Cans Across the Cut

Thank you for your contributions to the annual CMU Food Drive benefitting the Greater Pittsburgh Food Bank. This year the Children’s School collected $100 and over 241 food and hygiene items, which is 50 more items than last year! Throughout this newsletter are many opportunities for you to continue modeling generosity and engaging your whole family in creative acts of kindness. That's a great way to express thankfulness and celebrate holidays.

December Dates:

Tuesday, December 1st – Extended Morning 4’s Open House 12-1pm
Thursday, December 3rd – Extended Morning 3’s Open House 12-1pm
Friday Afternoon, December 4th - Parent Teacher Conferences for 3’s Regular School Schedule in the Morning
Saturday, December 5th – Waterfront Barnes & Noble Book Fair (10am-2pm)

Thursday, December 17th – Last Day of the Semester for 3’s
Friday, December 18th – Last Day of the Semester for 4’s and Kindergarten
No School for Children – December 19th through January 5th

Have a Wonderful Winter Break!!

Monday, January 4th - Professional Development Day for Staff
Tuesday, January 5th - Children return to school
Barnes & Noble Book Fair

We hope you can join us on Saturday, December 5th from 10 am until 2 pm for our annual Barnes & Noble Book Fair at the store in the Waterfront. There will be a “loose parts” activity table, an origami table, a scavenger hunt and Mrs. Bird & Friends will host a lively sing-a-long at 12 noon. Also, at 11 am, TV reporter Dave Crawley will be reading excerpts from his new book "Crawley Bugs", and autographed copies will be available for purchase. 15% of the in-store sales (including the café!) and weeklong on-line sales will benefit the Children’s School library collection. We are planning on purchasing books that support the creative spirit of our new Make Shop.

Ten Thousand Villages Fundraiser

Thank you to everyone who supported our fundraiser at Ten Thousand Villages. The event was attended by Children’s School families and staff, as well as community members who just happened to be shopping in Squirrel Hill on Thursday, November 19th. Our net sales were $1,703.95 so our event raised $255.59 (15%) toward the development of our Make Shop. Every little bit helps!

#GivingTuesday at CMU

A global day of giving, #GivingTuesday, is now in its fourth year as a philanthropy event largely fueled by social media. Observed on the Tuesday following Thanksgiving, #GivingTuesday kicks off the charitable season, when many people focus on their holiday and year-end giving.

This year, Carnegie Mellon University is turning #GivingTuesday into the first #givingCMUday, a 24 hour day of giving. On #givingCMUday, December 1, any gift made from 12:00am to 11:59pm EST will count toward the 24-hour total. Real-time social media engagement throughout the day, as well as on-campus events, will engage the global CMU community in giving back to the university.

This event will only be a success with the support of the CMU community, so here are ways you can participate:

1. **Help spread the word by becoming be one of the first people to join the CMU Thunderclap.** What’s Thunderclap? It’s an online flash mob that allows CMU supporters all over the globe to pledge to post a single message on social media on a given date and time. All you need is a Facebook, Twitter, or Tumblr account. [https://www.thunderclap.it/projects/34677-givingcmuday-is-here?locale=en](https://www.thunderclap.it/projects/34677-givingcmuday-is-here?locale=en)

2. **Get social.** Change your profile image or cover photo to represent #givingCMUday.

3. **Participate in a challenge.** The University will have a number of social media challenges to keep engagement up throughout the 24-hour period.

4. **Make a gift on 12/1.** Visit the Children’s School website [http://www.psy.cmu.edu/cs/index.html](http://www.psy.cmu.edu/cs/index.html) and click on “Ways to Give”.

For more information, visit the #givingCMUday website.

#givingCMUday will be a great opportunity to support the Children’s School and the CMU community, so please join us. Thank you for your participation, however you choose to do so.
December Gallery Features

3’s Friends: Maya A., Adrian L., Josie M., and Aya T.
4’s Friends: Deborah J., Evelyn L., Ben R., and Izhak Y.
Kindergarten Friends: Adella B., Samuel D., and Jemma K.R.

Winter Health Pointers

WINTER WEAR: As the chilly winter weather approaches, please replenish your child’s extra clothes container with apparel appropriate for the season, as well as clothes to accommodate their physical growth. Layering your child’s clothing for school days is helpful. While the temperature in our building is fairly constant and comfortable, some children may feel too warm or too cold on any given day. Wearing a t-shirt under a sweater allows the child to adjust to a personal level of comfort. Even in the winter, we go outside daily except in very extreme weather conditions. Please send labeled hats and mittens to school every day. On snowy days, please also send labeled snow pants and boots. Feel free to provide a set of outdoor clothes to be kept in your child's locker.

PARTICIPATION IN THE SCHOOL DAY: Our school day is filled with active and interesting projects that are planned in advance to ensure appropriate adult supervision. To that end, we ask that children come to school only if they can fully participate in the day’s activities, including outdoor play and gym. If your child is not well enough to fully take part in the day, please keep the child at home because we do not have staff members available to supervise children indoors while the rest of the class is outdoors or at gym.

Generous Givers & Gracious Receivers

During the year, we seek to help the learners at the Children’s School become generous givers and gracious receivers. Whether giving and receiving affirmation, help, or actual items, we aim to emphasize respect and gratitude. For example, when collecting food in November, we explained to the children that some of our neighbors in Pittsburgh do not have enough food or enough money to buy food. We can help them stay healthy by sharing nutritious food with them. At other times, people may share food with us, perhaps when we are traveling or when someone in our family is sick. We also emphasize the importance of expressing gratitude verbally or by drawing or writing.

Involving your whole family in helping provides opportunities that go well beyond donation drives in ways that build relationships. A child’s smile, hug, or drawing can brighten a neighbor’s day. Once children have learned skills by helping in their own homes and yards, they can share those skills with their elderly relatives and friends. Families can also share from their abundance when they cook or bake together, when flowers bloom or vegetables ripen, or when they have time to sit and listen. See “14 Little Ways to Encourage Kindness” by Kristine Breese from Parents Magazine for more ideas (http://www.parents.com/parenting/better-parenting/advice/14-little-ways-to-encourage-kindness/?page=1).
Upcoming Screenings re: Ears and Eyes

This year, the Easter Seals Speech, Language, Hearing and Middle Ear Screenings will be held at school during the week of January 11th. Lynn Hofstetter, who has conducted these screenings for many years, will be returning. This speech pathologist plays a series of Talking & Listening games with each child that take about 15 minutes total and give a snapshot of the child’s development in the areas of hearing and listening, direction following, understanding and use of language, speech sound production, voice quality, and fluent communications. If you are interested in having your child screened, please complete the enclosed permission slip and return it with cash or a check for $20 made payable to Easter Seals. In February, Blind & Vision Rehabilitation Services of Pittsburgh will be conducting screenings for vision issues. Permission slips will be included with our January newsletter. Please contact Mrs. Rosenblum at rosenblu@andrew.cmu.edu if you have any questions.

