we would like to extend a huge Thank-you to everyone who participated in bringing the festival to life! There were 110 decorated wreaths available in the silent auction, and we had several hundred visitors throughout the day. Innisbrook wrapping paper sales also went very well this year. We thank all of you for your help in making these fundraisers a success!

As many of you know, former Lead Teacher Marcie Tierney is now working as Mary Johnson's Strengthening Families Coordinator. As part of her role, she is available to answer questions and strategize the many hurdles that can come up in caring for young children. There will soon be an information area with information sheets, resources, articles, etc. There will also be a place to submit questions and issues you may be dealing with, and Marcie will prepare responses to share with everyone. In keeping with that, we have included some of her recent responses to questions at the end of this Newsletter. We hope you will find them informative and helpful.

You have probably noticed we are having our roof re-done by Murphy's Metals. We are hopeful that it will be complete by the time you come back from the break.

Don't forget to send your child in every day with appropriate outdoor clothing—boots, snow-pants, hat and mittens. Extra mittens are a good idea. Before vacation, remember to empty your child's cubby, and be sure to bring back extra clothing and a rest blanket. If you are having trouble providing any of these items, let us know and we will see if we can help in any way.

Calendar Reminder: Mary Johnson will be closed Wednesday, December 24 through Friday, January 2, and will reopen on Monday, January 5, 2015.



We wish everyone a healthy and happy holiday season!

'Tis the Season....

**Mary Johnson
Children's Center**

December 2014

Calendar Reminders

- December 24-
January 4
Center CLOSED
- January 5
Center REOPENS
- January 19
Center CLOSED
for Inservice
- February 13
Center CLOSES at
1 pm for Inservice

DAWNTREADERS ~ Andrea, Kristin & Anna

The Dawnreaders have been busy this fall getting to know each other and learning about their surroundings. From the very first day of school the group has been out and about exploring the community and interacting with the world around them.

Some of our favorite places to go this fall have been the Big Woods, the water wall and field hockey turf at the college, and hiking on different parts of the TAM. The woods have led to many mornings of exploring natural materials, observing bugs and animals, and collecting lots of different things along the path. During morning snack when asked where the group would like to go, the response often heard from the children was, "Da woods!"



The group has been very active and eager to engage in a variety of activities in the classroom as well. Through building with blocks, magna-tiles, and duplos they create houses for animals and containers to keep their treasures. Babies are often being cared for, put to sleep, and being made food in the kitchen area.

Throughout the fall and the early part of winter the Dawnreaders have helped bake items for snack and really like to help measure and pour ingredients into the bowl. The best part, however, is when they get to taste their hard work at snack time!



Art and sensory experiences have filled rainy days. Exploring pumpkins and scooping out seeds, painting with bubble wrap, making snow dough, investigating oobleck, painting, and more has filled the days we haven't ventured out in the buggy. The group continues to be exposed to new things and seem ready to try anything.

As the winter weather approaches we are excited to explore the snow and see what other interests arise through indoor explorations. The group continues to grow together and express their own personalities as they interact. Most days our classroom is filled with Doo Wop music and dance parties as well as lots of laughter.



NARNIA ~ Darcy, Lisa & Amanda

It has been a very exciting and busy 4 months in the Narnian classroom. The children are growing and developing at a fast rate and we are amazed at their capabilities each day. The year started off with a strong interest in building. The children have been building castles, houses, towers, zoos and rocket ships with wooden blocks and magna-tiles (a HUGE favorite!) They have incorporated people and animals into their creations, which has made for rich dramatic play and social interactions.

Speaking of dramatic play. Our room has been filled with it! Dress ups have been of great interest complete with fancy shoes and accessories. Many children are seen walking around with purses and babies that are either swaddled or in a front pack. Others are on the phones having lengthy conversations with their loved ones, friends and even their teachers. Some Narnians have taken plane trips on "Narnian Air" and visited places such as Mexico, the Desert and Africa. And last but certainly not least, many children can be found cooking up a storm in the kitchen area, which led to the opening of a "pizza store". The children took turns being cooks, waiters/waitresses, and the customers.



Did someone say cooking? Cooking has been of great interest in the room, as well. At least once a week, children have chosen to cook during their small group time. We would love any favorite recipes from home that could be eaten during our snack time or made for our breakfast the next morning.

