Welcome to the Children’s School Family!

The 2010-2011 year is off to a great start at the Children’s School, and we’re enjoying getting to know our children and families as we learn together. What a joy it is to discover ways that each unique child contributes to the group as everyone adjusts to the routines and explores new activities. It’s been fun to listen as the children discover the wealth of activity choices here, experimenting with novel materials and interacting with new friends. Our 4’s friends are doing comparisons by graphing birthdates, number of letters in first names, and number of family members. The kindergartners are going a step further by learning about their bodies and how the bones, lungs, heart, and brain help them live and learn. Everyone is enjoying sharing photographs of their families and discussing ways we are different and ways we are alike. Here are some ways you can stay informed and get involved!

Communications

1. Our main source of communication is our **family newsletter and monthly calendar**. General information for all families is included with this newsletter.

2. Each teaching team also sends a **class newsletter** including specific information about the curriculum themes, your child's class activities, and projects. The preschool teams also use **email distribution** of daily information, and the kindergarten is experimenting with a class website that is updated daily.

3. We will send general school **announcements via e-mail** in addition to the newsletters. So please check that we have your current email address! We communicate the most urgent messages via **memos** (if the children are currently at school) and **phone trees** (if they are not).

4. Our fourth source of communication is the Children’s School **website**: [www.psy.cmu.edu/childrensschool](http://www.psy.cmu.edu/childrensschool). Be sure to check the Children’s School Art Gallery on our website! Each month we will feature different children. This month’s artists are: Alex K (3’s), Clara S. (3’s), Neve G. (3’s), Cora M. (4’s), Harley T. (4’s), Ryan Z. (4’s), Sydney Sw. (4’s), Trey S. (4’s), Elizabeth G. (K), Sophie L. (K), and Tristan M. (K).

October Open House Events

**Wednesday, October 13th** from 4:30 – 6:30pm Four Year Old Classes

**Wednesday, October 20th** from 4:30 – 6:30pm Three Year Old Classes and Kindergarten

**Staff / Parent Discussion re: School Choice** Friday, October 15th from 10:00 - 11:30am

(child care provided for infants, toddlers & three year olds)

**Vision Screening**

Monday and Tuesday, October 25th & 26th (see enclosed permission forms)

No School on Friday, October 29th

**CONFERENCE PREPARATION DAY for STAFF**
Family Committee News

Some of our committees have already begun supporting the Children’s School programs.

- Thanks to the Sewing and Repair Committees for using our existing Shadow Screen as a pattern and creating a second one for use in our classrooms. In addition to regular shadow play, we are looking ahead to our “Light and Color” unit, where we’ll be experimenting in many more ways with light and shadow!

- The Family Social Organization (FSO) Committee had their first meeting on Tuesday morning, September 28th and the School Photo Committee will be meeting on Friday, October 1st.

Mrs. Rosenblum will be supporting other committees as they get organized in October. There’s still plenty of opportunity to get involved, so feel free to call Mrs. Rosenblum to dialogue about groups that could use your energy and talents!

Vision Screening

This year we are again offering free vision screening for our preschool students through Blind & Rehabilitation Services. The screenings will be held on October 25th and 26th at the school. Please return the enclosed permission slip, completed and signed, to your child’s teacher by those dates in order to have your child’s vision assessed.

On-Line Usborne Book Fair

From October 4th through October 29th, we are running an on-line Book Fair. We chose Usborne Books because they present high quality content in developmentally appropriate ways, using a variety of engaging styles, with materials that are durable.

Simply log onto the Usborne website at [www.usbornebycremers.com](http://www.usbornebycremers.com), click on Active eFairs and place your order. The Children's School will be able to purchase books with the points awarded for each family's order. So the more books you order for your family - the more books will be made available to your Children's School family! Anyone can order - so make sure to let grandparents and friends know about the sale!

So Many School Choices!

How do families make the best choice of elementary school for each of their children and decide when to make the transition? Please join us for a review of school choice principles and discussion of strategies for exploring school options.

