

Fitzsimons ELC News

May 2013



How can we help you?

Angella Schroller

Center Director

Enrollment, Waitlist, Policies, Procedures, Licensing, Accreditation, Children's schedules



Jeff Caster

Business Manager

Billing, BUCA, Drop-in, Flex spending, Medication, Intake scheduling, Incoming child paperwork



Christy Farmer

Infant EC

Infant Classroom/Teacher questions or concerns



Jen Grunewald

Toddler/Twos EC

Toddler & Twos Classroom/Teacher questions or concerns



Sheryl Hood

Preschool, Pre-K, Kinder EC

Preschool, Pre-K, Kindergarten Classroom/Teacher questions or concerns



Sandy Nielsen

Mentor Teacher

Teaching Strategies Gold, Current Child files and paperwork



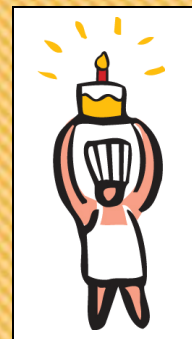
Not sure who can help? E-mail fitzsimons@brighthorizons.com or stop by the front desk. For any questions or concerns not addressed by those listed above, please see Angella or e-mail angella.schroller@brighthorizons.com

Important Dates

- May 2:** Ms. Irina celebrates 2 years with Bright Horizons!
- May 5:** Ms. Jeannie celebrates 1 year with Bright Horizons!
- May 9:** Ms. Ginny celebrates 2 years with Bright Horizons!
- May 9:** Ms. Kelsey celebrates 2 years with Bright Horizons!
- May 9:** Ms. Joseline celebrates 1 year with Bright Horizons!
- May 10:** Muffins with Mom
- May 16:** Ms. Oriana celebrates 1 year with Bright Horizons
- May 16:** Parent Partnership Group Meeting 4:30 p.m. **All parents welcome**
- May 23:** Ms. Erika G. celebrates 1 year with Bright Horizons
- May 27:** Center Closed for Memorial Day

Reasons to Celebrate

- 5/1: Ronin K. turns 2
- 5/2: Ms. Angela (cook) turns ?
- 5/7: Elliot F turns 3
- 5/9: Ms. Ginny turns ?
- 5/10: Samantha S turns 5
- 5/11: Emma G turns 3
- 5/12: Colin G turns 1
- 5/17: Brody C turns 2
- 5/19: Coraline H turns 3
- 5/20: Ms. Megan turns ?
- 5/21: William L turns 4
- 5/21: Paisely G turns 4
- 5/22: Violet M turns 1
- 5/22: Ms. Debra turns ?
- 5/25: Ms. Kimberly turns ?
- 5/28: Julia H turns 5
- 5/28: Grace A turns 4
- 5/30: Hazel M turns 4
- 5/31: Ms. Katie turns ?

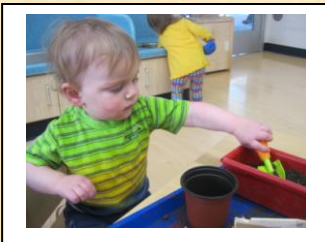


Classroom Highlights



Infants

Science Rocks when the children in the infant two classroom explored the properties of water at the sensory table. Infants are naturally curious about water and used their senses to explore it. Molly waved her hand in the water and also practiced filling up the cup. Asher learned about cause and effect when he discovered he could move his hands and splash his friends. Manny used his fine motor skills as he reached for and manipulated objects in the sensory table. From the youngest age, infants are making discoveries and exploring the world around them.



Toddlers

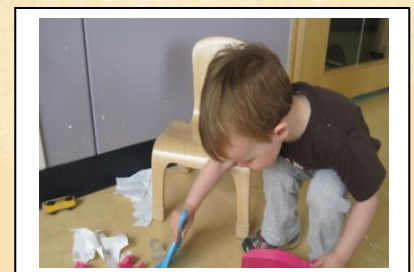
Young children are scientists by nature. They are born with a strong sense of curiosity about how things work, and have an innate desire to make sense of the world. Toddlers are learning that *Science Rocks* each day by splashing in water, investigating in the sandbox, using their senses to explore the food they eat at meals, and intently watching a butterfly in flight or a creepy crawly crawling on the ground. The children recently filled flower pots with dirt, placed seeds in the dirt, watered the seeds, and observed what happened each day. Through this, the toddlers are becoming skilled observers, inquisitive investigators, and life-long researchers. The children were able to explore the soil by touching, smelling and seeing the mixture. They scooped the soil and placed it into a flower pot and patted it down with their hand. The toddlers were all eager to participate. The moment the teacher got the soil out and put it on the table, they all immediately went over to investigate! By learning about nature and how things grow the children are learning to be aware of the world around them and to be a positive part of that world.