The art area in the classroom and the studio downstairs are frequented on a daily basis. The children have been drawing a lot and we have seen an amazing progression in their development and representational drawings! Some children have discovered (for some, rediscovered) "beautiful stuff". Those are the things that adults may overlook as "junk" or "clutter", but to the eye of the child is beautiful. They have been exploring the shelf of beautiful things in the studio and have begun to collage with them and are even dabbling in creating with them.

One huge theme in our room right now is kindness. We talk and read books about friendships and are recognizing what is kind and not kind. The children were introduced to the kindness pledge that we say every day at meeting. Recently that was taped to your child's cubby so it can be brought home and your child can share it with their family. We look forward to exploring this more.

Lastly, the Narnians have been hard at work on an annual Mary Johnson tradition, creating a gingerbread structure. Since building has been so predominant, and the magna-tiles are the favorite material of choice, the teachers thought it would be fun to create with gingerbread "magna-tiles". The children worked hard every step of the way, from making the dough, to cutting out shapes, to building and creating and finally to decorating. The result: a beautiful structure created by the Narnians as a team! Be sure to check it out in the gallery space.



We would like to wish everyone a very happy, healthy and safe holiday season!

THUNDERDRAGONS ~ Kristen, Sue & Wendy

Happy winter! The Thunderdragons have been so passionate about their play and explorations! Here are a few highlights from the past weeks:

We have added an earlier morning meeting, where we come together for a short time to greet each other in song and listen to a story. We then break up into our small groups. These groups remain the same each day, giving the children and "their teacher" a chance to work as a tighter-knit community over time. We work together in new ways, form new friendships, understand each other on a deeper level, and increase our awareness of the strengths, talents, and preferences of individuals. These groups are also a way to challenge the children to try experiences that may be out of their comfort zone. We have seen some great teamwork!



Wendy's group has been exploring new ways to use a wide variety of art materials, and is becoming more familiar with the studio space. They have made some signs and gifts for others, and explored some fun sensory rich experiences!



Sue's group has spent lots of time researching about dinosaurs, digging for dinosaur bones, and engaging in creative movement and dramatic play around the topic of dinosaurs!



Kristen's group made props for acting out one of their favorite stories, *Abiyoyo*. Each child takes on different roles as we act out this classic! This group also researched statues, sketched their ideas and created their own "mini-statues" with clay. Our work with shapes has led to some classroom-wide explorations.



We have been exploring shapes and the way they can be used to represent people, animals, and objects. It is amazing what you can create using paper shapes and tape! The children have been encouraged to look for shapes in book illustrations, and to creatively use certain shapes in their daily drawing challenges. They continue to use Magna-tiles and other manipulatives of various shapes to represent their ideas and stories.

We wish you all a wonderful holiday break, filled with love, laughter, and family!



CASPIA ~ Chris, Matt & Jake



First of all, thank you to those who made it to our family night. The turn-out was absolutely amazing! The Caspians have been very busy the past few months. During open exploration time, fusion beads, construction equipment, and building with various manipulatives are of great interest. The more time the Caspians have with the fusion beads, the more elaborate and planned their creations become. Dressing up as construction workers who are "hard at work" has been especially popular in the morning, and it's been interesting to see their block creations also evolve over this time. Building with Magna-Tiles and Duplo's is also a favorite. The Caspians really enjoy building space ships out of manipulatives and flying them around the classroom while humming Darth Vader's theme song! Open exploration time always flies by!

The childrens' interest in learning about space has occupied us this year. Chris and the children created planet models, with detailed, lengthy conversations about each planet. Matt and the children created a space-themed game board, which is now a favorite. The Caspians also used watercolors to make representations of the planets based on their understanding of how each planet looks. Conversations about space continue to take place, and creating spaceships out of Magna-Tiles is a daily occurrence.

The children have also enjoyed reading "Pete the Cat" books. After reading *Pete The Cat: I Love My White Shoes* the Caspians started talking about stepping in various things such as bubblegum, soil, and orange juice to turn their shoes pink, black, and orange. Chris and the children have started making a Caspian version of the book *Pete the Cat: I Love My White Shoes*. Great creativity has emerged from the project so far, and soon the book will be finished and read to all!

The Caspians helped out again with the Festival of Wreaths, delivering several wreaths to local businesses. This time of year staff and children are always excited to create a gingerbread display. Ideas for this year included "Chicka Chicka Boom Boom", "Swimmy" and space-themed gingerbread displays. At morning meeting each child voted on which theme they wanted and the space-themed display received the majority of the votes. Over the past couple of weeks Matt and the children have been busy creating it. Gingerbread dough was used to create the planets, black twizzlers show the darkness that surrounds the planets, and crushed lollipops represent solar flares. The project is displayed in the foyer near the front door. One parent actually commented that she thought a photograph of the gingerbread creation was a painting of outer space!!!



