

CAPABLE. CONFIDENT. CURIOUS.

From Principles to Practice: Real Ideas. Real Stories. Real Learning.

From the Framework

In *Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework*, the Language and Communication learning goal emphasizes that children gain meaning by engaging with a variety of texts, expressing ideas through different media, and interacting verbally and non-verbally with others. Interactive tools like puppets and felt boards support these objectives by giving children concrete ways to explore stories – sequencing events, building vocabulary, and connecting emotions to characters.

When children use objects, puppets, or felt pieces to tell or retell stories, they engage in powerful early literacy practices. These experiences strengthen symbolic thinking, narrative understanding, and empathy, reflecting the Framework's emphasis on joyful, hands-on communication and confident expression.

About this Issue

This issue highlights how puppets, felt boards, and simple story props can make storytelling interactive and joyful. When children help build a story they develop confidence, language, and early literacy skills in playful, meaningful ways.

These experiences invite participation and expression, supporting children as capable communicators who bring their own ideas to shared stories.

Songs, Stories, and Problem-Solving

Submitted by: Hyacinth and Thami, Adventurers Child Care Centre

Popular activities we include are "Zoom, Zoom, Zoom", "Little Mouse", and "Old MacDonald". We also use songs like "Down by the Bay" for rhyming, "Alice the Camel" for math, "Itsy Bitsy Spider," and "Baby Shark." These consistently prompt amazing vocabulary growth and eager participation from every child.*

We incorporate puppets and felt pieces into our daily routines to support dialogue and problem-solving. For example, after one child takes a book from another, we recreate the scenario with different names and ask for solutions. By acting out their suggestions, we encourage children to express feelings, suggest respectful resolutions, and develop empathy. Through these interactive experiences, children become more confident in navigating social challenges and positive behaviours.

*These children's songs are widely available online for reference.

From Matching to Meaning

Submitted by: Manjot Kaur, Sarbjit Kaur, and Lina Esfahani from Allegro Child Care Centre

The educators knew that the children were interested in animals and were curious about their animal knowledge. They prepared an invitation with animal figurines and animal books. The children were drawn to the animal figurines. They picked up the animals and flipped through the books, scanning the pages with focus and excitement.



They began matching animals to pictures, pointing and comparing them with intention. Smiles spread across their faces as they recognized familiar creatures, and some laughed and clapped when they found a match.

The storytelling further extended into art experiences. While creating art, children named their creations from the stories: princess castle, dragon, froggie. When educators asked, “What are you making?” they replied, “Dinosaur,” “Elephant,” and other animal names from the stories. At first, their drawings were only a line or two. As they observed the animals more closely, their representations gradually became more detailed. Educators asked, “What else can go on their bodies?” and children responded, “Eyes,” “Tail,” “Ears,” “Mouth,” carefully adding those features with growing intention.

Try This!

Educators might extend the practices described in this month’s stories by:

- Inviting children to **create their own** felt pieces or simple puppets.
- Using **story baskets** filled with familiar objects that children can sequence into a group narrative.
- **Modelling how to** retell a story using puppets or objects, then inviting children to “have a turn.”
- Creating a **problem-solving puppet corner**, where children can act out challenges and propose solutions — a common practice within the Pyramid Model.
 - For more information about the Pyramid Model, visit: <https://nsecdis.ca/programs-for-educators/>

We’d love to feature your story from an early learning and child care program in the next issue of Capable. Confident. Curious.

If you'd like to include photos, please email us to request an Image Consent Form.

Story topic: **How do you honour and incorporate the languages children bring into your program?**

Submit by: **April 13, 2026** to be considered for the May issue.

Submit your story to: ELCCprofessional.learning@novascotia.ca

**DO YOU
HAVE A
STORY TO
SHARE?**