Family Social Organization Fun

On October 30 we had a great turnout at Reilly's Farm for the Harvest Tour! A total of 86 people attended the event and the weather held up for us to enjoy a brisk fall day on the farm!

Parent’s Night Out at Station on November 3 included seven parents who enjoyed delicious food and good conversation. Another Parent’s Night Out will be planned for the spring.

This year’s Book Club is off to a great start! We’ve had two meetings so far, both well attended. The conversation has been plentiful, with lots of sharing of ideas and resources. Everyone is welcome each month, whether you've attended before or not!

Nine families attended the 3’s event at Phipps Conservatory on November 13th. Children enjoyed playing in the market, checking out the new train display, and then walking through the Tropical Jungle.

We hope you’ll join the fun in December!
Family Social Organization for December


Contact Michelle Landau (Owen’s Mom) at mklandau@mac.com or Jen Moak (Ryan’s Mom) at jimoak95@yahoo.com for a paper copy of the article or with any questions.

Good grief! What’s a holiday season without Charlie Brown, Snoopy, Woodstock, Lucy, Linus, and the gang? On **December 12th**, there will be a special screening of the Peanuts Movie for the Children’s School friends at the Waterworks Cinema on Freeport Road in Fox Chapel. Tickets are $6.50 for children and $6.75 for adults. **Please RSVP with the number of adults and children by Thursday, December 3rd.** Send ticket money in an envelope marked FSO Movie/Liz Harper. Popcorn and child-sized drinks can be purchased at the theater at a special price. Plan to arrive at 9 a.m. and the movie will begin at 9:30am. Contact lizstoryharper@yahoo.com with any questions.

The 3’s will have an informal play date at the Pittsburgh Toy Library on **December 18th** at 10 am. If you plan to attend, please contact Katie Gillman (Jack’s mom) at ktlanier@gmail.com.

In preparation for the textile theme, the Kindergarten families will tour the American Textile Company on **December 21st** from 10:30am – 12noon. This event is hosted by the Kimball-Ruttenberg family. Please RSVP to Alexis Tuckfelt (Marley’s mom) at alexiscoupe@aol.com by December 4th.

City events:
Use this link to help you find interesting events throughout the city. [http://www.pghmomtourage.com/p/pittsburgh-event-calendar.html?m=1](http://www.pghmomtourage.com/p/pittsburgh-event-calendar.html?m=1)

**November 20-December 23: Peoples Gas Holiday Market in Market Square**
The market is a one-of-a kind holiday shopping village inspired by the original German Christkindlmarkt. It includes regional, national and international vendors peddling their one-of-a kind gift items. Experience Pittsburgh’s diverse cultural heritage with daily live performances. In return for a donation to the Greater Pittsburgh Community Food Bank, you can receive a complimentary photo with Santa.

**December 12-13: Holidays Around the World at Carnegie Museum**
Noon–4 pm **Free with museum admission**
Come celebrate the season with us! Carnegie Museum of Natural History scientists travel the world exploring diverse cultures, climates, and creatures. Travel through holiday-themed stations as we share the traditions of other cultures through crafts, food, and amazing specimens and artifacts!

**December 31: First Night Pittsburgh**
Ring in the New Year with an arts focused, family friendly New Year’s Eve celebration in downtown Pittsburgh. First Night features 150 events at nearly 50 indoor and outdoor locations. For more information see [http://www.firstnightpgh.org/](http://www.firstnightpgh.org/).

Have a great holiday season and a Happy New Year! As always, please contact us with any ideas, questions or concerns. Alexis alexiscoupe@aol.com and Jess jsimcox5@gmail.com

Lost and Found
We have accumulated quite a collection of jackets, barrettes and other items of unlabeled children’s clothing. If your child is missing anything, please look in our lost and found area in the hallway or send a note to your child’s teacher with a description and we will see if we have it!
Family Spotlight: Full Circle …
Children’s School Alum to Children’s School Mom

Paul and I fell in love while we were grad students at Carnegie Mellon University 10 years ago. Much of our courtship occurred in and around the Margaret Morrison building because I was studying design, and my studio was on the second floor. At the time, we couldn't have known that we would be visiting Margaret Morrison every day to bring our children to school. Shortly after graduating (me with a Master's in Design and Paul with a Master's in Robotics) and getting married, we ventured to New York City to further our careers. After many years of designing interactive products, making robots, rushing around, and spending way too much time and money on delicious restaurants, we decided to move to a more livable city for our young and growing family. Much of this decision was driven by where we could offer our children the best education. With my family here, Pittsburgh was an obvious choice. We moved back last year.

Sending Evren (our first) to the Children's School created one of many connections to the school and to CMU. I went to the Children's School back in the early 80s, along with my twin brother, Mete. My father, Omer Akin, is a long-time professor of Architecture at CMU. He was lucky enough to send his twins to school a few floors below his own office. As a result, Margaret Morrison is practically my second home. The memories I have of my time at the Children's School are wonderful. I remember how special I felt on my third birthday (despite having to share it with my twin) because I got to stick three Velcro candles onto a giant picture of a cake while everyone applauded. I remember Mr. Fricke's exotic animals that lived in the building (ferrets, I discovered, are pretty smelly). And I remember happily riding my tricycle outside on a sunny fall day.

When we visited the Children's School Open House last year, much had changed, of course. But I was blown away to see a familiar face: Mrs. Bird, who was one of my former teachers. It's a testament to what a wonderful community the school provides. People don't want to leave. Everyone who works at the school has a critical combination of warmth and strength - the perfect mix for helping our little ones learn to navigate the world. After just a couple weeks of attending school, we have seen an immediate transformation in Evren's sense of independence, confidence, and overall happiness. We couldn't feel more at ease with our decision to have Evren, and later his baby sister Ada, attend the Children's School.

We know that what the Children's School espouses - creative play, the art of making, critical thinking, and the practice of empathy and compassion – will lay a solid groundwork in our children's lives, as they did mine.

Ayca, Paul, Evren, & Ada Bartlett
Family Spotlight: The Children’s School & Our Family

My history with the Children's School started some 30 years ago when my sister and I attended the program. I have a few memories of the school, but I more remember my parents’ fondness for The Children's School and our experience. My mother recalls the feeling of community with teachers and parents of our classmates. She told me about "pot luck" dinners and fall pumpkin festivals. My mother said her favorite thing about The Children's School was the encouragement for the children to express their feelings and individuality. My parents always attributed our confidence as small children to our early education received at Carnegie Mellon.

