Week of the Young Child

From April 12th to 18th, we will celebrate “The Week of the Young Child”, sponsored by the National Association for the Education of Young Children. NAEYC encourages early childhood communities to organize projects and events that create broad visibility and support for the importance of the early years as a way of sharing the responsibility of ensuring the well being of diverse children and families. As a laboratory school affiliated with a Psychology Department, we contribute to the success of all young children by facilitating high quality research, offering a model program that serves as an example for practitioners and as a field placement site for pre-service teachers, and offering seminars and workshops as professional development for our colleagues.

This year, NAEYC has strengthened the family web site (http://families.naeyc.org) to offer more resources. They also initiated daily themes for the week: Music Monday, Taco Tuesday, Work Together Wednesday, Artsy Thursday, and Family Friday. Each of our classes will participate in one of the events and post their experience on the WOYC FaceBook page. We invite you to participate at home, and Mrs. McGillen has enclosed a flyer with ideas for you. Also, watch for our Week of the Young Child greeting card in your child’s backpack. As one form of advocacy, we share it with a broad range of colleagues on campus and in the community.

Enrollment Updates

2015-2016 School Year: We currently have 20 children registered for the Kindergarten, 20 children registered for the Morning 4’s, and 25 children in the Morning 3’s. Twenty-six of the morning preschoolers will stay for the Extended Morning Program. The Afternoon 4’s program has 9 registered children, and Afternoon 3’s has 9 children. Mrs. Rosenblum is still conducting tours with prospective families to fill our classes for the 2015/16 school year. Thanks to all of the families for referring your relatives, friends, and neighbors to us!

Summer Camp Enrollment: There are also spaces remaining in our Summer Camp. This year’s camp theme is Animals (Ocean, Desert, Rainforest, and Backyard Animals) and will be taught by Children’s School educators. Camp runs for four weeks in June and the hours are 8:45 AM - 1:00 PM from Monday through Friday. Please contact Maggie Rosenblum (rosenblu@andrew.cmu.edu) if you want to register your child for one or more weeks of camp.

April Dates

- Friday, April 3rd – NO SCHOOL for children / Conference Preparation Day for Educators
- Friday, April 17th – NO SCHOOL for children
- Afternoon Parent / Teacher Conferences
- Enjoy CMU’s Spring Carnival “Living Library” April 16th to 18th
  http://cmucarnival.com
- Friday, April 24th – Parent / Teacher Conferences – NO SCHOOL for children
Teacher Appreciation / Year End Celebration

This year, the Teacher Appreciation Luncheon will be held on Friday, May 1st. This event is an opportunity for Children School families to show their appreciation for their children’s teachers and the other staff members of the school by preparing, setting up, and cleaning up for this staff-only meal. The annual Year-End Celebration Picnic for all Children’s School families will be held after the Kindergarten Graduation Ceremony on Friday, May 15th. The Children’s School will be providing the main course, and we need volunteers to provide paper products, beverages, salads and desserts, as well as to help with the set up and clean up.

Committee meetings to plan these two events will be held on Monday, April 6th at 9 am and 12:45 pm, respectively. Please join us if you can! Even if you cannot join us on that date, there will be volunteer opportunities for both of these occasions, so watch for an email about using a Google.doc to indicate how you can help. Please contact Maggie Rosenblum if you have any questions (rosenblu@andrew.cmu.edu).

Children’s School Approved as K-12 Educational Improvement Tax Credit (EITC) Scholarship Organization

The success of the CMU Children’s School OSTC and Pre-Kindergarten EITC programs prompted us to apply to the state as a K-12 EITC Scholarship Organization. We have received word that our application has been reviewed and approved. As with the OSTC and PKEITC, businesses receive tax credits for making contributions to the K-12 EITC Scholarship Organization. This money will then allow us to provide tuition assistance to eligible students to attend a school located in Pennsylvania. If you would like more information on any of our scholarship programs or can help us to build a list of prospective businesses, please contact the Main Office.

Box Tops for Education Update

Thank you to everyone who collected and submitted Box Tops for Education. In this collection period (October - March), we received 611 Box Tops for a total of $61.10. Our next Box Top Submission Deadline is November 1, 2015.
Nurse Ginny’s Hand Washing Lesson

On March 25th, Ginny Allison, our School Nurse Practitioner from the Pittsburgh Public Schools, visited all of our classrooms to talk with the children and staff about hand washing and other habits to keep us healthy. She and University of Pittsburgh nursing student, Gabrielle, blew bubbles to simulate what happens when you cough or sneeze. Nurse Ginny talked with the children about the proper way to “catch your cough or sneeze” in your elbow so that the germs will not float in the air like the bubbles.