Our morning meetings continue to be filled with great content. We typically start with a greeting which might include each child selecting a letter, finding the peer whose name begins with that letter, and then greeting him/her or singing a song that breaks each child's name into syllables and then puts them back together again. We usually read a book to introduce a topic or theme, and then do an activity related to it. We work with identifying letters and letter sounds, building and taking apart simple words, counting and quantifying, and learning about the days of the week and the months. A "What Is It Box" was introduced a few weeks ago where the Caspians use their senses to guess what is inside the box. The Caspians' guesses have become very accurate! Morning meeting is a great time for everyone—including the teachers—to learn something new!!

Jake recently read the story "Swimmy" by Leo Lioni, which the Caspians really enjoyed. They pretended to read the story themselves and looked intently at the beautiful pictures displayed in the book. Jake took their interest in the story and decorated an ocean backdrop with the children. Once the ocean backdrop was completed, each child created his/her own fish to add to the display. All the while conversations about cooperation and being kind to one another took place. The "Swimmy" project is displayed in the staircase leading up to our classroom.

Sign language continues to be of great interest. It's been incredible to see how quickly the children have learned and remembered so many signs in such a short period of time. From colors and letters to animals, we've definitely been busy signing away!

Lastly, we want to thank you all for taking the time out of your busy schedules to read our emailed daily notes. We've received lots of positive feedback and we're glad that you are all so informed about what we're doing each day. Keep in mind that the colder weather is here and we continue to go outside so long as its twenty degrees or above factoring in wind chill. Please be sure that your child has the proper winter gear to be comfortable outside during the colder weather. This includes a hat, mittens, jacket, snow pants, boots, and warm socks. Have a great holiday break and we will see you all next year!!!

FROM THE KITCHEN ~ Suzanna

Pumpkin Pie!

On Monday, November 24 we had a wonderful pumpkin pie party. Families made over 40 pies to take home and to share with other families that were not able to make it to the party.



Andrea Scott from Champlain Orchards came and brought a variety of squashes for the children to sample and learn more about.

Teachers and children cut up the pumpkins to be baked before the pie party.





STRENGTHENING FAMILIES ~ Marcie Tierney

Monday Morning Coffee...

Don't forget—Monday mornings we have coffee and breakfast treats for all parents. We always look forward to seeing you—stop by and say "Hi"!

Answering your questions about child care...

The following pages are responses to recent questions from parents about common issues that arise with young children. If you have questions for Marcie, you may leave them in the suggestion box in the front foyer.

Appropriate Limit Setting Suggestions

Some children simply test more than others and it highly depends on personality and temperament. Stay positive, there are many good reasons to be persistent and strong-willed. It is our job as parents to direct their persistence in a positive way.

Setting limits is an important part of productive parenting. When you don't set limits, your children won't develop the ability to tolerate frustration, or manage themselves. What research shows is that when we don't set limits, children have fewer opportunities to develop self-discipline. Children need limits for healthy emotional development. Limits should be reasonable and empathetic in support of a strong parent-child relationship, but children do need appropriate limits and guidance. The most effective discipline is neither rigid nor permissive. It's a more nurturing style that falls somewhere in between, by setting limits that are fair and enforcing them firmly but lovingly.

Here are some strategies you might find helpful...