When it came time for my husband and I to plan for preschool, I knew right away where I wanted to send my children. When I called to ask a few questions, I had a lovely conversation with Mrs. Rosenblum; she was thrilled to learn that I was an alumnus of the preschool and that I wanted to send my children there. My husband Jim and I attended the Open House in January and Dr. Carver's presentation blew us away! The School was everything I wanted and more! I remember pointing out to Jim the children coming in from the playground on that winter day because I am a believer that children should get outside every day possible! This experience showed me that the staff here share my belief and take the time to put snow pants, hats, gloves, scarfs and boots on all these children. We left that day so excited to send our little princess to The Children's School.

The following September, Grace started her adventure with the three year olds. We have been more than pleased with the education she is gaining. She began learning about trees and moved on to so many topics that she wanted to talk about all the time. The theme was Pittsburgh and one day I picked her up she started to sing a song about our three rivers! The greeting / dismissal line was a huge convenience, especially with Grace's new baby brother along for the ride, and it continues to be. We had so much fun at all the FSO events and made new friendships that continue this year.

Every single staff member, from the teachers to the helpers to the administrators, has been a pleasure to encounter. They all seem genuinely happy to be there and are all so great with my daughter and my son James when they see him. The few times I have walked Grace to class, I feel like I am leaving her with family, all the teachers and administrators know her name and some even know James, and they all greet us with a big smile. This year Grace is enjoying learning about the rainforest and the solar system. I recently sent in James' application for next year and, while I am sad my babies are growing so fast, I feel very blessed to be able to provide them with The Children's School experience. We are very proud to be part of the Children's School family! Jessica Simms
Reflections from South Korea

By Mr. Tim Salinetro

From October 30th to November 8th, I had the privilege of spending time with Beth McMichael in Seoul, South Korea. When I returned home, friends and family were eager to hear about my time there and each welcoming hug, text or call was accompanied by the same question… “Did you see any new birds?!” It’s a fair question. I am an avid birdwatcher. And yes, I was able to add about 10 birds to my life list of over 500 species, including the Eurasian Magpie (top right) and Willow Tit (bottom right). But Seoul did something that few places I’ve visited before have done. With its incredible places and kind people, bird watching became an afterthought. In addition to some nice photos, I left with memories, experiences and friends that I will never forget!

Some of the incredible places…

The Korean Folk Village was the highlight of our first full day in Korea. Accompanied by the students who will be traveling to Pittsburgh in January, Beth and I explored traditional Korean houses and enjoyed re-enactments depicting an ancient way of life. I was even lucky enough to be selected to participate in a scene that showed how criminals were punished during the Joseon period. This involved me laying face down on a table and receiving a paddling from what I would describe as the biggest spatula you’ve ever seen! The only ill effects from the ordeal were sore cheeks… from the laughter that ensued.

The Kindergarten at Duksung Women’s University felt wonderfully familiar despite the vastly different culture and language. The rooms were filled with opportunities for play and the walls overflowed with the children’s artwork. Materials and projects reflecting the current theme were everywhere. The teachers created learning experiences that allowed the children to access the thematic information in various ways. Even the teachers were familiar, as almost half of the staff had been to Pittsburgh before as part of the practicum partnership. It was an honor to be given the opportunity to observe and interact with the children alongside teachers who may have gotten inspiration from something or someone at The Children’s School! In addition to a stack of artwork and an invitation for “100 sleepovers”, I left this learning environment with memories of games played, Lego buildings constructed, snacks eaten and smiles communicating joy when words could not.
The Purumi Children’s Center serves the children of those who work in the Seoul government complex and is managed by Duksung Women’s University. I had an amazing time reading a story to the children and hammering golf tees into foam boards. The five-year-olds in the class quickly picked up the skills they needed to hammer the tees and were soon using the materials in creative ways! It was fun to work with them and also to sit back and watch them discover! In the pictures to the right, one friend made a chair with the Hangul character for “chair” and another friend made a flower then colored the tees with markers.

The Seoul Early Childhood Education and Development Institute is an amazing facility that most closely resembles our Children’s Museum. The building has rooms dedicated to cooking, woodworking, block-building and art, and on each floor there are experiences that allow children to play as doctors, construction workers, firefighters, newscasters, musicians, athletes, etc. The experiences are designed to promote social skills, language development, physical development and creative thinking in the children. Programs are also in place to educate teachers and parents. The institute was inspiring and added a few projects to my To-Do list!

All of these places would have blown away my expectations on their own, but they were made even more special because of the team of thoughtful and gracious people who made sure we were comfortable, informed and, among other things, well fed! There are too many names to mention them all, but a very special Thank You to Dr. Byungho (Tony) Lee, our primary host, translator, driver, and friend who coordinated our experiences in Seoul. A big Thank You also goes to Dr. Carver, as well, for offering me this opportunity and for the Children’s School educators who made it possible for me to be out of the classroom for a week. I am forever grateful! Kamsahamnida!
I was honored to represent the Children’s School and CMU from October 31st to November 8th in Seoul, South Korea. Though I recently retired, I am still an educator open to learning new things. The culture, history, education, meals, and customs were all somewhat different from Pittsburgh.

Our first full day in Seoul, we visited a Traditional Cultural Theme Park / Korean Folk Village, which is a typical Joseon period village recreated on a 245 acre site with a river flowing in front of it and a mountain behind it. Mr. Salinetro and I were escorted by the practicum students from Duksung Women’s University who will visit Pittsburgh in January 2016.

The Folk Village experience stimulated all five senses. We participated in the Folk game “Tuto” (stick throwing), ate at the Market Place Bibimbap (assorted vegetables mixed with rice), and enjoyed the Magi/Masangiae, a fancy horseback riding performance using martial arts. We also saw acrobatics on a tightrope, which was fascinating to watch. One of my memories was the experience of Government Office Implementation of Punishment. Mr. Salinetro was chosen from the crowd to demonstrate a traditional cultural experience, all in fun of course. He was paddled!

Mid-week we walked from our hotel, The Somerset Palace, to the Government Complex Daycare Center. The center’s objective is to provide high quality education for infants and children up to five years of age. The facility is only offered to government employees in Seoul. My how I liked the indoor playroom for ages 3 to 5!

Our next stop that same day was the Seoul Early Childhood Education & Development Institute. Their hope is for everyone to experience a “Joyful Encounter, Precious Discovery & Blissful Future”. The Institute’s mission for young children, parents, and kindergarten teachers is to promote the whole growth of the young child by providing high quality programs and an environment that fulfills the needs of the consumers of Early Childhood Education. There are five floors in this educational building and I never wanted to leave. This experience was AMAZING, especially the Cooking Area and Outdoor Area (see next page).
Thursday and Friday, we were able to observe the Duksung Women’s University Laboratory School on the university campus. The school is now thirty-one years old and has lovely, neat classrooms with learning centers arranged for small group interaction. The children have access directly from the classrooms onto the playground. The excited children continually greeted us with hugs, smiles, and art pictures for us to take home. Their daily schedule is similar to the schedule of the Children’s School and their objectives and characteristics are much like our six developmental domains.