She then led the children in a discussion of when we should wash our hands, as well as how to effectively wash our hands. Nurse Ginny brought a special glow lotion and black light machine called the Glitter Bug to make the experience concrete for the children. The children were given 1 pump of the special lotion to rub on their hands. Like germs, we cannot see the lotion on our hands. However, when the children placed their hands under the black light in the machine, the lotion illuminated. The children then went to the sink and washed their hands with regular soap to remove the “pretend germs”. The children returned to the Glitter Bug to determine if they removed the “germs” or if they needed to wash again.

According to the Centers for Disease Control and Prevention, “Handwashing is like a "do-it-yourself" vaccine you can take to reduce the spread of diarrheal and respiratory illness so you can stay healthy. Regular handwashing, particularly before and after certain activities, is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others.” Thank you to Nurse Ginny and Gabrielle for sharing their knowledge and expertise to keep us all healthy!!
Family Spotlight: Grandparents’ Viewpoints

At the Children’s School, we value parents as partners in the children’s education, so we endeavor to help educators and families get to know each other as a way to build solid relationships. Ten of our seventeen educators and all three of our substitute teachers are also parents of their own children, and five of those children have attended the Children’s School (Joel and Steven Solomon, Darrah and Emilie Bird, and Ariel Carver). In the fall, Addison Armbruster will be joining our 3’s program, just a few months after becoming a big sister!

Within the last few years, six of our educators have become grandparents, which has brought new perspectives on child development and education. We have all experienced the joy of new life, awe at the amazing potential of each unique child, and renewed wonder as we see the world through our grandchildren’s eyes with each new milestone they reach and discovery they make.

Jean Bird reflects, “Being “Mimi” to Rowan has shifted my sense of time and relationship. I am so focused - wrapped up in this beautiful little being. Time moves both wonderfully slow, and then way too fast. It is all goodness, whether we are fascinated by the movements of the animals at the zoo, reading a favorite story, or sharing a meal with the whole family. As a grandma, I have a renewed and deeper appreciation for these gifts, and I cherish them.”

Donna Perovich adds, “The best part of being a grandmother to Alexis and Holden is seeing the big picture and cherishing the present. Now I get the chance to enjoy the process of helping these little ones develop. I want the memories that they have of me to be happy ones.”

Estelle Solomon reflects, “As a parent and teacher, I have learned that we have our children so that they grow up to be independent. Phoebe is already demonstrating her independence in many ways. She sleeps in a big girl's bed, goes to ballet class without a parent in the room, etc. Distance makes it hard for Phoebe and me to spend as much time together as we would like, but FaceTime is a great way for us to see each other and talk. What a joy it is to be ‘Nan’ to Phoebe. She gave me my special name all by herself! How cool is that?”

Charline Tomer with Ryan, who was born during spring break. Beth McMichael with Quinn and Will. Sharon Carver with Lucia.

Last week, all of our educators were inspired by a quote from Rachel Carson, who said that every child needs the “companionship of at least one adult who can share [a sense of wonder], rediscovering with him the joy, excitement, and mystery of the world we live in.” May each of us strive to be that person for all of the children in our care!
Pittsburgh Perspectives

Biking with children has many benefits for all domains of development, not just the obvious physical fitness impact. “By getting out and seeing the world first hand, children will have a much deeper understanding of the world around them” (http://familyonbikes.org/resources/bicycle_child.htm). The blog mentioned here offers inspiration for family biking and many practical tips for both short and very long-term bike trips with children.

April’s Pittsburgh Tip:
Bike Pittsburgh (http://bikepgh.org) offers a helpful map for local biking and links to both Pittsburgh biking events and resources related to biking. Enjoy exploring the Pittsburgh trails together!

International Colleagues to Tour Lab Schools

This year, for the first time, The International Association of Laboratory Schools (IALS) is offering international members and friends an opportunity to tour with us, visiting 5 Laboratory Schools in the United States during April of 2015. The 5 Laboratory Schools on this pilot tour are on the campuses of Columbia University, Bank Street College of Education, Carnegie Mellon University, the University of Pittsburgh, and the University of Chicago. Never before have our Lab Schools opened their doors in quite this way – a traveling tour that will give a glimpse of excellence in various contexts across universities. Approximately 20 educators from Canada, China, Japan, Korea, and the West Indies will spend the day at the Children’s School with us on Tuesday, April 21st. They will learn about our approaches to preschool and kindergarten education, developmental research, undergraduate teaching, and training of both pre-service and practicing educators. They will have opportunities to tour the school and the campus, as well as attending a Pirates / Cubs baseball game. Please welcome them warmly and feel free to share your laboratory school experiences with them!