- 1.) First make a plan and think ahead** - We all know in parenting, you have to be one step ahead. It helps to identify where your children will potentially push back or fall apart. Whether it's mealtime, or bedtime, take the time to think things through and know where your limits lie ahead of time.
- 2.) Have developmentally appropriate expectations** - 1-year olds get into everything... 2 year-olds cannot share without protest... 3 year-olds will say "no" often... 4 year-olds must know "why?" 5 year-olds can be quite sassy, and so on it goes. Remember how much your child is growing on every level - emotionally, physically, mentally and psychologically. They can hold it together, but also fall apart unexpectedly.
- 3.) Focus on the behavior, not the child** - It is important when your child misbehaves that you focus on what they did, not them as a person. You don't want to cause self-esteem issues. Never tell your child that they are "bad," it's the behavior that's unacceptable. It's important for your child to know that how they feel is important (like when they get angry), but what they do with their feeling must be appropriate, not inappropriate (like hitting).
- 4.) Be direct and specific** - Be direct in your language or instructions. Take a moment to listen to yourself and the verbal statements you make. You want to stop using weak language when giving directions and setting limits. Aim to eliminate statements such as, "I don't really want you to do that," (You don't really, or you don't?) Also try putting a period where you may have previously put a question mark. (Example: "You need to pick up your toys please." Not, "Could you please pick up your toys?" or "Pick up your toys, okay?"). Putting okay at the end of a statement makes it a question and your child's response will most likely be "No."
- 5.) Ensure that your tone is warm, but firm** - Being firm doesn't mean that you have to yell. Being firm is not being mean. Being firm means you are in control of the situation and confident in your decision, so use your normal voice and lead by example.
- 6.) Check your body language and facial expressions** - Nonverbal cues carry huge importance. Make sure that your body language matches the voice and tone of what you say and what you want your child to hear. Always, always get low. You are much larger and can be intimidating to your child at times. You can mean what you say while meeting your child down on their level, with a neutral facial expression.

STRENGTHENING FAMILIES

- 7.) **Tell them the consequences** - If your child is strong-willed, it is sometimes effective to state the consequences before they have a chance to disobey. It takes practice to remember to do so for sure, but it can work well once you've mastered it.
- 8.) **Make sure they understand and respond immediately** - Make sure your child understands your instructions and consequences. After stating them you can ask your child, "Do you understand?" This helps to make sure they are digesting what you have said. Make sure the consequence is appropriate and relates to the misbehavior. (Example: As soon as the toy is thrown, it gets put away, etc). Once you have stated the request and the consequence, give your child about 10 seconds to make a choice. (You will have to see what interval is appropriate for your child). This gives them time to respond and if you remain quiet during these 10 seconds then you won't harp on it! After these brief periods of time, if they don't respond, then follow up by saying, "It's time to do _____ now, so I will help you!" Scoop them up and move forward.
- 9.) **Don't argue** - If your child pushes back and challenges you, it's easy to get sucked into an argument about any given situation. Remember, you are the parent, they are the child. Do give an explanation or reason for the limit just once, but after that if they still try to argue, hold your tongue and do your best to keep quiet, and follow through.
- 10.) **Limit choices** - It is easy to overwhelm children with choices; so it's best to limit them. Do your best to give them two choices in any given situation. (Example: "Do you want to brush your teeth first, or put on your PJs?") It is important to give them some control, just make sure either option is fine with you. You can also offer what appears to be a choice within something that, in reality, is not a choice. (Example: If your child is doing something you don't want them to do, like using a crayon on the wall, respond by saying, "You can keep coloring on paper, or I will put the crayons away." Or when asked to use the potty and your child says "no", you can respond by saying, "You can sit on the little potty, or the big potty, but now is the time!") Try to keep the choices positive in any given situation.
- 11.) **Hold firm** - It can be tempting to "give in" to whatever your child wants if they promise not to do it again, however, they are testing you and if you give them the privilege they've lost, you are the one who loses ground. Instead, use it as a teaching moment that you mean your consequence by saying, "That is a good choice for next time, but this time sticks!"
- 12.) **Don't expect your child to comply without upset and allow time to cool-off** - Empathize, but keep moving. Set the limit, and make space for feelings. It is unrealistic to expect your child to accept you saying "no," with "okay, sure!" However, it will happen more often if you are calm and reassuring. Everyone gets angry and emotions flare, including parents' at times. It's best for everyone to take a cool-off break and then re-visit the situation once things have settled down.
- 13.) **Be consistent and confident** - Consistency is key. When your child is testing you over and over again, it must be met with the same answer and approach every time. Inconsistency is when children test more and problems tend to remain.
- 14.) **Don't harp and move on** - Once your child has taken space or followed through with your consequence, revisit with them briefly discussing what happened, why the consequence happened and then let it go and move on. As your child continues to grow and develop, problem solving skills will develop. After briefly discussing it, brainstorm things to do differently the next time, but still keep these simple and clear.
- 15.) **Use humor** - We cannot stress enough how well this works. Try a silly voice, or tone! This doesn't take any longer than bargaining; raising your voice, or bribing and you'll be amazed at how quickly this changes a child's mood and often the situation.