I felt the highlight of my trip was teaching a cooking class to the mixed age group of 3, 4, and 5-year-olds at Duksung Women’s University Lab School. The children there knew very little English, but communicated by watching me as I demonstrated how to chop carrots, cabbage, celery, etc. and by singing our safety song “when you chop, hands on the top.” The children smelled and tasted all the vegetables when they made “Stone Soup” and then ate the soup at the end of the day for snack. That made my travel worthwhile. Ten years ago, I made a videotape of children cooking inExtended Afternoon. Each day, I’d share the tape with a child, who would watch it at home with family and return it the next day. The last child, Youyou, took the tape home and never returned it. When I asked his mother, she said she had sent the tape to South Korea. All this time I thought, “Someone is watching me cooking in South Korea!” And now I was able to make that experience a reality - **Cooking with children in Korea!** Thank you to the Children’s School for giving me these memories of a lifetime that I will cherish forever.
Terrific Textiles

If you have been paying more attention to fabrics since learning of the Whole School Textile Unit, then you've probably noticed the diverse ways that artisans add designs to cloth. Color can be added to fabric with dye (chemical bonding with the fibers) or pigment (adheres to the surface of the fibers). Sometimes artists find ways for parts of the fabric to resist the dye, like when doing batik (where wax makes some areas resist the dye, as in the example to the right) or tie dye (where some areas are wrapped or covered). Pigments can be painted with brushes, sponges, splatter, etc. or they can be printed in a repeating pattern. Color can also be added by embroidery with needle and thread, applique (stitching cut pieces of cloth onto a background fabric), or patchwork (stitching cut pieces into a larger panel). Take the time to observe the techniques used to beautify the fabrics around you!

December’s Textile Tip: Involving your children in gift preparations helps them focus more on the joy of giving than on the commercialism of the holidays. Most craft stores sell fabric items, such as bags, pillow cases, aprons, and clothing items, that children can decorate by drawing, painting, or stamping, and you can recycle fabrics into similar gifts as well. Check The Artful Parent (http://artfulparent.com/2014/04/fabric-arts-and-crafts-ideas-for-kids.html) for lots of inexpensive fabric arts and crafts ideas for your winter months indoors. Be creative!

Mrs. Wendolowski Joins NAEYC’s YPAC

On Wednesday, November 18, I sat in my aisle seat on my Southwest flight with my carry-on safely secured under my seat and excitement stowed in my heart. I was on my way to Orlando, Florida for my first NAEYC conference! I've been to several education conferences in the past, but this one was different. With over 10,000 educators in attendance and my new role as a YPAC (Young Professional Advisory Council) member, I felt a responsibility to Pittsburgh and the Children’s School to both share and learn best practices in early childhood education. I also wanted to be an active member of the YPAC, meet new people from far and wide who share a love for educating young children, and be an advocate for what NAEYC has to offer educators at all experience levels.

In our first YPAC meeting, the 15 members of this newly formed council finally had the chance to meet each other and learn about our role in advancing NAEYC, specifically to give young professionals a voice, recruit young members to join NAEYC, and offer advice on how to make content more accessible to a more diverse population. I look forward to working with my new teammates throughout this year to help make this new YPAC initiative a success. Meeting the YPAC members and many other passionate educators at the conference was definitely the highlight of my Orlando adventure. There were also several workshops that gave me valuable lessons. There were a great variety of sessions from yoga with preschoolers, to resolving conflicts with young children, to the best ways to prepare children for kindergarten.

I am so grateful for my NAEYC experience and for the Children’s School’s role in supporting me as I continue to develop as an early childhood professional. I feel so fortunate to have chosen a career in which I am constantly inspired, learning, and making lasting connections with people who share in the same dream for all of our young learners.
Undergraduate Spotlight

Danielle Lehmann is working at the Children’s School for her 3rd year, in the preschool. Here she describes her experience.

My favorite aspect of the Children’s School is the environment for the friends and for work-study students like myself. As a helper, I’m always welcomed into the Children’s School with smiles and questions about my day, and I can tell that everyone genuinely cares. In the classroom, friends are encouraged to use their words and explain how they feel, which I think is a vital skill for everyone, especially in this technology-focused world. Sometimes the friends surprise me with how well they listen to each other, to the teachers, and even to me. Their ability to share, use kind words, and help each other is so uplifting.

When others ask what I do for work, I get to tell them that I make crafts and play with children, but in my third year here, I know that my responsibilities lie well beyond that. I walk an interesting line between playmate and “adult.” I am able to engage with the friends in dramatic play or with blocks and playdough. However, when a friend is feeling hurt and upset or needs help, I’m able to provide adult support, echoing the words and ideas that I’ve heard the teachers say for the past two years.

When friends want my attention, I kneel at their level. At first it usually surprises them, but I feel we can have a better conversation when we’re eye to eye and they know I’m listening. The stories the friends tell are so fascinating. As an architecture and creative writing major, I love listening to their lists of things they like or things they did that day. They give me a different perspective on life by sharing a simpler view of the world. My job has always been my respite from long hours of schoolwork and it has rejuvenated me more times than I can count. As I work toward graduation this spring, I will always remember the Children’s School as a vital part of my college experience.

SisterFriend Support by Mortar Board

The Mortar Board Senior Honor Society is partnering with SisterFriend (www.sisterfriend.org), which is “an organization by women for women dedicated to sustaining feminine health by providing homeless and underprivileged women and girls with feminine care products. Women living in poverty typically know where to find a safe place to sleep or a hot meal to eat. But when it comes to taking care of their feminine hygiene needs, they often have nowhere to turn. Tampons and sanitary pads usually top the list of needs at shelters, since they’re pricey and supporters don’t often donate them. The Honor Society members are collecting feminine hygiene supplies for SisterFriend and have invited SisterFriend founder and director, Tamara Whiting, to speak about her organization on Tuesday, December 8th at 7:00pm in Porter Hall 100. If you would like to make a donation, please send the feminine hygiene products to the Children’s School office. Everyone is also welcome to attend Tamara’s presentation. Please contact Dr. Carver if you have questions.
Student Teacher Reflections

Cara Vizzini and Sara Kelly are seniors in U. Pitt’s Combined Accelerated Studies in Education (CASE) Program, a five-year undergrad and masters program that includes a BS in Applied Developmental Psychology and a M.Ed. in early childhood and special education.

• Cara Vizzini (AM Younger 4’s with Mrs. Opferman)

This past semester has been amazing. I was fortunate enough to experience what a school should be like. Mrs. Opferman and the other Green Room teachers are wonderful mentors, and I can’t thank them enough for all that they’ve taught me. The children that I have taught this semester have shown me how important it is that playing and learning go hand in hand. I had a great time trekking through the rainforest and exploring space with them. It’s sad that my time at the Children’s School has come to an end, but I can’t wait to take what I’ve learned here and use it in my future endeavors. Thank you to all who have welcomed me, and I hope to see you again.

