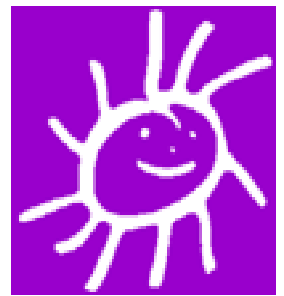


The Children's Center at Caltech



May 2006

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Upcoming Activities

Board Meeting: 7:00 p.m.

Room 239, Moore Lab
3rd Monday of each Month

Upcoming Holiday Monday, May 29th Memorial Day

Center Event Saturday, May 20th Evening Under the Stars

293 South Chester Avenue
Pasadena, California 91106
626.395.6860
626.793.7308 fax
www.ccc.caltech.edu

From Susan's Desk

We are all very excited about our upcoming Evening Under the Stars. You can get a peek preview of the many wonderful auction items in each of the classrooms. Our goal this year is to bring in the remaining dollar amount of \$30,000 so that the building of the Arts and Science Lab can begin this summer.

A parent recently asked me, "Why science?" Science seems to be the perfect fit for young children. Babies, for instance, are natural born scientists. "If I throw this spoon off my high chair what sound will it make? I wonder if the cup will make the same sound? And what about this plate?" This sense of wonder, we believe is our job as educators to support. We do so in the following ways:

- Children & teacher work together to actively construct knowledge; it is a process of intersubjectivity
- Children need opportunities to interact with materials & language with a more advanced peer
- Materials must be meaningful to children (most likely from their daily experiences)
- The teacher needs to provide some guidance & assistance

Children come to an activity or lesson with their own naïve, or spontaneous, concepts (this includes misconceptions).

- The program must start with an understanding of these naïve concepts (e.g., assessment in the

form of questions & observations)

- The teacher must link the spontaneous concept with the scientific concept
- The teacher needs to be knowledgeable in science and in common science misconceptions
- Because spontaneous concepts may be resistant to change, a great deal of exposure may be necessary for learning (themes should be extended over long periods, concepts should be repeatedly introduced in a variety of ways)

We are so fortunate to have such a great team of gifted teachers. This conceptual approach to science learning, especially for very young children, is unique.

Here at the CCC we have no workbook to follow, instead we must be willing to investigate so that we can plan where the teachers and children can venture together. It requires dedication, continued professional growth, research, teamwork and the ability to take risks. It's not always easy work.

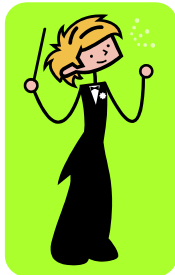
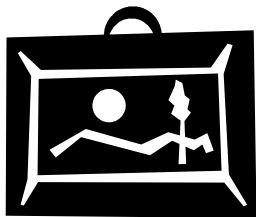
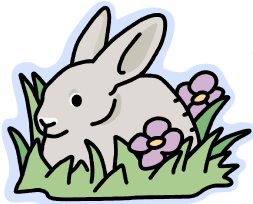


So, even if you are unable to attend Evening Under the Stars, I hope you can find a way to support this important work. This is an investment in the future.



Bunny Hopping

May 20th is our Evening Under Stars gala. We host this annual fundraiser to provide funding for the CCC's Arts & Science Lab that is being constructed. The Bunnies have a theme basket we hope to have filled with items representing our current theme: **Fine & Performing Arts**.



We are asking the parents' help in filling this basket and finding donors. Inside your parent mailbox there is documentation providing detailed information on this event and the theme. Please check your mailbox today.

Our Week of the Young Child celebration turned into a huge success. The Bunny Staff would like to sincerely thank all the parents who participated that week. The event was fun, busy, and a wonderful bonding experience for staff, children, and Parents. A big thank you to Elena who cooked our delicious breakfast!