In general, the most important thing you can do is focus on the positive things your child does. Always give positive reinforcement about what your child is doing "right" to encourage repeat behavior. If we want children to be internally motivated to behave well, we have to be firm and kind, stay connected to them, and listen to their feelings.

These are suggestions and tips compiled from a variety of resources, but we hope they help...

<http://www.huffingtonpost.com>, www.babysleepsite.com, <http://www.ahaparenting.com>, <http://respectfulparent.com>,

STRENGTHENING FAMILIES ~ Marcie Tierney

Eating and Nutrition

Feeding young children is a tough job! Have you ever worked hard to make a meal for your child, only to have them push it away and say, "YUCK!" It can really hurt when this happens. After all, you may feel you're offering more than just food to your child - you're offering your love! When this food is rejected, it can sometimes feel like your love and parenting are being rejected as well...

WHOSE JOB IS WHOSE - The feeding relationship is a partnership right from the very first moment. It is the adult's job to choose a balance of nutritious foods, and when and where to offer the food. It is the child's responsibility to choose whether or not and how much to eat.

WHY CHILDREN REJECT FOOD - There are several reasons why children refuse foods. Many children have a hard time trying new foods and dislike foods that are combined. Often times, these same children will eat these combined foods after they've seen others eat them, and the children become familiar with the smell and appearance. The key is to keep serving foods that children have rejected because a "yucky" food from yesterday may become a favorite food today. It can take up to a dozen or more tries for a child to accept a new food!

OFFER SIMPLE CHOICES - Sometimes children also reject food when they feel a need for control in their lives. Giving them more control in simple choices can reduce a child's need to control by refusing food. The best choices are those in which you approve of both options: "Do you want your red or your blue shirt?" or "Do you want to play outside or upstairs?" You can also give children choices about eating. Rather than making something different for each family member, make a simple choice available for children when creating meals, "Do you want broccoli or cauliflower as tonight's veggie at dinner?"

INVOLVE YOUR CHILD IN MEAL PLANNING AND PREPARATION - Children are less likely to reject food that they have helped make, so involve your child in meal preparation, adding ingredients, scrubbing veggies, or helping to stir food.

PORTION SIZES - Offer small portion sizes. This also helps to cut down on the waste of food. Most parents are surprised to learn that a good estimate of portion size is a tablespoon for each year of age. For example, a portion of peas for a three-year-old is three tablespoons. Always offer your child more when they have finished. Their appetites will vary from day to day. Please do not encourage children to over-eat by insisting they clean their plate. Allow children to stop eating when they are no longer hungry.

ENJOY MEALS TOGETHER - Try and set aside time to eat together with your child. Feeding children in family style dining allows you to model good eating habits. Encouraging children as early as age two to serve themselves with utensils that are sized for small hands will help children not only accept and try a greater variety of foods, but they will feel confident and in control of their eating, learn to choose appropriate serving sizes, reinforce social skills and practice fine motor control. Sure, it's messier than if you did it for them, but a spill now and then is worth it when you see the pride your child feels when they can, "do it myself!"

STRENGTHENING FAMILIES

SITTING AT THE TABLE AND REMAINING UNTIL EVERYONE IS FINISHED - Many families ask if their child should sit at the table while eating and remain until everyone is done eating. Although this is up to the nature and culture of your family, just remember that young children can't sit for long periods of time without becoming restless. Always encourage your child to be sitting with food in their mouths to reduce the risk of choking. It's best that your child sit at a table anytime that food is presented. During meal times, if your child has finished eating and is no longer hungry, it is natural for them to want to move on with their agenda. If you insist that your child stay at the table, you do risk the chance of them playing inappropriately with their food. Try to engage them in a conversation about their day to distract them. Have them share their favorite part of the day, and maybe something that they wished had been different. As children grow older, they'll be able to stay at the table for longer periods of time.

INCORPORATING MANNERS - Try not to remind children constantly of what they should be saying and when. Instead, model it yourself. For example: "_____ could you please pass me the green beans?" Once your child does so, make sure to respond with, "thank you!" Or if your child is asking for more of something you can slide in, "You'd like more green beans? Yes please or no thank you?" Nothing teaches the value of saying "thank you" more quickly than having a grown-up thank a child!

EATING BEHAVIORS OF YOUNG CHILDREN - Young children eat differently than adults. If you learn what to expect as your child grows, you can help them become a healthy and happy eater throughout their lives. Here are some developmental stages to watch for...