• Sara Kelly (Kindergarten with Mrs. Perovich)

Over the last few months, I have learned so much about what it means to be a teacher. From the very beginning of the semester, the educators and families at the Children's School made me feel welcome. Mrs. Perovich, Mrs. Blizman and Mrs. Armbruster were so encouraging and allowed me to be creative with my lessons. They taught me strategies that I know I will use in my own classroom someday. The kindergarten students made me excited to wake up and come to school every day. There was never a moment where they could not make me laugh or smile, and I am truly going to miss spending my days with them. I did not know what to expect for my first semester as a student teacher, but I can honestly say that this experience was better than I could have ever imagined. Next semester, I will be working in a life skills classroom, which will be a brand new challenge for me. Thank you for allowing me to be a part of your family this semester, the memories I made will surely last a lifetime.

Continuing Partnership with Homewood HUB

Our educators have continued partnering with PAEYC’s (Pittsburgh Association for the Education of Young Children) Homewood HUB. Once a month, members of our staff attend a “Come Play” session held at the HUB to demonstrate and discuss methods of instruction with approximately 10 at-home educators and the children they teach. This past semester, Mrs. McGillen and Mrs. Loomis demonstrated a cooking lesson, Mr. Salinetro and Mrs. Perovich introduced hands-on natural science activities, and Mrs. Bird and Mrs. Marshall entertained with some music and movement fun! We truly enjoy engaging with these educators and children at a center located only 2 miles from CMU, and we learn as much from these experiences as we share!
Research Spotlight

The Read Aloud Game / The Classroom Game

The purpose of Drs. Anna Fisher and Karrie Godwin’s research is to investigate how children allocate their attention in learning environments. These researchers are particularly interested in examining how physical features of the environment (e.g., posters, art work, etc.) can contribute to or hinder children’s ability to attend to the content of a lesson and whether the distribution of attention changes over time. They are also examining whether children’s ability to effectively distribute their attention has consequences for learning new content. In the Read-Aloud Game, kindergarten children listen to a short story and then answer questions about the content of the story by choosing one of four pictures (see example below). After learning how to answer comprehension questions in this manner, kindergartners will participate in the Classroom Game daily over a 3-week period (for a total of 15 sessions). In this study, researchers are teaching children 15 mini-lessons in a small group format, very similar to our circle time. For 10 of the lessons, the physical environment includes items that are typically found in early childhood classrooms but that may be potential sources of distraction (e.g. posters, artwork, learning materials, etc.). For the remaining 5 lessons, the physical environment only includes visual aids and materials directly relevant to the lesson. Each lesson lasts 10 to 15 minutes. Each time, children listen to a short story and then answer questions about the story content. Researchers also videotape the sessions in a manner that does not show the presence or absence of the potentially distracting materials so that assistants can code the children’s on-and off-task behavior and then relate it to their comprehension scores.

Functional Near Infrared Spectroscopy (fNIRS)

Children with permission to participate in fNIRS studies are taking part in a study in which Dr. Anna Fisher and her researcher associates measure brain activation in the left and right prefrontal cortex during free play. They offer children the set of toys depicted below and ask them to play with the toys for 3 to 5 minutes. The ultimate goal of this project is to understand how developmental increase in coordination among different brain regions relates to development of a number of core cognitive capacities, including language and attention. The free play fNIRS recording is the first small step towards addressing this question because researchers are developing a methodology for collecting ‘resting state’ brain activation – in other words, brain activation in the absence of an externally prescribed goal or task. Better insights into resting state brain activity and developmental changes in this activity across the age 3-6 span (such as improved coordination among different brain regions) can enable psychologists to later compare resting state activation to that evident during more structured tasks. If you have not yet registered your child for fNIRS research participation and wish to do so, please contact Miss Drash for a permission form (adrash@andrew.cmu.edu). If you have questions about fNIRS procedures or safety protocols, please contact Dr. Carver (sc0e@andrew.cmu.edu).
Director’s Corner: How Many? (Part 2)

Once children begin to understand small numbers and how they are organized into a mental number line, they can explore simple arithmetic for answering “How many?” Arithmetic involves composing and decomposing numbers in a variety of ways so that we come to understand five as composed of two and three, one and four, or even zero and five. Similarly, one hundred is ten 10s, five 20s, four 25s, or two 50s, etc. The operations of addition, subtraction, multiplication, and division are the formal procedures we use for arithmetic, and children will learn formal symbols for writing arithmetic equations in elementary school, but we begin with learning how to compose and decompose numbers in everyday life.

Parents and educators can facilitate the developmental process by highlighting numerical combinations, such as our family of 3 inviting another family of 4 for dinner, which means we’ll have 7 people all together. We’ll need 7 cups and 7 plates, etc. but we might need 14 cookies for dessert. At school, if each group plants some flowers, we can add the amounts to see how many flowers were planted all together. Children being absent and snack getting eaten is natural subtraction. Needing 10 markers for each of five tables means we need 50 total; whereas, sharing a container of blocks means that we will have more for each with just a few children playing than with many children playing. At school, we typically use some type of physical counters that children can manipulate (hence called “manipulatives”) to help make the problems concrete. Research shows that children attend best with manipulatives that are simple and uniform, such as chips, rather than objects that vary in color, shape, or kind, all of which might just distract them from the numerical features. Here again, the developing mental number line supports understanding because addition is counting up the number line, subtraction counting down, and multiplication skip counting. Division requires partitioning the line into so many equal sections from a starting point.

At home and school, diverse practice in the context of free play, routines, games, and stories is what gradually builds positive attitudes and strong math concepts. Painting lima or kidney beans on one side makes them great for practicing combinations by shaking and rolling to see “What makes 6?” (or whatever number of beans you use). Simple games with two dice (even ones with just 1-3 pips) introduce addition. Songs like “Five Little Monkeys Jumping on the Bed” introduce subtraction. One fun “division” story called “The Doorbell Rang” explores the challenge of sharing cookies among children when more people keep ringing the doorbell and joining the group.