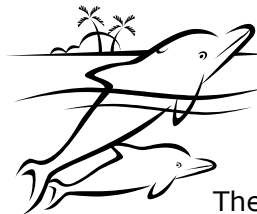
Tom Frederick has joined our Bunny staff as an Associate II Teacher. He has been with the CCC for 4 years now providing a great service to many age groups. The

children and staff are delighted to have him in the classroom. Welcome home Tom!

We would also like to extend a warm welcome to **Loretta Heinrich, Allison Woo**, and a welcome back to **Claudio Bastiani-Fonk**, and their families. We are pleased to have them as Bunnies.

Dolphin Splash

The curriculum development of movement has been one of excitement for the children. The emergent curriculum with the movement of trucks and a host of people within the environment has made this particular unit of study one that could continue on and on for a long time.



The "Week of the Young Child" celebration was a great success. Thanks to all of you that took time out of your busy schedules to attend.

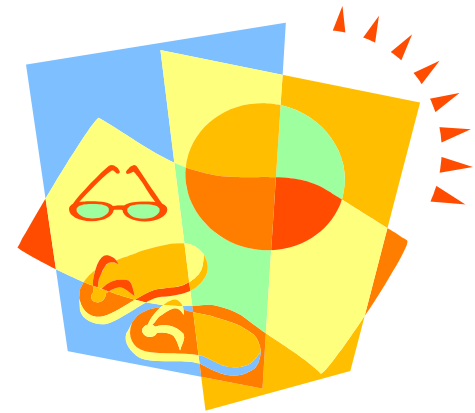
The children are very excited to look at their individual photo books and their friends' books as well. Each one of your children has brought a special individual uniqueness to the classroom environment.

Thanks again for allowing us to share in the education of your child.

Everyone has received an invitation for the annual "Evening under The Stars" fundraiser, so please make preparations and reserve the date of Saturday, May 20th.

A silent auction will take place for many items including our classroom basket with donated items from you with the theme of "**A Day at the**

Beach". We look forward to seeing you there.



A wonderful quote from writer and lecturer Emma Goldman reads as follows:

"No one has yet fully realized the wealth of sympathy, kindness and generosity hidden in the soul of a child."

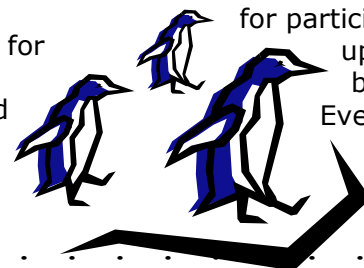
The effort of every true education should be to unlock that treasure".

Penguin Parade

It feels like summer! Naturally, the children want to take off their shoes. **Reminder:** Please label your child's socks – we have many unclaimed socks. We will also be having more water play, so check to see that your child has extra clothing that is labeled.

We are starting a new curriculum. We are investigating change/growth by focusing on soil, plants, ourselves, and bugs! We are currently looking at seeds.

We want to thank all the parents for participating in filling up the fundraising basket for the Evening Under the Stars.

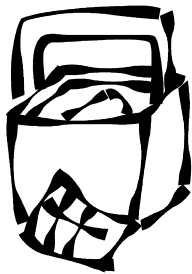


We are sad to say farewell to **Sri Valli** and **Adi** in which they are leaving CCC. Sri Valli found a program closer home and offers part time hours and Adi and her family will be moving back to Israel. Best wishes to all!

We want to welcome **Jackson** to the classroom he goes by **Jack**.

The transition picnics that we had with the Koalas were great! We will continue to have the picnics once a week. We will alternate Thursday and Friday. All parents are welcome to attend, 11:30 a.m. - 12:30 p.m. **Reminder:**

Don't forget to bring cold lunches on those dates
Picnic dates:
May 19th, 25th
and June 2nd,
8th, 16th, 22nd,
and 30th.



Happy Birthday to **Vivien** and **Natalie** (May 23rd) and to **Medha** and **Madeline** (June 28th)!



My Garden

This is my garden. I'll rake it with care.
And then some flower seeds I'll plant there.
The sun will shine
And the rain will fall
And my garden will blossom
and grow straight and tall.