**Friday, October 15, 2010 from 10:00 – 11:30 AM at the Children’s School**
Preschool 4’s and Kindergarten Children will be in school.
Child Care will be provided for children 3 and under in the Red Room.
Family Spotlight:
Why I am Excited about the Children’s School

My name is Anna Fisher and I am the mom of Sasha (Morning 3’s). In addition to being Sasha’s mom, I am also an Assistant Professor in the Psychology Department. I am one of several researchers who conduct studies at the Children’s School. In fact, if you are a parent of a 4- or a 5-year-old, you may even remember seeing my name at the bottom of the parent letters that briefly describe the purpose of the study in which your child participated. Though my perspective on the Children’s School is admittedly unique, I’d like to share two of the many reasons why I am excited that Sasha is starting Children’s School.

First, while closely collaborating with the Children’s School since January 2006, I have come to believe that its teachers are doing a great job of **promoting the development of executive function in children**. Executive function includes such important processes as planning, delay of gratification, and self-regulation. Years of research show that deficits in executive functioning during the preschool years are associated with adverse outcomes, such as drug abuse and academic problems, later in life. Although the causal relationship has not been demonstrated, recent research shows that executive function is trainable, both in the lab, when a child is engaged in a series of executive function exercises and in the context of daily routines at a preschool program. I believe that Children’s School teachers are very effective in fostering development of executive functioning through gentle but consistent setting of expectations (“We are going to clean up for circle time in three minutes.”) and use of routines (“When you hear your name, you may line up to go to the Discovery area.”). I’ve been trying to promote development of executive functioning in Sasha through my parenting, and I am excited to have found a school that values and fosters this important set of skills.

**Articles on Executive Function that may be of interest to you:**

  [http://www.pnas.org/content/102/41/14931.full](http://www.pnas.org/content/102/41/14931.full)

The second reason I am excited about enrolling Sasha is her **participation in research projects**. The school’s policies give parents the peace of mind that the research sessions will be brief (no longer than 20 minutes), voluntary (a child can decline to participate for any reason), and safe (all researchers are trained and have child abuse clearances; all projects have been reviewed and approved by the Institutional Review Board at CMU and Dr. Carver). When participating in these projects, Sasha will tackle a variety of problems, questions, and tasks that I could never dream up on my own! In studies of Dr. Siegler, Sasha may be presented with numerical reasoning problems. In studies of Dr. Klahr, Sasha may participate in scientific reasoning tasks. In my own studies, she may...
Family Spotlight continued …

be presented with executive function tasks and relational reasoning problems. And who knows what tasks Sasha will do for research projects conducted by CMU psychology students! I often teach “Research Methods in Developmental Psychology” and my students study diverse topics, such as moral reasoning, gender roles, mental rotation, pro-social behavior, understanding of emotions, and effects of different types of praise. I find it fascinating that Sasha will be challenged with new kinds of questions (of course, only if she chooses to participate!). At the very minimum, I think it will expand the topics of our dinner conversations. However, I hope that it will do much more than that – I hope that participating in research will enrich her thinking in ways I cannot even imagine!

9-month-old Sasha participating in a heart-rate study in the laboratory of my PhD advisor, Vladimir Sloutsky, at the Ohio State University.

Winning $1,000

Would you take a minute to help Carnegie Mellon Children’s School win $1,000? GoodSearch.com is sponsoring a contest that will give an extra $1,000 to each of the five organizations that have the most toolbar downloads and $100 to each of the first 100 charities to reach 100 downloads! With the GoodSearch toolbar, every time you search online or shop at more than 1,500 stores (from Amazon to Zazzle!), a donation will be made to Carnegie Mellon Children’s School — all you have to do is add the GoodSearch toolbar to your computer.

Please help us be one of the lucky charities that will receive these much-needed funds! Here’s how:

2. Download the Carnegie Mellon Childrens School toolbar
3. "Share With Friends" on our toolbar download page so that others can get involved!

The contest ends on Oct. 31 so please add the toolbar NOW and spread the word to as many people as you can! For more information, click http://www.goodsearch.com/goodsearchgiveaway/.

Family Social Organization (FSO) Play Date

Come meet other Children’s School Families at the Bartlett Street Playground on Friday October 8th! The fun will start at 10:30 am for the 3s and continue after school to allow the big kids to join in the fun. The Bartlett Street Playground is located in Schenley Park at the intersection of Panther Hollow Road, Greenfield Road, Bartlett Street, and Hobart Street. This is a family event so caregivers are expected to stay. Siblings are welcome. There is a picnic shelter so feel free to bring lunch.