What matters most is that children and adults engage in enjoyable, developmentally appropriate math explorations together. Enclosed with this newsletter is a recent research report from Science, entitled “Math at home adds up to achievement in school”. The extensive, well-controlled study shows that weekly parent-child interactions using an iPad application with numerical stories led to an additional 3-month gain in 1st graders’ math achievement compared to interactions with a similar reading application. The effect was strongest for families in which parents had identified themselves as more math anxious. Note that the point isn’t the technology, though that was essential for tracking the family usage patterns, but rather the enjoyable interactions about meaningful math. Look for natural opportunities to explore math with your children. You’ll be amazed!
**December**

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<td>3's Parent Teacher</td>
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<td>AM 4's Open House</td>
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<td>Conferences</td>
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<tr>
<td>Preschool Theme: Storytelling / Leo Lionni</td>
<td>Participate via Book Fair online bn.com/bookfairs Use Book Fair ID# 11625175</td>
<td>12:00PM Extended AM 4's Open House</td>
<td>8:45AM FSO Book Club at Resnik Café</td>
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<td>Kindergarten Theme: Beatrix Potter</td>
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<td>3's Parent Teacher Conferences beginning at 1:00PM</td>
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<td>Last Day of the Semester for 3's</td>
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<td>17:00 FSO: 3's Event @ Toy Lending Library</td>
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<td>10:30 FSO: Kindergarten Tour of Textile Company</td>
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<td>Winter Break</td>
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<td>HAPPY NEW YEAR!!!</td>
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<td>No School</td>
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<td>Children return to school on Tuesday, January 5, 2016</td>
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**Children’s School**

CMUCHSch@andrew.cmu.edu  http://www.psy.cmu.edu/cs/
412-268-2199

2015
### The Children's School Snack Menu

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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<tr>
<td>Nov. 30</td>
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<tr>
<td>String Cheese &amp; Saltines Water</td>
<td>Bagels &amp; Cream Cheese Juice/Water</td>
<td>Apples Milk/Water</td>
<td>Cereal Milk/Water</td>
<td>Animal Crackers Milk/Water</td>
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<tr>
<td>Graham Crackers &amp; Jelly Milk/Water</td>
<td>Yogurt w/ Peaches Juice/Water</td>
<td>Bananas Milk/Water</td>
<td>Applesauce Juice/Water</td>
<td>Goldfish Milk/Water</td>
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<td>14</td>
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<tr>
<td>Cheez-its Juice/Water</td>
<td>Clementines Milk/Water</td>
<td>Tortilla Chips &amp; Salsa Juice/Water</td>
<td>Pretzels Milk/Water</td>
<td>Children’s School Mix Milk/Water</td>
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<td>21</td>
<td>22</td>
<td>23</td>
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<td>25</td>
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<tr>
<td>Winter Vacation</td>
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**December 2015**
**High Dice Game**

Played with two dice against a banker to teach the value of the dice and improve counting, comparing, and adding skills.

The banker throws the two dice first. He then adds the total of the two dice together and that is his score.

The next players each throw the dice and see who throws higher than the banker. Each player that throws higher than the banker receives a point.

If the score is equal to the score of the banker, the banker earns a point.

If none of the players throws higher than the banker, the banker gets one point.

The player who reaches 10 points first is the winner.

Variation: This game is sometimes played with special dice having only 1-3 pips for younger children or with more dice for older children.

**Simple Dice Game**

(Use any number of dice for this game.)

Choose a number and roll the dice.

You score a point every time you roll that number.

When you roll that number, you get another turn.

When that number is not rolled, the turn is over.

Mark the tally for each time you roll the number.

First one to a certain score of 10 points wins!

Variation: Set the point total low for young children and higher for older ages.

Grandparents Plus

Math at home adds up to achievement in school

Talia Berkowitz, Marjorie W. Schaeffer, Erin A. Maloney, Lori Peterson, Courtney Gregor, Susan C. Levine, Sian L. Beilock

With a randomized field experiment of 587 first-graders, we tested an educational intervention designed to promote interactions between children and parents relating to math. We predicted that increasing math activities at home would increase children’s math achievement at school. We tested this prediction by having children engage in math story time with their parents. The intervention, short numerical story problems delivered through an iPad app, significantly increased children’s math achievement across the school year compared to a reading (control) group, especially for children whose parents are habitually anxious about math. Brief, high-quality parent-child interactions about math at home help break the intergenerational cycle of low math achievement.

For many families, stories are a regular part of a child’s home routine. Parents are motivated to read to their children because they believe this activity promotes children’s school achievement. However, they pay much less attention to supporting their children’s math learning at home.

A widely held belief among parents is that children’s math education is primarily the responsibility of schools and that their role in supporting their children’s math learning is not as important as their role in supporting their children’s reading. This belief is reinforced by messages conveyed through the media and schools, which predominantly focus on the need for parents to interact with their children related to language and reading. Unfortunately, the notion that math education is the purview only of schools and not also of parents ignores the fact that math input in the home is an important predictor of children’s mathematical success. Here, we demonstrate that a parent-child interactive math app, derived from psychological theories that emphasize the importance of parent involvement in children’s learning, increases first-grade students’ math achievement. Moreover, we show that even a small amount of app usage (once a week) especially helps children whose parents are habitually anxious about math. Given the increasing prominence of tablet-style devices and Internet access, this intervention has the potential to be a low-cost, high-benefit method to ensure that parents’ uneasiness with math does not translate into their children’s low math achievement.

Although there is an inherited component to math and spatial thinking, experiences, including the math talk that young children hear from their parents, are also implicated in children’s mathematics achievement. The amount of number talk parents engage in with their preschool children predicts 4- and 5-year-olds’ grasp of foundational number concepts. The frequency with which parents talk about shape and spatial features of objects—using words like circle, tall, edge, and corner—also predicts children’s spatial thinking (an important component of mathematical success) as they enter kindergarten.

If parent math talk is important for children’s mathematical success, then adding opportunities for parents and their children to discuss numerical and spatial aspects of math throughout the school year should enhance children’s math achievement. It might seem unlikely that a few additional opportunities for math-related talk per week would affect children’s math achievement. However, many adults are apprehensive about math, reflected as math anxiety, and tend to avoid math whenever possible. Moreover, highly math-anxious parents provide a low quality of math input in the home. Therefore, even a modest increase in high-quality parent-child math talk could boost their children’s math achievement.

We recruited a demographically diverse sample of primary caregivers (labeled “parents” for simplicity) and their first-grade children (587 families from 22 Chicago area schools). We focused on early elementary school because students who begin school behind peers in math tend to stay behind in later grades. Families were randomly assigned to a math group (420 families) or reading (control) group (167 families), with our main focus, the math group, oversampled. To control for differences in math learning because children attend schools of varying quality, schools with a reading control classroom had at least one classroom assigned to the math group.

Children and their parents were asked to read topical math (or reading) passages and answer corresponding math (or reading) questions, delivered by an iPad app called Bedtime Learning Together (BLT), several times per week over the course of the school year. The math version of BLT is based on Bedtime Math, an app available for free on iTunes and Android. Participating families were given an iPad Mini to access the story problems. Each passage had five associated questions ranging in difficulty from preschool to late fifth-grade levels. Families did as many questions as desired during each interaction with the app. The reading and math app passages were similar, except the reading passages contained no numerical or spatial content. Math app questions covered topics such as counting fluency, geometry, arithmetic, fractions, and probability; reading app questions dealt with reading comprehension, vocabulary, inference, phonics, and spelling (see the supplementary materials for examples).

By distributing passages with the iPad app, we were able to track how often parents used the app with their children. In addition to app usage, each child’s math achievement was assessed at school in a one-on-one session with one of several trained research assistants, both at the beginning (before the iPads were distributed) and at the end of the school year.