Fred Rogers Sweater Drive

Our Fred Rogers sweater drive was very successful. We collected 6 men’s sweaters, 18 boys’ sweaters, 27 women’s sweaters and 24 girls’ sweaters for a total of 75 sweaters! These garments were taken to the Wear After Thrift Store in Bloomfield. In exchange, this organization will issue vouchers that will be given to the Women’s Center & Shelter of Greater Pittsburgh so their clients can choose the clothes they need. Thanks to all the families who donated sweaters!

April Gallery Features

3’s Friends: Javier G., Calabria K., Dominick L., Parker N., and Ben R.
4’s Friends: Sammy D., Jacob F., Roxie F., Jillian G., and Mira S.
Kindergarten Friends: Julia M., Nika M., and Asya S.
From Worms to Beans

On Friday, March 27th, Mrs. Bird introduced parents to vermicomposting, or composting organic food waste with the help of worms. Worms speed the natural decomposition process by digesting the rotting matter and transforming it into rich, new soil called castings. We can then add the castings to soil for indoor/outdoor gardening, including vegetable gardens.

Why? The worms are our pets. Caring for a pet can help children take responsibility and develop respect for all living things. The worms are helping us. The odors that normally occur with rotting food do not get a chance to develop because the worms digest the food first. We make our own organic fertilizer and harvest nutrient-rich castings that can be used to improve the soil in our gardens. Composting is one way of recycling to reduce the trash in landfills. The children are learning that they can make a difference in caring for our earth.

During our time together, parents explored the worms and then created their own worm farms to share with their children at home. They cut newspaper to mix with soil and water to make a good home for the worms. They then added “red wigglers” from the school worm farm, chopped some orange peels to bury in the bedding for the worms to eat, and drilled holes in the container’s lid to allow air to circulate. Some parents even planted bean and snap pea seeds so they could grow seedlings to plant at home.

Thanks to Maria for sending photos of her worms’ first interactions with Sammy in their new locale. If you are interested in making your own worm farm, please contact the school office for a handout and some coaching by Mrs. Bird. All of our children have opportunities to interact with our red wigglers in school and the earthworms that are plentiful on our playground after the rain!
Hello Children’s School Families,

We had a very festive and fun month of March. We ended the month of February with a play date at the Natural History Museum. The children got to excavate fossils at the Dino dig, meet snakes, and learn about different animal species. During spring break, families met at the Heinz History Center to learn about toys, games, and activities that children growing up in Western Pennsylvania have enjoyed over the years. We also got to take a tour and learn more about Mr. Rogers and his contribution to early childhood education. Finally, the children enjoyed a 1-hour golf clinic at the Bob O’Conner golf course. They got to learn about the game of golf, while also understanding the importance of sportsmanship and perseverance. As we close the year, we hope that you will join us for more family fun in the month of April. Please keep a look out for FSO emails!

Amee and Julie

Final book club of the school year!
We will be discussing the following article which raises questions about the "still and quiet classrooms" that are so common in our schools:

When: Wednesday, April 8th after morning greeting
Where: The CMU Café, which is in Resnik House, ground floor (close to the football field)

Please feel free to contact Michelle Landau (Owen's mom): mklandau@mac.com with any questions!
Undergraduate Spotlight

Senior Ashley Taylor reflects, “As I'm nearing the end of my time at Carnegie Mellon, I feel incredibly fortunate to have had the opportunity to work at the Children's School. Over the years, I’ve worn many hats here. My Children's School experience began before freshman year, in fact. When visiting the campus, I toured the Children's School, as it was one of my primary motivations for attending CMU. I immediately fell in love with the energy of the school. Unfortunately, during my freshman year, my interactions with the Children's School were limited; I only observed in the classrooms for my Child Development class, but I knew that I wanted to come back in some other capacity.

During my sophomore year, I joined one of CMU's psychology labs, so I shifted from observer to researcher. My next transition came during my junior year, when I interned in the Kindergarten classroom as part of Dr. Carver's Practicum in Child Development class. I loved being in the classroom and interacting with the children on a daily basis, so this year I added another position to my list: classroom aide. Additionally, I'm completing a senior honors thesis by conducting a study with children in the 4's and K's classes (see Research Spotlight). Sometimes it feels like I live at the Children's School, but there's no other place I'd rather be. Though I'm excited to graduate, I'll miss the Children's School immensely, and I consider myself blessed to be a member of the Children's School family!