Twos

Two-year olds are active learners, who enjoy learning about the world around them. The *Our World* component of the curriculum introduces complex concepts, where teachers model respect and encourage children to reflect on themselves, their peers, and the world they live in.

In Twos 4, the children are learning to “keep ourselves safe, keep our friends safe, and keep our toys safe.” By being consistent in using the same language, the children learn classroom expectation and begin encouraging each other using the same language. In fact, several times throughout the course of the day, the children can be overheard saying, “Let’s keep our toys safe!” Throughout the process of keeping “their world” safe and organized, the two year olds are not only learning about how their actions affect others, but also how keeping their toys cleaned up helps create a safe environment. You will see this same language used in our older classroom to make their transition easier.



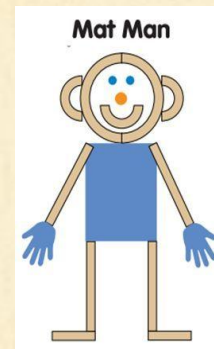


Classroom Highlights



Preschool

Preschool 3 has embraced Mat Man from *Handwriting Without Tears*. *Handwriting Without Tears* is the program we use to teach children how to hold a pencil in the correct pincer grasp and how to expand children's writing drawing skills. There were no tears when the children made Mat Man and sang the song. There is a line in the song which says, "Mat Man has one body to hold what's inside.." during this line the children are accurate about what is inside their bodies. Addyson likes to add "Blood and bones", while Luca includes, "Our heart and lungs and stomach." Liliana also exclaims, "Our heart!" After the song the children drew Mat Man for themselves. Stop by preschool 3 and sing along with the children as they make Mat Man.



Preschool

In the month of April Preschool 4 learned about farms and farm animals. As part of our learning during this theme we made our own butter! We used scientific inquiry to develop hypotheses and conclusions whether the butter would turn out or not. The ingredients used for this activity was heavy whipping cream and salt to taste. We poured the heavy whipping cream and sprinkled a pinch of salt into a plastic container and closed the lid. We taped the sides of the lids for what was to come next! We all had the opportunity to shake, shake, shake the containers! In about 5 minutes time we opened the containers and found that we had really made butter! We spread the homemade butter onto flour tortillas and ate away our delicious concoction! It's hard to tell what was more exciting: learning something new or getting to eat something we created!



Classroom Highlights



Pre-Kindergarten

Language Works in Pre-K 6 when we used the game musical chairs with a fundamental twist to help children identify letters and phonemic sounds. The game had 26 chairs in a circle, each with a letter of the alphabet taped on the back. When Ms. Ashley called out, “I am trying to find a letter that makes the sound s-s-s. I know someone is hiding it, who could it be?” Pranati said, “I have the letter S!” Tobi realized he was sitting on the letter C and said, “C is for car.” Naomi knew the phonemic sound for the letter M and Haruna said, “B is for boy.” Madelyn proudly displays the letter A after finding it. This activity made learning letters and their phonetic sounds entertaining, thrilling, and ultimately educational.



Pre-Kindergarten

Math Counts when children in Pre-K 5 matched quantities related to numbers.

For this activity we used eyedroppers, two cups, paper, pencil and dice. After rolling the dice the children looked at what number was on the top and wrote the number on their paper. The children then used eyedroppers to move water from one cup to another. Corrine rolled the number 5 and wrote it on her paper. Jackson rolled a 6 and transferred 6 drops from one cup to the other.

When all the children finished, we made comparisons of which number came up the most and then we put the pieces of paper in order from smallest to largest. Finally we compared water in each cup to see which cup had the most and which cup had the least.



What is School Readiness?



READY for SCHOOL Parent News: What does School Readiness Really Mean?