Fig. 1. Estimated number of months of math knowledge children gained across the school year (1 equals 9 months or one school year) as a function of average weekly app use.
Students were randomly assigned to the math or reading group at the classroom level to minimize spillover across treatment conditions. All analyses were conducted using Hierarchical Linear Modeling (HLM) (35) (see the supplementary materials for models) to account for the nesting of students within classrooms.

We began by directly comparing the math achievement of children in the math and reading groups for schools where we had matched math and reading classrooms (math group: n = 225 families; reading group: n = 167 families). Matching students in this way allowed us to compare math and reading families sampled from the same schools. The more times parents and their children used the app (ranging from 0 to 6.28 times per week), the higher children’s math achievement at school year’s end (controlling for beginning-of-year math achievement), but only for children in the math group, as shown by a group by year interaction (Fig. 2). For children in the reading group, a similar model for the reading group showed no significant interaction between frequency of app usage and end-of-year math achievement (Model S2). Unlike the math group, a similar model for the reading group showed no significant relation between frequency of app usage and end-of-year math achievement (Model S2). More use of the math app (defined as +1 SD above the mean in app use) corresponded to approximately a 3-month math achievement advantage over using the reading app often (Fig. 1, A and B).

If using the math app bolsters children’s math achievement because it facilitates parent/child interactions about math, then children whose parents have the most math anxiety and provide lower-quality math input at home (6) should especially benefit from using the math app. Moreover, if parents’ math anxiety is linked to variations in how much children grow in math achievement across the school year, then using the math app should decrease or eliminate differences in math achievement growth between children with low-math-anxious parents and children with high-math-anxious parents. Obtaining this latter result would highlight the importance of introducing parent-child math activities at home to ensure that all children (regardless of their parents’ level of anxiety and comfort with math) have the opportunity to maximally achieve in math across the school year.

Many adults, in the United States and worldwide, feel at least some apprehension toward math (16, 17). The math app may provide parents with math anxiety an opportunity to talk to their child about math in engaging and effective ways—supporting the kind of math conversations they most likely would not otherwise have. To explore this idea, we assessed parents’ math anxiety— their tendency to feel tension, apprehension, or fear in mathematical situations (18). This was done through a math-anxiety questionnaire given to them when they picked up their iPad at the beginning of the school year.

We expected the math achievement of children with high-math-anxious parents to be more affected by use of the math (versus reading) app because these children would not generally be provided with high-quality math input at home (6). Therefore, we first separated parents on the basis of whether they were lower or higher in math anxiety (median split). We then performed an “intent-to-treat” analysis in which we looked at the effect of group (math versus reading app) on children’s end-of-year math achievement (controlling for beginning-of-year math achievement) independent of actual app usage. For children of high-math-anxious parents, we found a significant effect of group, with children in the math group outperforming those in the reading group by almost 3 months in math achievement by school year’s end ($\beta_{33} = 5.25, t = 1.99, P = 0.048$). We did not find this same pattern for children of low-math-anxious parents ($\beta_{33} = -0.61, t = -0.27, P = 0.79$) (Model S3). An intent-to-treat analysis allows us to rule out factors possibly related to app usage—such as motivation or interest—used these findings.

We next looked at the effect of math app usage, separately, on children whose parents were lower or higher in math anxiety. For children with high-math-anxious parents, we found a significant effect of amount of usage ($\beta_{33} = 2.83, t = 3.23, P = 0.002$) (Model S4). For children of low-math-anxious parents, the parallel model also yielded a significant overall effect of app usage ($\beta_{33} = 2.76, t = 2.52, P = 0.01$) (Model S4).

To explore these usage effects further, we separated families into three usage groups: Families who had the app but did not use it much (Bin 0: averaging ≤0.50 uses per week; $M = 0.22, n = 122$ families); families who used the app one to four times per week to rule out factors possibly related to app usage—such as motivation or interest—used the app (Bin 2+); and families who used the app the most (Bin 0: averaging ≤0.50 uses per week; $M = 1.00, n = 153$ families); families who used the app on average 2 or more times per week (Bin 2+: averaging 1.51 to 4.30 uses per week; $M = 2.42, n = 119$ families).

Children of high-math-anxious parents who used the math app about once a week (Bin 1) grew significantly more in math achievement than children of high-math-anxious parents who used the app the least (Bin 0) ($\beta_{33} = 8.08, t = 3.14, P = 0.002$) (Fig. 2). However, children of high-math-anxious parents who used the app two or more times a week (Bin 2+) did not show significant growth over children who used the app once a week (Bin 1) ($\beta_{33} = 0.52, t = 0.27, P = 0.79$). If high-math-anxious parents typically provide little and/or low-quality math input in the home, then even a modest amount of high-quality interaction about math should increase the quantity and quality of math input their children receive and therefore boost children’s math achievement, as we found.

For children of low-math-anxious parents, the only significant effect was that, at higher doses of math-app use (Bin 2+), these children grew significantly more in math achievement than those who interacted with their parents relating to the app less often (Bin 0) ($\beta_{33} = 7.31, t = 2.81, P = 0.006$). There was a slight dip in performance between those who used the app the least (Bin 0) and those who used it once a week (Bin 1), although this difference was not significant ($\beta_{33} = -4.35, t = -1.61, P = 0.11$). Additionally, there was no significant difference between those who used the app the least (Bin 0) and those who used it the most (Bin 2+) ($\beta_{33} = 1.60, t = 1.02, P = 0.31$). There is likely less of a meaningful usage effect for children of low-math-anxious parents because these parents are already providing rich math input at home (see the supplementary materials for comparable reading group analyses).
Visualization of cellulose synthases in Arabidopsis secondary cell walls

Y. Watanabe, 1,2 M. J. Meents, 1,2 L. M. McDonnell, 2* S. Barkwill, 2 A. Sampathkumar, 3 H. N. Cartwright, 4 T. Demura, 5 D. W. Ehrhardt, 4* A. L. Samuels, 6* S. D. Mansfield 7

Cellulose biosynthesis in plant secondary cell walls forms the basis for the development of land plants, with xylem tissues constituting the vast majority of terrestrial biomass. We used plant lines that contained an inducible master transcription factor controlling xylem cell fate to quantitatively image fluorescently tagged cellulose synthase enzymes during cellulose deposition in living protoxylem cells. The formation of secondary cell wall thickenings was associated with a redistribution and enrichment of CESA7-containing cellulose synthase complexes (CSCs) into narrow membrane domains. The velocities of secondary cell wall--specific CSCs were faster than those of primary cell wall CSCs during abundant cellulose production. Dynamic intracellular trafficking of endomembranes in combination with increased velocity and high density of CSCs, enables cellulose to be synthesized rapidly in secondary cell walls.