Spring Science Spree on April 25th

CMU students from the Mortar Board Senior Honor Society are planning a family event on the Children's School playground for Saturday, April 25th from 10am to Noon. Please join us for science experiments and demonstrations organized by seniors who are striving to integrate their scholarship with leadership and service. Dr. Carver is the Mortar Board faculty advisor, and Ashley Taylor, featured above, is the webmaster. You can learn more about the organization at http://carnegiemellonmortarboard.weebly.com. Watch for more information and a chance to RSVP via email.
Research Spotlight

The Construction Game

Think of a letter (for instance, a capital “E”). If you were instructed to flip the letter upside down, or rotate it 90°, you would likely be able to visualize how the letter would change. Young children, on the other hand, often have difficulty with this task, as they are not yet skilled in using mental rotation. The ability to manipulate an image in one’s head has been shown to correlate with success in fields such as math and science, so it stands to reason that children who master this skill early will be at an advantage in future learning.

The goal of Ashley Taylor’s senior honors thesis, which she is conducting in collaboration with Dr. Sharon Carver, is to examine how working with a partner on a game that requires the use of mental rotation affects an individual child’s ability to employ mental rotation in future tasks. Simply put, does working with a peer help to increase a child’s ability to understand future mental rotation tasks? To examine this topic, Ashley has assigned children to work either individually or with a friend to complete tasks: either commercially-available games that require the use of mental rotation strategies (Trucky 3, Royal Rescue, and Castle Logix) or “building replication” tasks designed to employ the same building skills as the games, but without requiring mental rotation ability. Within these four conditions, 4’s and Kindergartners participated in three brief, 15-minute sessions to practice their skills. Children’s mental rotation abilities were assessed before and after these practice sessions using the Children’s Mental Transformation Task (CMTT). During the CMTT, Ashley shows children an image of two shapes and asks which of the four answer options can be made by putting the two shapes together (See sample below).

“If you had two puzzle pieces just like these, which of these shapes could you make if you put them together?”

(Answer circled on right.)
Research Spotlight, continued …

The SMART Kids Game

Casey Roark, a graduate student working with Dr. Lori Holt, is investigating how children categorize sounds. This skill is important for listening to speech and deciphering environmental sounds. Quite surprisingly, there is reason to expect that young children may be better at learning sound categories than adults, at least under some circumstances. The “SMART Kids” Game is meant to discover whether children are better at learning categories with or without feedback and to relate these findings to adult learning. To address this, Casey will play five sounds for the child and ask him/her to decide which alien on the screen made each sound. This version of the game has feedback. After the child guesses, the alien associated with the sound category gets a spaceship and the child is told whether the guess was correct or incorrect with a smiley face or a sad face. The time the child takes to guess and the accuracy of the guess are recorded. This study will help us understand how children categorize sounds and whether it differs in any way from that of adults.

The Tracing Game

One of the groups in Dr. Anna Fisher’s Research Methods course is studying the speed-accuracy trade-off – one’s tendency to reduce accuracy when increasing speed, and vice-versa. This phenomenon is documented across all ages, but suspected to be more prominent early in development. In this project, student researchers are using a tracing task, in which children trace three “Snow Friends”, each with different music being played in the background (no music, slow-tempo classical, fast-tempo classical). Children were then allowed to decorate their Snow Friends before taking them home. Children’s tracing speed was measured by the amount of time it took to trace each Snow Friend. The accuracy was measured after the session by calculating the average distance from the trace line at 16 points around each circle. The findings of this project may impact developmental theory and suggest ways in which parents and teachers can provide a better learning environment for children. Songs and music are commonplace in preschools and kindergartens so this study may reveal more knowledge about music’s specific effects on performance, possibly even facilitating the development of new instructions grounded in the advantages of this knowledge.
Research Spotlight, continued …

The Fruit Game

Another group from the Research Methods class is studying theory of mind – one’s ability to understand the beliefs and perspectives of others, such as reading social cues to understand when others are interested or not. This ability is tenuous early in development but rapidly matures around age 4-5. Psychologists often study theory of mind using false-belief tasks, in which the children are asked to predict the beliefs of a doll or other actor. In this study, children predict where a doll will look for her apple, after it has been moved without her knowledge. After the researcher moves the doll’s apple from one lunchbox to another while the doll is looking away, she then asks the child to predict where the doll will try to find her apple. Younger children often fail to understand that their own knowledge of the apple’s new location is not automatically shared with the doll, thus they will direct the doll to the new location— even when they understand that the doll couldn’t see the apple being moved. Older children can typically separate their own knowledge from that of the doll and direct the doll to the correct — prior — location of the apple.