In the event of inclement weather, we will meet at My Little Outback, which is located at 1936 Murray Avenue in Squirrel Hill. Cost of admission is $8 per child, and there are often coupons in the Clipper Magazine. Socks are required for play.

Please contact Beth Lott at elisabeth.lott@gmail.com or 412-243-2626 with any questions.
Positive Discipline Pointer:
Clear & Consistent Behavior Expectations

At times of transition, children adjust best when adults provide clear expectations and stable routines for safe and smooth interactions. Consistency is key for facilitating productive adaptations to new situations. That's why the Children’s School staff spends so much time during September teaching children the expectations and routines of our school days. Taking the time to establish these practices so that they become comfortable and automatic will free both children and adults to responsibly focus on deeper learning and more challenging activities as the year progresses. We take special care with cooking, woodworking, and campus trips because of the extra safety concerns involved. One way that you can help the children at both school and home is by modeling the same behavior expectations with the same words that the children hear at school. We'll all benefit from working across contexts to:

- Be a kind friend.
- Follow the routine.
- Use your words.
- Use walking feet.
- Put everything in its place.
- Listen the first time.
- Stay in your own space.
- Use inside voices.
- Use things appropriately.

Thanks for working collaboratively with us to make school a safe and positive experience for everyone!

Holidays at the Children’s School

At the Children’s School, holidays are viewed as educational opportunities that give us the chance to learn about our diverse school community. As part of our emphasis on family identity and respect for diversity, we encourage children to talk about their family traditions, and we share stories related to the meaning of holidays. We plan age-appropriate activities to involve the children in preparing for simple school celebrations and to help them contribute to family events (e.g., basic cooking, making gifts, and so forth). We limit our school celebrations to very brief spans of time (typically one day), attempt to maintain our regular school routine, and, as always, are ready to provide extra attention and comfort as needed. Because the children may prepare their own special snack related to holidays and because many children have dietary restrictions (especially related to nuts, candy and other sweets), please do not send any food as gifts for children. In all of these ways, we can create meaningful celebrations with the young children in our educational context.

At the Children’s School, the children do not “dress up” for Halloween because children can be scared by costumes and costumes often cause toileting difficulties.
Keeping Parents Informed about Research

The **Research Spotlight** section of the monthly newsletter is one way Children’s School parents can learn about research in progress. Also, each time your child participates in a study that involves playing a “game” with a researcher (i.e., as opposed to merely being observed), he or she will get a **participation sticker** suggesting that you, “Ask me about the … game” and a **study description** detailing the task. We also have **recent articles** resulting from Children’s School research posted on the Family Bulletin Board, and a notebook of additional articles in the office.

**Observations for Psychology Assignments:** Students from Dr. David Rakison’s Child Development class will be doing periodic observations this fall. For each assignment, they observe specific differences between preschoolers and kindergartners in motor skills, social interactions, etc.

**Research Methods Class Studies:** Student’s in Dr. Erik Thiessen’s Research Methods course will start with a lab to explore whether teaching children to subdivide a number line will help them better understand the relative size of numbers. Then they will work in groups to conduct a study of their own design, which will be approved both by their teacher and by Dr. Carver.

Feel free to contact Dr. Carver to discuss any questions you have about research.

**Research Spotlight**

**The Curiosity and Question-asking Game**

Jamie Jirout, a graduate student working with David Klahr, is studying young children’s curiosity and question-asking behavior. The goal of this project is to investigate the relationship between children’s curiosity and their ability to ask questions in order to solve problems or learn about a science topic. In this study, children play several games in two sessions. One session includes computer games, and the other session includes hand-on games. There are two computer games. The first of these games allows children to explore underwater in a submarine to see different kinds of fish. Children choose what to explore when presented with different amounts of information about what they will see, and we use children’s preferences of what to explore as an indication of their curiosity. The second computer game involves children watching a short video about a science topic, and then generating questions to learn more about that topic. There are three hands-on games. In one game, children ask questions to identify a specific picture from an array of similar pictures. This game is similar to “Guess Who?”, but with pictures such as bees or leaves instead of people. In another game, children identify helpful and not helpful questions when trying to solve a mystery. In the third game, children explore a novel toy and try to discover what it is, what it does, and how to play with it. Sessions are tape-recorded so that full attention can be given to each child during the game. The value of this study is to advance our understanding of what motivates children to explore, and to identify ways that educators can use this understanding to design lessons and classroom activities.
Research Spotlight continued …

The Finding Game

Dr. Anna Fisher’s research team, including graduate student Bryan Matlen and undergraduate Naomi Shah, are studying how linguistic labels affect children’s generalization of knowledge. In this game, children are shown three objects and asked to select two objects that “go together.” Two of the objects are thematically related; whereas, one object is unrelated to the other two. For example, children might be shown a picture of a castle, a king, and milk and be asked to choose the two items that best go together. In a previous study, these researchers used items that they considered to be thematically related. In this study, they are simply assessing whether children also view these items to be thematically related.