Cellulose, the most abundant biopolymer on Earth, is a key biomechanical component of land plants and a valuable natural resource. Cellulose in the primary cell wall, which is laid down during plant growth, determines plant shape (J). However, the bulk of terrestrial biomass is composed of the cellulose in secondary cell walls, which are laid down after the cell has stopped growing to strengthen plant vasculature and structure (2). The strength of these walls is derived from the organization of cellulose microfibrils, which, relative to primary cell walls, possess cellulose with a higher degree of polymerization, increased microfibril crystallinity, and a higher degree of microfibril organization (2, 3).

Cellulose is synthesized at the plasma membrane by cellulose synthase (CESA) enzymes that are organized in multiprotein cellulose synthase complexes (CSCs) (4). In Arabidopsis thaliana, 10 CESA isoforms exist, with CESA1, CESA3, and CESA6 involved in primary cell wall synthesis

REFERENCES AND NOTES


SUPPLEMENTARY MATERIALS

www.sciencemag.org/content/350/6257/1049/suppl/D1C Materials and Methods
Supplementary Text
Fig. S1 Table S1 Models S1 to S8 Accessory Data File S1
5 June 2015; accepted 3 September 2015 10.1126/science.aac7427

PLANT SCIENCE

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Dear Parent/Guardian:

The Easter Seals Speech Department is offering a speech, language, hearing and middle ear screening program for preschoolers. This service helps to identify communication and/or hearing problems early and recommends courses of treatment. Some children may have had similar testing performed in the past by Easter Seals or family doctor/pediatricians. However, since hearing and middle ear screening results can and often do change from one testing situation to another, it is strongly suggested that preschoolers be screened annually so as not to OVERLOOK a potential problem. Written results will be supplied on all children screened. Because children often react negatively to the word ‘TEST,’ we request that you refer to the screening as a talking and listening ‘GAME’ as you prepare your child at home. Please refer below for a description of the screening procedure.

**MY CHILD HAS PERMISSION TO PARTICIPATE IN THE EASTER SEALS SPEECH, LANGUAGE, HEARING AND MIDDLE EAR SCREENING PROGRAM. MY SIGNATURE ALSO GRANTS MY PERMISSION FOR THE EASTER SEALS SPEECH-LANGUAGE PATHOLOGIST TO DISCUSS MY CHILD’S RESULTS WITH THE DIRECTOR AND TEACHER AT HIS/HER SCHOOL SITE. I UNDERSTAND THAT I WILL RECEIVE WRITTEN RESULTS CONCERNING MY CHILD.**

<table>
<thead>
<tr>
<th>Date of Screening:</th>
<th>Fee: $20.00</th>
<th>HSA Receipt needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Enclosed:</td>
<td>$</td>
<td>OR Cash:</td>
</tr>
<tr>
<td>Check No.:</td>
<td></td>
<td>Class: AM PM</td>
</tr>
<tr>
<td>Name of School:</td>
<td>Teacher’s Name:</td>
<td>(circle one)</td>
</tr>
<tr>
<td>Child’s Name:</td>
<td>Date of Birth:</td>
<td>Gender: M F</td>
</tr>
<tr>
<td>(circle one)</td>
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<td></td>
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<tr>
<td>Name(s) of Parent(s)/Guardian(s)</td>
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<tr>
<td>Mr. ( ) Mr. &amp; Mrs. ( ) Ms. ( ) Mrs. ( )</td>
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</tr>
<tr>
<td>Address:</td>
<td>City:</td>
<td>ST</td>
</tr>
<tr>
<td>Home Phone</td>
<td>Child’s Native Language:</td>
<td>(If other than English)</td>
</tr>
<tr>
<td>Cell Phone</td>
<td></td>
<td></td>
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<tr>
<td>Email Address</td>
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</tbody>
</table>

During the speech and language portion of the screening, your child will be asked to name common pictures and objects, follow simple directions, and repeat sentences. The speech-language pathologist will be listening for your child’s ability to produce developmentally appropriate speech sounds, identify specific vocabulary items and comprehend and produce various language skills. The speech-language pathologist will also listen for oral/nasal resonance, vocal quality and fluency of speech. For the hearing screening, your child will wear earphones, listen to several tones of different pitches, and indicate when he/she can hear the sounds. For the middle ear test, an acoustic otoscope or ear check will be used to measure sound reflectivity from the eardrum. This is a non-invasive procedure that helps to identify potential middle ear problems. A picture book called *Come Talk and Listen* is available at your child’s school to help them anticipate the “talking and listening games” they will play.

1) Do you have any areas of concern about your child’s speech and language? Yes | No | If yes please describe: |

2) Is your child currently receiving speech-language services? Yes | No | If yes, where and for how long? |

3) Does your child have tubes in his/her ears? Yes | No | If yes, which ear? Left | Right | Both |

4) Has your child suffered from recurring ear problems now or in the past? Yes | No |

5) Is your child currently on medication or being followed by a doctor for ear infections or other medical problem(s)? Yes | No | If ear infection, which ear? Left | Right | Both |

**SIGNATURE OF PARENT/GUARDIAN**

**DATE**

Easter Seals Western and Central Pennsylvania is in compliance with the Health Insurance Portability and Accountability Act (HIPAA) regarding confidentiality and privacy. A copy of these policies is on file with the director of your child’s facility.
TO PARENTS
Easter Seals Western and Central Pennsylvania is pleased to offer the
2015-2016
Preschool Speech, Language & Hearing Screening Program

For only the cost of a co-pay, you can enhance your preschooler’s opportunity to make the
most of their crucial early learning years by scheduling a speech, language and hearing screening
at your site.

Easter Seals will be at our school on January 11-15.

It is well-established that early identification and treatment of speech and language problems
positively impacts literacy development and reduces length of time in speech therapy by
years.

Easter Seals’ program is specialized and more comprehensive than
pediatrician-based programs:

• Master’s level, credentialed, speech-language pathologists provide the service using the most
current evidence-based practices.
• Children are seen individually, not observed in a group setting.
• Procedures are standardized and cover a wide range of skills:
  ✓ middle ear health ✓ speech sound production
  ✓ hearing sounds ✓ understanding language
  ✓ following directions ✓ using language and grammar
  ✓ vocal quality and fluency ✓ vocabulary development

• Each child receives individualized written results and recommendations.

• Unbiased pre-school screening services are provided to identify and refer children to
appropriate outside agencies within the community.

We are pleased to be able to hold the cost per child to $20 for the 2015-2016 year.
(Receipts are available for reimbursement by eligible HSA accounts.)

Your children will come home and tell you about the fun talking and listening games they
played! This is a great opportunity to prepare them for kindergarten entrance screenings!

For your child to participate please fill in the permission form included with this
letter and return to your child’s teacher by January 8th, 2016.

For additional questions, contact the Easter Seals Speech Department at:
412.281.7244 X223
sgreenberg@westernpa.easterseals.com