Toddlers - Toddlers need to be fed on average about every two hours. Their stomachs are small, so they need healthy snacks to give them the nutrients they need. During the toddler stages, children become ready to eat as a group. Sit down with them at a low table, or offer them a booster seat that allows the table to be the accurate height for their little bodies. Toddlers often do not want to try new foods and may want to eat the same food over and over again. They often become upset about how food is offered; they may not want the cheese to be on top of the cracker and may even throw a tantrum when this happens. As toddlers grow older, their growth slows down, and so does their appetite. Sometimes it may seem like they are not eating enough. Just keep offering a good balance of foods, and over the course of a week, children will do a good job of picking a healthy diet for themselves.

Preschoolers - Preschoolers also need frequent snacks, and are typically more willing to try new foods. But often a new food is chewed and spit out rather than swallowed. This can be a normal stage in getting to know a new food, and the best way to handle this is to teach your preschooler to spit food out into their napkin. Just like babies and toddlers, preschoolers play with their food. Although this may drive you crazy, playing actually allows children to explore and become familiar with a new food and is a very important way for children to develop healthy eating. Set some rules and guidelines about food exploration. Playing with food does not mean that children can disturb others with their food play, play with food off their plate, or play with food away from the table.

These are suggestions compiled from a variety of resources, but we hope they help...

Childcare Food Program Round Table, Nutrition Edition, Hunger Free Vermont, Healthy Tips for Picky Eaters, www.hungerfreevt.org, Penn State Extension, Food: It's More Than Just Eating, <http://extension.psu.edu>

FYI — Addison County Readers & Dolly Parton's Imagination Library

What Is Dolly Parton's Imagination Library?

Dolly Parton's Imagination Library is...FREE!

It sounds almost too simple to be true, but by reading regularly with your children during their preschool years, you are giving them the biggest boost toward a successful education they will ever get.

Dolly Parton's Imagination Library will help you read with your child. There are many reasons parents do not read to their child, but we can eliminate one of them. Every child will have books of their very own, **at no cost to you**, thanks to **Addison County Readers, Inc.** and Dolly Parton.

Each month a new, carefully selected book will be mailed in your child's name directly to your home. He/she can look forward to new and exciting reading adventures from Dolly Parton's Imagination Library until he/she turns five years old as long as you remain a resident of **Addison County, VT**. Should the child move outside **Addison County, VT**, he/she automatically exits the program.

Dolly Parton's Imagination Library is a **FREE GIFT** to our children! **All you have to do is read to your children.**

Who Is Eligible?

Preschool children (birth until their fifth birthday) **of Addison County, VT**.

What Are My Responsibilities?

1. Be a resident of **Addison County, VT**.
2. Submit an official registration form, completely filled out by parent or guardian (form must be approved and on file with **Addison County Readers, Inc.**).
3. Notify **Addison County Readers, Inc.** any time your address changes. Books are mailed to the address listed on the official registration form. **If the child's address changes, you must contact your friends at the address on this brochure in order to continue receiving books.**
4. Read with your child.

When Will I Receive Books?

Eight to ten weeks after your registration form has been received, books will begin arriving at your home and will continue until your child turns five or you move out of **Addison County, VT**.

How Can I Help?

Do you know a preschool child in **Addison County, VT** who is not receiving Dolly Parton's Imagination Library? Give their parents a brochure/registration form and encourage them to fill it out and mail it to the address below. Telling them about this **FREE program** can make a huge difference in their future and the future of our community.

If you know of a business, organization or individual who would like to donate funds to support this gift to your children, donations can be sent to:

United Way of Addison County/ Addison County Readers, Inc.

2 Court Street
P.O. Box 555
Middlebury, VT 05753
(802) 388-7189

Dolly Parton's IMAGINATION LIBRARY Official Registration Form (one per child required)

Privacy Statement: This information will not be used for any purpose other than the Imagination Library.

PLEASE PRINT

Preschool Child's FULL Name _____

Child's Date of Birth _____ / _____ / _____ Sex: M F Phone _____

Parent/Guardian's Name _____

Child's Home Address _____
ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

Mailing Address (if different) _____
ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

"This child is a resident of **Addison County, VT**" _____

SIGNATURE OF PARENT/GUARDIAN

FOR OFFICE USE ONLY: Date Received: _____ Group Code: _____ - _____

**Sign up your
child today!**

Simply fill out the above form and mail to:
**United Way of Addison County/
Addison County Readers, Inc.**
75 Main Street
Middlebury, VT 05753
(802) 388-4097