Koala Korner

First we would like to give a hearty welcome **Federico Iaryczower** to the Koala classroom! We are glad to have you in our class.



We continue our study of *animate versus inanimate* by comparing and contrasting between real and pretend objects. The Koalas have been discerning between the real Jason and the pretend Jason in a chart entitled, "Who Is the Real Jason?" Many Koalas were able to look at the two photos on the chart and figure out which Jason was the real one; however, some Koalas insisted that the pretend Jason figurine was the real Jason. We will continue to investigate this to see what new discoveries are made in the near future.

We have also done the same comparing and contrasting between "Alice" from Alice in Wonderland. The Koalas have been able to discern between the cartoon drawing of Alice (as the real or true Alice from the story) and our very own **Randi**, (Beaver teacher) dressed up as Alice. In addition, we have also had several discussions about whether Alice is a real person altogether and whether or not you could live a life comparable to what Alice experiences in the story.

Another progression in our studies has resulted in looking at *fantasy versus reality*. In this we have seen the entire Koala class take turns sharing their own personal stories, whether based on true events or fantasy, the Koalas have recounted many details from their lives and knowledge base.

This has been a great time of development in vocabulary, literacy,

and can be seen in the children's boost in self-confidence.

Also, in preparation for the summer transitions, we have started meeting with the Penguin class by teaming up for weekly Penguin-Koala picnics. This is a great time to not only be outdoors, but a time for the Penguin children to get acquainted with the Koala teaching staff, and the front yard outside the Koala classroom.

Reminders: As summer quickly approaches, we will be spending more time outdoors participating in water play. In preparation of this, please remember to bring in sunscreen for your child. In addition, please bring in bathing suits so that the children can comfortably partake in the fun times of exploring and playing with water!

Raccoon Roundup

We are getting ready for our annual fundraising night. We hope to see all of our families here on Saturday, May 20th to enjoy an evening of relaxation and excitement.

Just a kind **reminder**, our fundraising theme basket is **Tailgating/ Sports**. We have a list outside our door and attached to the basket.



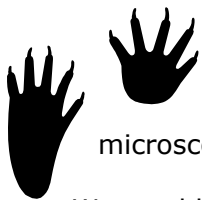
We still need several items to make the basket a fantastic one. Also for every \$25 dollar spent

you may receive 1 parent hour (bring receipt).



You will have an opportunity to bid on the basket and our raccoon platter on the night of the event.

The Raccoons had a wonderful time visiting Hsiuchen's lab (Ryan's Mom). The children enjoyed observing lab mice. The mice were a good visual. We compared a mouse that could balance to one that



could not. Our friends also looked at mice through a real microscope.

We would also like to thank you all for the great turn out we had at our family picnic during the Week of the Young Child. It was a nice time to get to know other.

We have been discussing the changes that have been occurring. Our friends have been documenting the changes in the weather.

We also have been observing the changes occurring in our own garden boxes. The classroom explored a few sign language songs. It has been another way to expose our friends to a different language. We will continue with our central concept of change with our silk worms.

Beaver Tales

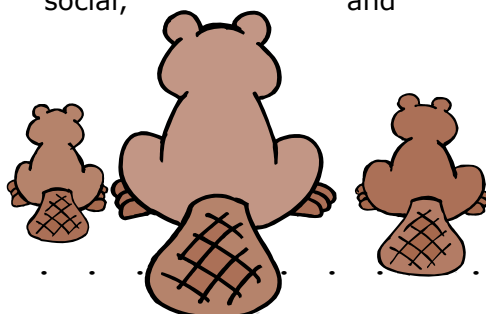
Curriculum planning encompasses many facets in both pedagogy and methodology, all within the context of what is **developmentally appropriate** and taking into consideration the **emergent** interests of the children. Herein, the Beavers indicated that they wanted to explore the concept of "mystery" in their understandings and surroundings.