The UP or DOWN Magic Game!!!

Lauren Lorenzi is a research assistant working with Drs. Mayu Nishimura and Marlene Behrmann (Department of Psychology) to examine the development of face and object recognition. Recognizing faces is an important social skill, and adults have a remarkable ability to recognize and discriminate many faces. In particular, adults have an amazing sensitivity to the spatial relations among facial features, such that adults can notice a change in eye position (e.g. moving the eyes closer together) in a photograph within a few pixels! This study examines how this skill develops by comparing the ability of young children to older children and adolescents. Children will be told that a tricky wizard has changed our photographs, so that the eyes of a face are in the wrong place. We need children to help us out by sorting each photograph into bins of “eyes too far up” or “eyes too far down”, so that we can use the appropriate magic to move the eyes back to their original positions. This game will be repeated with photographs of dominos (dots too far up/down), and houses (windows too far up/down), to examine how this visual ability develops with age, and whether it develops specifically for faces (because faces provide important visual information to interact successfully with others) or more generally for all objects.

Training Pictures:  
UP  HAPPY  DOWN

Test Pictures:  
Up or down?  Original  Up or down?
Research Spotlight continued …

**The Deer or Tear Game**

Dr. Dan Hufnagle and Dr. Lori Holt are investigating how children learn sound categories. The children hear a story about a friendly space alien who is learning how to say words correctly. The children help the alien learn how to say *deer* and *tear*. Then, they hear those words many times, and are asked to tell the experimenter which word they hear. Sometimes the sound is ambiguous (acoustically between “deer” and “tear”). We are testing children at several ages to understand how they learn the cues that make up sound categories (like “d” and “t”) and how those categories develop across time. The answers will help us understand the nature of auditory perception and language development.

**The Listening Game**

Research Assistant Malika Sinha, who works with Dr. Anna Fisher, is investigating how young children learn synonyms. The researchers are particularly interested in examining how factors such as co-occurrence in child directed speech (e.g., *bunny*-rabbit) influence how children learn synonyms. In addition, they are exploring whether children are able to use their knowledge of synonyms in order to solve reasoning problems. In this study, children listen to audio recordings of word pairs (co-occurring synonyms, like rock-stone, or non co-occurring synonyms, like rock-cup) while engaging in a task such as coloring a picture or building a puzzle. At the end of the session, children will complete a variety of reasoning tasks requiring them to rely on their knowledge of synonyms in order to solve the problem. The researchers are interested in the degree to which children utilize their knowledge of synonyms in various reasoning tasks. Parents will receive separate descriptions for each of the reasoning tasks used.

**The Classroom Game**

Karrie Godwin, a graduate student working with Dr. Anna Fisher, is starting a longitudinal study of children’s *selective attention*. The purpose of her study is to investigate how children allocate their attention in learning environments. She is particularly interested in examining how physical features of the environment (e.g., toys, posters, art work, etc.) can contribute to or hinder kindergartners’ ability to attend to the content of a lesson, and she is examining whether children’s ability to effectively distribute their attention has consequences for learning new content. The researchers are teaching children 15 mini-lessons in a small group format. For 10 of the lessons, the physical environment includes items that are typically found in early childhood classrooms that may be potential sources of distraction (e.g., posters, artwork, manipulatives, etc.). For the remaining 5 lessons, the physical environment only includes visual aids and materials directly relevant to the lesson. Each lesson lasts approximately 10 to 15 minutes. During each lesson, children listen to a short story and answer questions about the content of the story. For example, they might listen to a story about plants and then be asked to circle the picture, from among four choices like those above, that they saw in the book.
Undergraduate Spotlight: Getting to Know You!!

