

# Sharon L. Hostler CDC

November 2014



## Welcome Carmen Evans, Field Director



Carmen Evans will be joining the Sharon L. Hostler Child Development team as a Field Director to provide support during Shannon Banks' maternity leave.

Carmen comes to the center with 16 years of experience in education, most recently as the Assistant Director at Bright Horizons at The George Washington University. She brings with her an understanding of early childhood education and child development, as well as the ability to work collaboratively with others and a high regard for emergent curriculum and its emphasis on child-centered learning at every stage.

Carmen will be joining the center on Wednesday, October 27, 2014 and will remain until Shannon returns from maternity leave. You can email Carmen at [uva@brighthorizons.com](mailto:uva@brighthorizons.com) or at [Carmen.evans@brighthorizons.com](mailto:Carmen.evans@brighthorizons.com).

Welcome Carmen!

## Important Dates

**November 10-23: Voices of Gratitude:** What are you thankful for? (see pg. 5 for details)

**November 18: Our One Year Anniversary!**

The Sharon L. Hostler Child Development Center has been open for 1 year!

**November 25: Tuition Due**

Tuition is due for the month of December.

**November 3<sup>rd</sup>, 4<sup>th</sup> and the 26<sup>th</sup> SchoolsOUT:**

Please call or e-mail the center to reserve your space today.

**November 27<sup>th</sup>, 28<sup>th</sup> : Thanksgiving Holiday**

The center is closed.

## Reasons to Celebrate

Aubrey's Birthday: November 4<sup>th</sup>  
Will's Birthday: November 10<sup>th</sup>  
Virginia's Birthday: November 10<sup>th</sup>  
Abdulrahman's Birthday: November 10<sup>th</sup>  
Arjun's Birthday: November 15<sup>th</sup>  
Rowen's Birthday: November 25<sup>th</sup>  
Sylvia's Birthday: November 26<sup>th</sup>  
Rohan's Birthday: November 29<sup>th</sup>

### Connect with Bright Horizons



# Classroom Highlights



## Infant A

Fall is a time of change, and the babies in Infant A have been having a great time exploring all the different and new things that are happening. We have created art using fall colors like red, orange, green, and brown. Talking about fall and exploring pumpkins has also been a great experience. The children got to touch, smell, and feel some real pumpkins and loved having new sensory fun in the classroom! "The Floppy Scarecrow" was also a class favorite, as we love listening and hearing new tunes.



## Infant B

We've been having so much fun in Infant B! Our older infants are so talkative now! We are learning new words every day, and even practicing some sign language, like "more" and "please." They like to help clean up and be a part of the daily routine. The younger babies are becoming more and more mobile. They are enjoying music and stories a lot lately. We all love taking stroller rides and seeing the new colors outside. Please remember as the weather gets cooler to pack a jacket for your little one for when we go outside. Thank you!



## Toddlers B

The Toddlers have continued their study of small creatures this fall, with some new and exciting experiments. One of their most interesting projects involved learning about the life cycle of the butterfly. To their delight, they frequently sighted monarch butterflies on the playground. In addition to terrific books, they enjoyed creative art, and a special sensory table project with playdough, plastic caterpillars, butterflies, and real leaves that helped them experience the complete life cycle from egg to butterfly with their senses.



## Early Preschool A

The Early Preschool A classroom has been learning about feelings and emotions. We have learned new vocabulary words each day to describe our feelings, such as happy and sad. The class made happy/sad face signs to hold up to show their emotions for different scenarios. We have also been practicing working together and learning to share with our friends. The class painted boxes collaboratively to engage in teamwork, and have been reading many new books about sharing, including, "My New Sandbox."





## Preschool A

As we have added new members to our class, the topic of friendship has become important to the students in Preschool A. We read many picture books that illustrate the joys, as well as the challenges of friendship. During Circle Time we have had conversations to help us discover answers to a variety of questions, such as: What is a friend? How do friends act with each other? How do we show someone that we want to be their friend? The children also role played ways to be a good friend and what to do if someone needs help being a friend. Ultimately these experiences have aided the children while they navigate their new friendships independently. The Preschoolers also created a friendship quilt, with each friend contributing a square.

## Kindergarten Prep

Kindergarten Prep has welcomed in October by exploring all things autumn. We have collected fall leaves and identified them using leaf identification cards. We have read books about scarecrows and even made one for our classroom. We planted pumpkin seeds and recorded our observations in our science journal. And of course, we carved a pumpkin! We have added Guided Reading to our afternoon routine. This is a reading program that incorporates beginning sight words with pictures to help with beginning vocabulary recognition. We began adding groups together to enhance our math skills, and learned the meaning of the math terms: “addition”, “add”, and “equal.” Spanish has been a great part of our days as well. We have learned the days of the week and how to count from one to ten. The children enjoyed learning about Pablo Picasso and getting to see some of his amazing art!