In true developmental fashion, understanding a child's thinking means that an external or abstract concept such as "mystery" must be translated into something "more concrete," so that a 4 or 5 year-old can conceptualize it. In other words, how can we make exploring, and understanding an "abstract or external reality more internal," so that the child can assimilate an abstract concept to her/his own conceptual/concrete state of experiential understanding and reasoning?

The following is a manifestation of how this **theoretical** foundation can be analyzed in practical applications with the Beavers:

The Beavers engaged in mystery experiences such as object-game hunts, where clues were built on based on associative, sequencing, and "the missing X" factor (note: the nascent stages of algebraic thinking). The Beavers also explored:

- the **mystery** in cooking and tasting, deciphering what could be the missing ingredients, thereby promoting cognitive, social, and



drawing/writing skills,

- the **mystery** in mapping, whether brainstorming ideas through webbing, or dissecting *treasure* maps for cognitive and literacy acquisition,
- the **mystery** in rhyming and sounding and figuring what other sounds can be formulated, or dissecting the causal events in stories and literature
- the **mystery** in investigating the scientific forces of motion, movement, and friction by using gravity, pulling, and heat mediums during our indoor/outdoor experiments, and
- the **mystery** in our lives, where the Beavers explored their own questioning, thereby facilitating the art and science of **metacognition**.

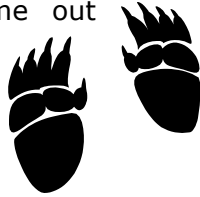
The beauty of learning is rooted in the process, the medium, the strategy used, the wonderment of trying to figure out what it means to the child's conceptual understanding, rather than the product itself or the end results. And so, while we continue to explore this, the Beavers are on to another "mystery," so stay tuned.

Thank you to **Rachel & Rebecca** (our room parents) and to everyone to everyone who have responded and donated to our fundraising basket (theme: "**Bakery/Bistro**").



Note: Check out our overflowing basket! Thank you!

Thank you to our reser-sitters for taking the time out from their busy schedules, especially **Christi** (Makai's mom), one of our *regulars*.



Welcome **Lisa Pitts** -and thank you to the **Beavers Staff** for your help.

Thank you and till next time.

Updates:

BEAVERS' END OF THE YEAR EVENT:
Friday, JUNE 2nd 11:30-1:00

From the Editors

Where do you turn for advice on parenting? Do you look to your friends? Perhaps you call upon your own parents and seek guidance from them? It is important for us to create a network of resources as parents.

Feeling isolated can be frightening for anyone, but especially so when you are consciously aware of the responsibility you hold for another as a parent. While there is a cliché that children do not come with operating manuals, there certainly are bookshelves full of guidebooks for how to raise kids. There is an impression that one may choose the key word that matches a goal: effective, smart, calm, happy, successful . . . and read how to make it happen. Nevertheless, don't

we want all that – and more – for our children?

One of the best resources to help us raise calm, happy children is to refer to those who help us raise them when we can't be there. The caregivers in each of the classrooms at the Center are educated, professional, trained and want to help us raise our children and to do it well. Certainly no one would choose this very demanding work without the desire to make a difference in the life of a child?

We look to the teachers for each of our girls for help, direction, advice, and to be reminded of how terrific our children are and how loved they are by others in this world.

Checking in regularly with the teachers also gives us a chance to share our concerns.

When Sophie was two, we suffered from a loss in our family that deeply affected all of us. The love and support her teachers gave her helped all of us through an extraordinarily difficult time. Because those who teach our children also hold our children dear to their hearts every day, they can often help us make difficult transitions.

Now, as we approach the attempt at toilet learning for our youngest and find that it is nothing like with our first, we regularly work with the Penguin teachers to help her (and us) achieve our goal. We also learn that our daughter is gentler, kinder, and yet still funny and affectionate.

Take the lessons they are learning at the center and bring them home. They will take the lessons they learn at home and bring them to the center. For from our children's perspective, it's all one big world – their world.

So, when you consider your network, make sure you include those at the Center who love your child, who know your child, and who will help your child achieve their dreams.