In this project, researchers investigated whether allowing children to hold the doll throughout the experiment would affect their response accuracy, perhaps by helping them identify with the doll’s perspective, rather than thinking about it in abstract terms. They compared the performance of children who got to hold the doll with those who did not. In both cases, after the initial task, a researcher placed the apple in a box with a picture of a banana on it and then asked the child what a friend would think is in the box. Children’s answers to this question will show children’s performance on the initial task relates to teaching techniques for helping children understand the perspectives of others in everyday situations.

The Toy Game

The third Research Methods group is studying gender-related preferences. Even young children are often exposed to factors that influence gender attitudes and expectations by family, peers, and media. In this study, the researchers are investigating whether gender influences a child’s toy preferences. Other research has shown that sometimes children avoid playing with a toy that is depicted being played with by a child of the opposite gender.

In this study, children are shown “The Toy Book.” On each page is a picture of a child of the opposite gender playing with a certain toy and a picture of another toy that is not being played with by anyone. All of the toys shown in the book have been previously rated as gender neutral: a puzzle, crayons, blocks, bubbles, a balloon, modeling clay, a board game, a drum, a sand bucket, and a teddy bear. Researchers tell the child that a character “Frog” needs help picking a gift for a friend and wants to know their favorite toys. After each pair of pictures, children are asked which toy they would prefer. In order to avoid inducing stereotypes, the researchers included a short debriefing at the end reinforcing the fact that any child can play with any kind of toy. The findings may have relevance to the way toys and other products are marketed to children, and the way children are portrayed in the media. The results may show ways to counter gender stereotypes so that all children can explore their options freely.
Director’s Corner: Exploring Building

At the recent National Coalition for Campus Children’s Centers conference that I attended in Chicago, the Community Playthings representatives modeled engagement in block play for the center directors while creating an elaborate block structure with an internal marble chute. One of the Kodo Kids representatives gave a seminar on exploring engineering, or what she calls “tinker thinking” (http://kodokids.com/blog/tinkerthinking/). In both cases, they promoted the value of children exploring the physical, social, and aesthetic properties of their own constructions and encouraging educators to allow time for such play (see http://www.communityplaythings.com/resources/articles/2014/the-power-of-play).

A 2001 study by Wolfgang, Stannard, and Jones found that “block-play performance in preschool is a predictor of mathematics achievement in middle school and high school.” Children typically progress during the early childhood years from carrying and otherwise exploring blocks, to building mostly in rows (either horizontal or vertical), to bridging spaces, to enclosing spaces, to making decorative patterns, to naming structures that they build intentionally (e.g., saying they’re making a zoo), to symbolizing known buildings with blocks. In the process, they explore concepts of gravity as they relate to balance and stability, count and measure building features, strengthen geometric concepts and spatial skills, and discover multiple solutions to building problems (Discovery & Exploration). They strengthen eye-hand coordination, build strength to handle large blocks, manage body movements to avoid bumping structures, follow safety procedures with blocks, etc. (Physical Capabilities / Health & Safety). Given enough time, they can experiment with design, notice varied features of buildings, imagine new constructions, etc. (Artistic Expression & Appreciation). In school, children often work on block building with peers, so they strengthen their skills for sharing materials, coordinating actions, and negotiating cooperative designs (Interaction & Cooperation), as well as practice Communication by discussing plans, writing labels or drawing blueprints, etc. Throughout the exploration, they develop confidence by mastering diverse materials, taking responsibility for cleaning up the space, managing emotions when structures fall, etc. (Self-Esteem & Independence).

As adults, we can support children’s explorations by:

• Building WITH the children to gently support progress without directing or frustrating them.
• Taking the child’s lead, following the child’s interest, and providing only the support needed.
• Adding people, animals, vehicles, etc. to the selection of blocks to extend the play.
• Allowing children to combine a variety of blocks, as well as diverse recycled materials.
• Allowing children to continue working on a structure for a period of days.
• Encouraging children to disassemble buildings as they assemble them – one block at a time (i.e., rather than knocking or kicking them down).