As a campus laboratory school, the Children’s School offers research and observation opportunities to many undergraduate and graduate students from different departments across campus. In addition to these opportunities, we offer undergraduates a chance to work in the classrooms on a regular basis. In the Undergraduate Spotlight, we will be featuring each of our undergraduate assistants so that parents can learn about the students who work in the classrooms with their children. Below is a brief introduction so you can become familiar with the names your children might mention. Photos are posted between the office and the preschool.

Student Employees

- Laura Alfonso is returning to the Children’s School. She is a poet and majoring in Creative Writing and Psychology.
- Devin Beahm volunteered in the classroom with us last year and is working with the three-year-olds and in the office this year.
- Ann Blissit is new to us this year and is a sophomore active in Big Brothers/Big Sisters and Habitat for Humanity.
- Amy Donovan is returning for a third year with us as a volunteer in the Green Room.
- Samuel French is a freshman in the Drama Department and will be working with Kindergarten two days a week.
- Maya Geleroff is starting with us and will be helping the Extended Afternoon friends one day a week. She is majoring in Economics.
- Emily Gibson is a freshman majoring in Drama, History, and English. She will be working with us two times a week.
- Janelle Higa was an intern in the kindergarten last year and she is a Psychology major who will be helping with the 3’s and the Kindergarten this year.
- Tiffany Hunsicker will be working with us on Wednesdays and she is currently a sophomore in the Drama Department.
- Maria Kobidze is volunteering with the afternoon Blue Room friends this year for the first time.
- Janice Lyu is majoring in Biological Sciences and is a junior. She will be helping the Extended Afternoon Program.
- Chuck McCain was an intern with the Children’s School last year and will be assisting with the Extended Morning Program and the Green Room friends on Fridays.
- Prisca Ohito is new to our team. She is a sophomore majoring in Ethics, History, and Public Policy.
- Laura Pacilio worked with us last year and is back in the Red and Blue Rooms this year. She is a senior in Psychology.
- Dana Shaw is a Drama student volunteering with the afternoon Green Room friends.
- Cze-ja Tam is a Senior Psychology major. She is on the CMU tennis Team and is returning this year to help in the office, as well as substituting in the classrooms.
- Alexandra Tapak is new to us this year and is also on the Tennis Team. She will be helping in the office and the preschool classrooms.
Undergraduate Spotlight continued …

Lindsay McGregor is a junior at Carnegie Mellon, originally from Dover, NH. She is planning to teach elementary school and is excited to have the opportunity to work with the staff and children at the Children's School. Lindsay has worked here since the fall of 2009 while studying psychology and linguistics and preparing for a master's program in teaching. During the last two summers, Lindsay volunteered her Sundays to help staff the Children's Museum of New Hampshire in her hometown, and every summer for the last 7 years she worked full time at White Mountain Pool and Spa (also in her hometown) to earn money for school. When she is not working, she really enjoys reading and being outside.

Child Development Interns

• Jillian Brinberg is a sophomore Psychology major interning in the Morning 3’s program this fall. She also enjoys dance and plays the cello.
• Nicole Clarke is a junior Civil Engineering major interning in the Afternoon 4’s program. She coaches soccer, plays the tenor sax, and is a mentor for the Strong Women, Strong Girls program.
• Ben Howe (below right) is a sophomore Architecture major interning in the Morning 4’s program this fall. He is a varsity swimmer for CMU, and he teaches swimming to children of all ages.
• Chris Lacko is a senior Biomedical Engineering and Materials Science Engineering major who is heading to an MD / PhD program next year. Chris is working with the Extended AM program.
• Sarah Murcek (below left) is a senior doing a Bachelors of Humanities and Arts in Psychology and Music. She is interested in vocal music and ballet. Sarah is interning in the Kindergarten this fall.

Education Practicum Interns

• Cayla Caruso, an Early Childhood major from the Community College of Allegheny County, is interning in the Green Room on Monday mornings this fall. Kayla’s father, Richard, works in CMU’s Environmental Health and Safety department, and he conducted our staff’s fire safety training this year.
• Amanda Szanca, an Early Childhood major from Carlow University, is interning in the Preschool 4’s on Wednesday mornings this fall.
Professional Development for Educators

Professional Development is a high priority at the Children’s School because it supports our continuous quality improvement. We dedicate 1.5 weeks at the beginning of the school year, every Friday afternoon, and 1.5 weeks at the end of the year as paid professional development time. Our time is divided approximately equally between advancement seminars, staff and team planning and reflection meetings, and independent activities. Seminars may be facilitated by Dr. Carver or another staff member, other CMU professionals, or outside speakers, depending on the topics chosen. In all cases, we consistently focus on applying what we learn to enhance our program. Staff and team meeting time is essential for both maintaining and advancing our work because of the team-building, dialogue, and reflection emphasis. Finally, independent time is necessary to support the educators' curriculum development, conference planning, and outreach efforts. The school pays for all staff memberships to the National Association for the Education of Young Children (NAEYC), and everyone stays current by reading the bimonthly journal, Young Children.