Happy Mother's Day!

-Erin & Sam

From the Board

Dear Parents –

As you read this you are either looking forward to the Fundraiser or looking back at what a great time you had – or making plans not to miss next year's party! Even better, you may be making plans for a vacation in one of the wonderful homes auctioned at the Fundraiser.

The Center relies upon you to enhance the vivacity of our classrooms – you know "it takes a village." From supporting the annual Fundraiser, to visiting class and bringing in activities, to joining in room-sponsored picnics: all your efforts pay off in a deeper and richer experience for *all* of our children.

Thank you, thank you!

News: This month there is a new parent volunteer program starting to bring parents into the classrooms on a regular basis to lead activities (readings, songs, games) in a foreign language.

All parents fluent in a non-English language are encouraged to participate in any room – from Bunnies to Beavers.

Watch your email boxes for details on the program – or if you know you want to volunteer (and earn parent hours) please get in

touch with **Alex Bäcker** via his assistant at brandi@adapt.com.

Early exposure to multiple languages helps preserve the ability to recognize the sounds of multiple languages – and singing, no matter the language, brings tremendous joy!

Notice: Trustee elections are coming up in June – please watch your mailboxes for ballots including statements from each candidate running for Board membership this year.

Some of you may not have the time to devote to full Board membership, yet want to become more active in this realm. There are multiple opportunities to become engaged in committee work or individual Board projects, and as always, you are welcome to attend any Board meeting.

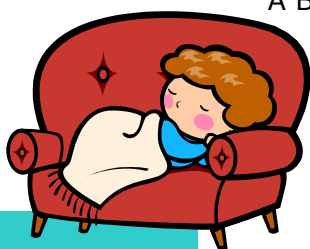
Don't hesitate to drop me a note if you have some ideas or want to participate.

Best,

Marionne Epalle
Board President, CCC
marionne@caltech.edu

Bilingual Song Lyrics

Frère Jacques,
Frère Jacques,
Dormez vous?
Dormez vous?
Sonnez les
matines,
Sonnez les
matines,
Din, din, don!



Din, din, don!

Are you sleeping,
Are you sleeping?
Brother John?
Brother John?
Morning bells are ringing,
Morning bells are ringing,
Ding ding dong,
Ding ding dong.

La araña pequeñita subió, subió,
subió,
Vino la lluvia y se la llevó.
Salió el sol y todo lo secó.
Y la araña
pequeñita subió,
subió, subió.



The itsy bitsy spider climbed up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
And the itsy bitsy spider climbed up the spout again.

A B C,
Die Katze lief im Schnee.
Und als sie wieder raus kam,
Da hat sie weiße
Stiefel an.
jemine!
Die Katze lief im
Schnee.



A B C,
Die Katze lief zur Höh'!
Sie leckt ihr kaltes Pfötchen rein
Und putzt sich auch die Stiefelein
Und ging nicht mehr,
Ging nicht mehr in den Schnee

A B C,
The cat ran in the snow.
When she came out again,
She had white boots on.
Oh, my! Oh, my!
The cat ran in the snow.

A B C,
The cat ran up high.
She licked her cold little paws
And also cleaned her booties
And did not go any more
Did not go any more into the snow.

Njalo Ekuseni Uya Walettha
Amathamsanqa
Yebo!
Amathamsanqa

Mbube Uyimbube Uyimbube
Uyimbube
(repeat 2 times)

Uyimbube Uyimbube Mama We

He! He! He! He! Uyimbube Mama

We We We We We We Uyimbube
Uyimbube

Kusukela Kudala Kuloku Kuthiwa
Uyimbube Uyimbube Mama

Every Morning
You Bring Us
Good Luck
Yes!
Good Luck



Lion You're A
Lion You're A Lion
You're A Lion
(repeat 2 times)

You're A Lion
You're A Lion, Mama!