Now that the weather affords more outdoor play, shift the building from blocks to rocks (and other outdoor “loose parts” like sticks, logs, leaves, and moss). Construction with natural materials that have different features challenges the children’s understanding of balance and sense of aesthetics in ways that prompt renewed interest, plus the fresh air and open space have a way of offering inspiration of their own. Be ready with the camera to document the children’s ingenuity!
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April is the Month of the Young Child!

Children’s School
ed-admin@andrew.cmu.edu  http://www.psy.cmu.edu/childrensschool
412-268-2199
### April 2015

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<td>Milk/Water</td>
<td>Water</td>
<td></td>
<td>Ranch Dressing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>16</td>
<td>Milk/Water</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graham</td>
<td>Bananas</td>
<td>22</td>
<td>Vanilla Wafers</td>
<td>NO SCHOOL</td>
</tr>
<tr>
<td>Crackers w/</td>
<td>Milk/Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunbutter</td>
<td>Juice/Water</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apples</td>
<td>String Cheese</td>
<td>29</td>
<td>Mandarina Wafers</td>
<td>NO SCHOOL</td>
</tr>
<tr>
<td>Milk/Water</td>
<td>Juice/Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milk/Water</td>
<td>30</td>
<td>Oranges</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Water</td>
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</tr>
</tbody>
</table>

**The Children’s School Snack Menu**

- Gym snack for the week of 4/6 will be Goldfish.
- Gym snack for the week of 4/13 will be Pretzels.
- Gym snack for the week of 4/20 will be Graham Crackers.
- Gym snack for the week of 4/27 will be Vanilla Wafers.
New NAEYC For Families Website

families.naeyc.org

Research-based tips and ideas on children's learning and development families can trust—and much, much more!

Reading & Writing
Supporting Writing at Home

Child Development
Why Big Body Play Is Important

Music, Math, & More
Playing Music at Home

Sign up for the newsletter: families.naeyc.org/signup
**Week of the Young Child**
From April 12th until April 18th we will celebrate the Week of the Young Child sponsored by NAEYC, which is the National Association for the Education of Young Children. NAEYC is an organization that works on behalf of young children. Join NAEYC for an exciting week long celebration of early learning. To find more information go to the website, http://www.naeyc.org/woyc.

**MUSIC MONDAY**  April 13, 2015  
Sing, dance, celebrate, and learn. Through music, children develop math, language, and literacy skills, as well as having fun. Read the about how music and math are relate http://families.naeyc.org/learning-and-development/music-math-more/support-math-readiness-through-music. Listen to the song, Thingamajig, on NAEYC’s website and make up your own verses and dance moves. Record your song and share on NAEYC’s Facebook page or post to Twitter using the hashtag #woyc15.

**TACO TUESDAY**  April 14, 2015  
Healthy eating and fitness is encouraged at home and school. The theme of today is to encourage healthy nutrition and fitness habits. Cooking together connects math with literacy skills, science, etc. Read how to promote healthy habits http://families.naeyc.org/article/healthy-fit-families. Create your own healthy tacos and share the recipes and photos of your creations on NAEYC's Facebook page or post to Twitter using the hashtag #woyc15.

**WORK TOGETHER WEDNESDAY**  April 15, 2015  
Work together, build together, and learn together. Read to find out the 5 essentials to meaningful play http://families.naeyc.org/learning-and-development/child-development/five-essentials-meaningful-play. When children build together they develop their social skills and learn about math and science concepts. Make a fort with couch pillows and share your creation on NAEYC's Facebook page or post to Twitter using the #woycworktogether hashtag.

**ARTSY THURSDAY**  April 16, 2015  
Children develop creativity, thinking skills, social skills and fine muscles when creating open-ended art. Read the article on how to fit art into a busy day http://families.naeyc.org/learning-and-development/meaningful-art-projects-parents-can-fit-busy-day. Use any materials available and create an art project with your child. Remember it is about the process not the product. Share a photo  NAEYC's Facebook page or post to Twitter using the #woycartsy hashtag.

**FAMILY FRIDAY**  April 17, 2015  
Engaging and celebrating families is at the heart of supporting our youngest learners: families! NAEYC applauds you as your child’s’ first and most important teachers. Read the article on how to make homemade books http://families.naeyc.org/learning-and-development/reading-writing/eight-tips-creating-homemade-books. Share a story or photo about your family on NAEYC's Facebook page or post to Twitter using the hashtag #woycfamfriday

**Remember to check out how the Children’s School celebrates the Week of the Young Child by going to NAEYC’s facebook page, https://www.facebook.com/NAEYC.**