## SchoolsOUT

We spent our last SchoolsOUT Day learning about and researching the fall season. We took the time to hunt for leaves that displayed the colors of fall and then discussed what causes them to change colors. We also enjoyed reading some books, making lanyards, and catching up with what our friends have been doing since the last time they were here! We hope to see you all on our next SchoolsOUT day.

## READY for SCHOOL Parent News: Measurement

Preschool children like to compare objects or people and often want to figure out which is bigger, longer, or heavier. They especially love to compare themselves to others – who is taller, whose hair is longer, who is the oldest, etc. We can take advantage of these opportunities to help children learn the basics of measurement.

Children typically progress through a series of stages in understanding measurement (Copley, 2000):

- 1) Comprehending that objects can be compared and measured and understanding the meaning of questions like “how long is this?,” “how heavy is that?,” etc.
- 2) Making comparisons themselves, such as judging which block is shorter, which rock is heavier, etc.
- 3) Determining an appropriate unit and process for measurement
- 4) Using standard units of measurement (inch, pound, centimeter, etc.)
- 5) Creating and using formulas to help count units

During the preschool and kindergarten years, children primarily focus on stages 1 and 2 and may begin to work on the concept of “unit” in the third step. Steps four and five are typically focused on in the elementary school years.

What kinds of activities encourage the development of measurement in preschool and kindergarten children? Here are a few samples to get you started:

- Use measurement and comparison language frequently in your incidental conversations with your child.
  - “This grapefruit feels really heavy. Is it heavier or lighter than this orange?”
  - “This tablecloth is too short for this table. Let’s find a longer one.”
  - “Do you think this pitcher will hold all the juice?”
- Include language that compares time (earlier, later, tomorrow, next week); temperature (warmer, colder); and capacity (holds more, holds less).
- Consider introducing non-standard measurement. “This fire truck is four blocks long.” Offer children opportunities to practice non-standard measurement. “Let’s see how many hands long this rug is.”
- You can also incidentally introduce standard measurement language (Talk about gallons, liters, yards, meters, etc. during your daily life as you pour milk or juice, measure wood for a home improvement project, etc.)
- You might provide a plastic bin filled with water or cornmeal as a place for your child to practice with volume and capacity. As children pour from a tall, thin cylinder to a short, fat cylinder, for example, they are developing a concept that Jean Piaget called “conservation.” If a child understands the concept of conservation of volume, he/she knows that a tall, thin container can hold the same as a short, fat container. Piaget’s research showed that children learned to conserve around age seven or later. More recent research has been showing children conserving earlier than that.
- Provide tools for measurement for children’s easy access throughout the day (rulers, meter sticks, bathroom scales, etc.).

### Reference:

Copley, J. V. (2000). *The Young Child and Mathematics*. Washington, DC: National Association for the Education of Young Children.

# Bright Horizons News



**Submit your art during Nov. 10-23, and it will be displayed in a Bright Space!**



*Voices of Gratitude: What Are You Thankful For?* is an opportunity for the Bright Horizons community, parents and teachers alike, to come together and support the **Bright Horizons Foundation For Children®** by submitting art that illustrates the answer to “What are you thankful for?” The resulting piece of collaborative artwork will be proudly displayed in all **Bright Spaces®** (Bright Spaces are warm, safe, and enriching spaces in shelters and agencies across the country that allow children to heal from trauma through play and experience the joy of childhood).

The Bright Horizons community will be invited to upload the artwork via social media or email it to [thankful@brighthorizons.com](mailto:thankful@brighthorizons.com). Submissions will be accepted from November 10-23. Participation is optional.

**How to Grow a Giver this Holiday Season:** Family Resources for Teaching Compassion



As a parent, you try to raise your child to become an active, compassionate member of society. [Growing Givers](#) is a resource to help you find age-appropriate activities, projects, and volunteer opportunities to encourage empathy, caring, and compassion for the world and all its people. *Growing Givers* offers ideas for how you can promote empathy and social awareness through your daily interactions and modeling with children and through service opportunities from home or out in the community.

As fall and winter holidays approach, we’ve collected a list of resources from *Growing Givers* that can help you come up with easy ways to incorporate giving into your family’s routine:

- **(Parenting Blog Posts)** [Family Volunteering: Tips for Finding Ways to Give Back](#), [Teaching Manners and Good Behavior Through Books](#), [How to Raise a Grateful Child](#)—join the conversation on *The Family Room* blog: <http://blogs.brighthorizons.com/familyroom/>.
- **(Community Topics)** [Volunteering with Small Children](#), [Donating Old Toys to Charity](#)
- **(E-family News)** – [The Caring Connection: Teaching Empathy to Children](#), [Raising Caring and Giving Children](#)
- **(Family Matters Series Webinars)** Raising a Socially Responsible Child ([Part I](#) & [Part II](#))—featuring *Bright Horizons* early education experts and guests from *The Volunteer Family*

Visit [www.brighthorizons.com/growinggivers](http://www.brighthorizons.com/growinggivers) for additional resources and at-home activities to promote empathy and social awareness.