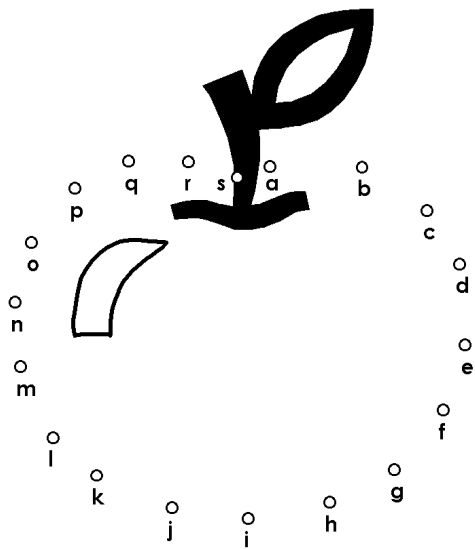
Hey! Hey! Hey! Hey!
You're A Lion, Mama

Oh Oh Oh Oh Oh Oh
You're A Lion
You're A Lion

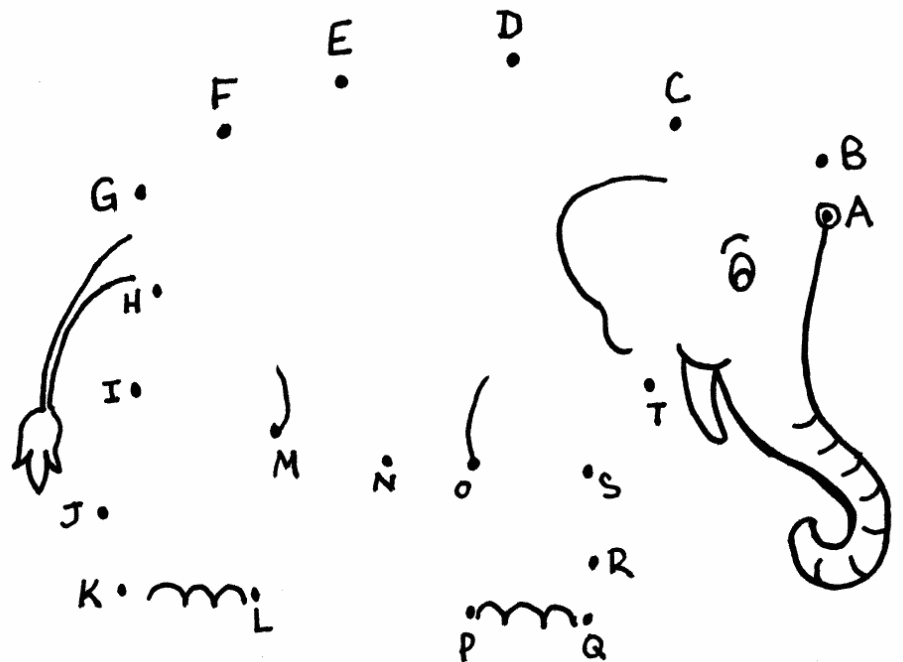
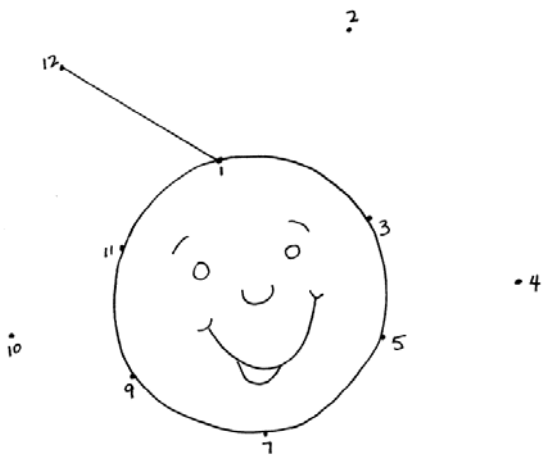
Long, Long Ago People Used To
Say
You're A Lion
You're A Lion, Mama