The Director is responsible for organizing meaningful professional development related to the school’s improvement goals and to the staff members’ identified interests and needs. Staff members are involved both in goal setting and topic choice during the formal May program evaluation process, as well as informally throughout the year as needs change and opportunities arise. In addition, each year includes emergency procedure review, pediatric first aid / CPR training, and fire safety training. See CMU’s new propane fire simulator in the photo to the right; the propane flame and heat are very REAL!

Our professional development topics for this year are:
1) strengthening the intentionality of our teaching,
2) broadening our emphasis on early childhood mathematics,
3) using sign language to support young children’s learning,
4) learning principles of building & architecture – in preparation for our whole school Building unit, and
5) developing strategies for effective photography – both of and with children.

We enjoyed sharing our emphasis on all five domains of mathematics when we hosted the Staff / Parent Discussion last Friday. If you missed the event, feel free to request a handout so you can read about our efforts and ways you can support them. We launched our staff exploration of Buildings by touring Frank Lloyd Wright’s Fallingwater together before school began. Last Friday, we celebrated a successful first full week of programming by going together to the Miller Gallery exhibit entitled, “Whatever It Takes: Steelers Fan Collections, Rituals, and Obsessions.” Yes, the exhibit theme resonates well with our staff’s work ethic and passion for providing quality programming for young children, but sometimes it’s really just for fun!
Director’s Corner: Math & Building

This year, we are intentionally emphasizing all five concept areas of math within our preschool and kindergarten curriculum, and we chose our whole school theme of BUILDING because it affords many opportunities to foster broad explorations of important mathematical concepts, both in terms of the children’s building with a variety of materials and in terms of learning about the buildings in our environment and how they are constructed.

During our Family Math discussion last week, we offered suggestions for emphasizing the mathematics involved in everyday activities like cooking, laundry, recycling, taking a drive or playing games. You can also help engage your children in noticing interesting mathematical features of their own constructions and the buildings surrounding them. In these ways, you will strengthen the foundations for their understanding of both mathematics and building.

Let me suggest that you start with your own home and neighborhood. Our architecture consultant for the unit, Kelly Lyons, suggests having a sketchbook or clipboard available so that children can record their observations. You could also use a digital camera and then discuss the photographs you take.

1) Number & Operations (Arithmetic)
   • Includes counting, comparing & ordering, recognizing number & subitizing (visually perceiving the quantity), composing and decomposing numbers, adding & subtracting, and multiplying & dividing
   • Count doors, windows, rooms, floors, etc. and then consider how many more there would be if you included your neighbor’s apartment or added another floor to your house.

2) Patterns, Functions & Algebra
   • Includes identifying patterns and describing change
   • Notice the pattern on a railing (post, space, spindle, space, post, etc.) or the pattern of alternating brick orientation, as well as whether any patterns change as the building gets taller.

3) Geometry & Spatial Sense
   • Includes recognizing & forming shapes (individually and in combination), describing locations, directions, and coordinates, transforming & creating symmetry, visualizing & reasoning spatially
   • Observe the overall shape of the building in which you live, as well as the component shapes of windows, roof, etc.; then consider the symmetries and the surroundings beside, in front of, behind …

4) Measurement
   • Includes both comparing attributes using units and specific techniques & tools
   • Consider relative sizes (taller, wider, etc.), weights, textures and strength of materials, etc.

5) Data Analysis & Probability (Statistics)
   • Includes classifying & organizing data using varied representations, then using the information to make predictions & decisions
   • Classify buildings in the neighborhood by type, size, surface material, function and notice patterns like more living spaces than restaurants, more materials appropriate for cold winter, etc.

Future newsletters will include more ideas for exploring building & buildings as a family. Enjoy!!