A report that grew out of a partnership of 17 states identified five factors most important in children who are ready for school or what the report calls “Ready Children”. These factors included:

- **Overall physical well-being and motor development:** Children possessing age-appropriate fine motor skills which involve coordinating their eyes and hands to complete tasks such as stacking blocks; putting together puzzles; connecting building toys like Legos®; drawing and using a paint brush; or writing, typically experience success in school.
- **Social and emotional development:** Children who interact positively with other children typically also do well in a school setting. Many of the skills children learn from their families and in child care such as taking turns, sharing, listening to others, developing empathy, and functioning as part of a group, help with school success.
- **Approaches to Learning:** The ability to follow through on one-step directions (“Hang up your coat”) or multi-step directions (“Get some crayons, take them to the writing table and have a seat”) is another school readiness indicator. Cooperativeness, persistence, independence, curiosity and creativity are also important.
- **Cognition and General Knowledge:** Developing an observant, inquisitive mind which looks at, labels, asks questions, notes similarities and differences, and solves problems is another important school skill.
- **Language Development and Literacy:** The development of a significant talking (expressive) and understanding (receptive) vocabulary is important as well as later recognizing the relationships between letters and sounds.

Not surprisingly, only one of these factors, recognizing the connection between letters and their sounds, is what we typically think of as a school readiness skill. Instead, a well-rounded child who interacts well with others, follows directions, effectively uses her hands to manipulate small parts, and has an inquisitive mind, possesses key readiness skills.

Also not surprisingly, the report states that families can play a critical role in preparing their children for school success is by reading to them daily, starting when children are infants and toddlers. Enrollment in high quality child care programs is another factor in school success.

For more information, you won’t want to miss the May 7th webinar, **Mind in the Making: The Seven Essential Life Skills Every Child Needs** with Ellen Galinsky. This session will provide even further insight into the key school and life readiness skills that may be less familiar to parents. To register, **please visit** www.brighthorizons.com/mindinthemaking.

Families and teachers working together can help ensure that all our children are *READY for SCHOOL*.

Reference: *Findings from the National School Readiness Indicators Initiative – A 17 State Partnership*.

(February 2005). Sponsored by the David and Lucile Packard Foundation, the Kauffman Foundation and the Ford Foundation. Prepared by Rhode Island KIDS COUNT.

Parent Webinar Series



JOIN US for our next Parent Webinar!

MIND in the Making

Bright Horizons, in conjunction with Families and Work Institute invites you to join Ellen Galinsky for our next parent webinar about the skills adults and children need in order to succeed in the 21st century.

**Mind in the Making: Executive Function and the Seven Essential Life Skills
Every Child Needs
Tuesday, May 7, 2013
8:00 p.m. – 9:00 p.m. EST**

For over a decade, Ms. Galinsky has worked with top researchers from across the country, filming their experiments and studying their results how we learn best. In her recently released highly acclaimed best selling book, *Mind in the Making* (Harper Collins 2010), she identifies seven life skills that are essential to success—in school, the workforce and in life.

During the webinar, Ellen will outline the meaning and importance of Executive Function of the brain and why they underlie Life Skills, describe the seven essential Life Skills, as well as provide parents with easy everyday things they can do to foster these Life Skills in their children and themselves. Attendees will see videos of researchers “in action” sharing studies on the topic, and gain the ability to apply what is presented not only to parenting techniques but adult learning as well. In addition, 5 lucky webinar attendees will receive a free copy of *Mind in the Making*.

To register for this webinar, please visit www.brighthorizons.com/mindinthemaking.

Presenter Bio: Ellen Galinsky, President and Co-Founder of Families and Work Institute (FWI)

*Ellen Galinsky helped establish the field of work and family life while at Bank Street College of Education, where she was on the faculty for twenty-five years. Her more than forty-five books and reports include the highly acclaimed *Mind in the Making: The Seven Essential Life Skills Every Child Needs*, *Ask The Children* and the now classic *The Six Stages of Parenthood*. She has published over 125 articles in academic journals, books and magazines. At the Families and Work Institute, she oversees the largest nationally representative studies of the U.S. workforce and workplace.*

Ms. Galinsky holds a Master of Science degree in Child Development/Education from Bank Street College of Education, a Bachelor of Arts degree in Child Study from Vassar College and numerous honorary doctoral degrees. She is a past President of the National Association of the Education of Young Children. Ellen Galinsky is married to artist Norman Galinsky, and they are the parents of two grown children: Philip and Lara.

Connect with Bright Horizons



Did you know... Bright Horizons has a new website! Visit our new **Family Resources** page to access resources for growing families including: parent webinar archives, eFamily news articles, learning at home activities and more!

Check out our Facebook page for your chance to ‘Discover Family Resources and Win’ an iPad mini! (Contest ends 5/3)