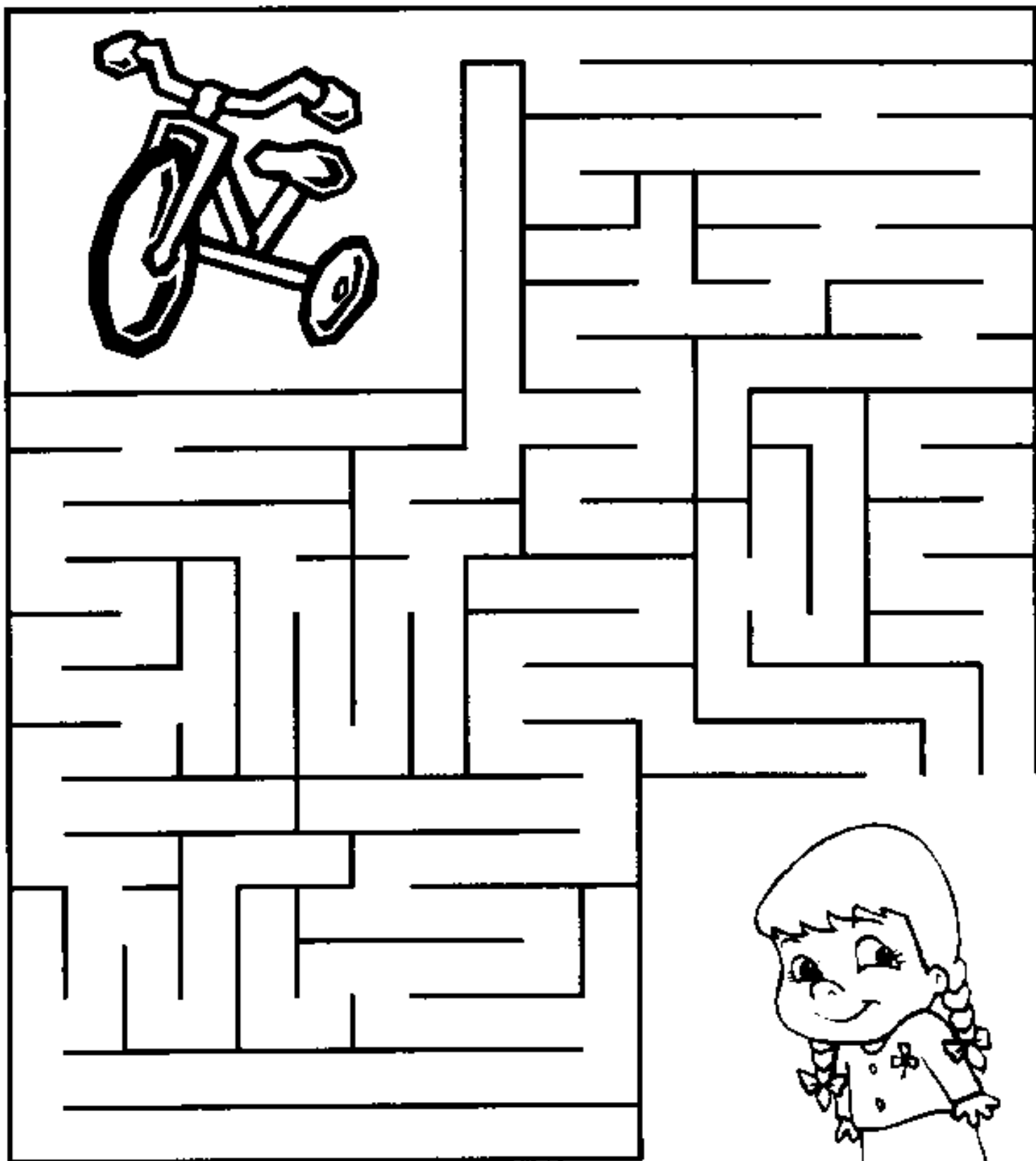
Connect-the-Dots Fun



FOLLOW THE DOTS



.....



Show Amy the way to her tricycle.