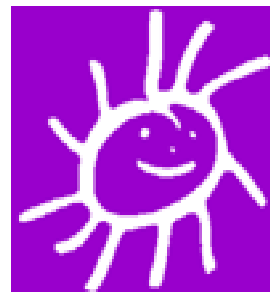


The Children's Center at Caltech



October 2006

From Susan's Desk

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Upcoming Activities

Board Meeting:
7:00 p.m.
Room 239, Moore Lab
3rd Monday of each Month

Center Closed
November 10 – Staff
Professional Development

Thursday & Friday
November 26th & 27th
Thanksgiving Holiday

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

Thanks to the efforts of Steve Mayo, the Howard Hughes Medical Institute has donated \$97,000 towards the Arts and Science Laboratory.



Needless to say we are all thrilled. This generous donation will allow us to begin construction before the year is out. Here's where we are to date:

- We already have the 50% construction documents from our architect (M)Arch.
- The construction documents will be turned over to Bob Parrett Construction, Inc. to be reviewed for any possible cost saving and a revised estimated cost of work.
- The Caltech Campus will have an opportunity to see the conceptual lab renderings and give their OK to proceed.
- The CCC, with the help of Bonnie Khang- Keating, Director of Architectural & Engineering Service here at Caltech, will apply for a building permit through the City of Pasadena.



- (M)Arch will proceed with the final construction documents.
- Parrett will begin construction!

We have all been working hard for the past three years at making this dream a reality and I would like to

thank all of those families that have supported our efforts with your gifts of time and donations.

I would also like to express my gratitude to the CCC Board for all their hard work, but more importantly, for their vision of this worthy project.

Susan

Bunny Hopping

Greetings, Bunny Parents!

Last month was a busy month for the Bunnies with all of the new transitions that took place in the Bunny room.

Things are finally settling down now that the children have become familiar with their new environment and with their caregivers.



The children have been bonding with their primary caregivers and have also been establishing bonds with their secondary caregivers. The children have established trust with their teachers and with their environment.

The babies are now freely exploring their environment and trying many new things.

Accredited by NAEYC's
National Academy
of Early Childhood
Programs



The Bunnies have been looking at cause and effect by focusing on the movement of the body. They have enjoyed shaking shakers to make noise and they have also enjoyed exploring with other musical instruments. They have also been exploring with balls of different sizes. They have been rolling balls and throwing them, along with just mouthing them.

Going along with body movement; a lot of movement has been taking place in the Bunnies. We have some babies who are just learning to crawl, while others are crawling all around the room inside and out. There are some babies who are pulling themselves up

on furniture, and some are even going a step further and cruising around the furniture. A few of the children

are even pulling themselves up to a standing position without holding on to anything. It is only a matter of time before the Bunny room will be filled with many new walkers. The vocabulary of our two oldest Bunnies who are 16 and 17 months is increasing.



The Bunnies would like to say thank you and welcome to our new room parent Joelle Zavzavadjian and Christopher Brower, Estelle's parents. They have graciously agreed to be the new Bunny Room parents for the next school year.

The Bunnies would also like to extend a warm welcome to Nora Sterling. Nora is the new teacher for the Bunny room. The Bunnies are excited to

have her and look forward to working with her.

Bunny Parent Information

1. The Bunny Work Saturday will be on October 28th from 9 A.M. - 1 P.M. This is a great opportunity to start earning some parent hours. Sorry, but this is an adult-only event.



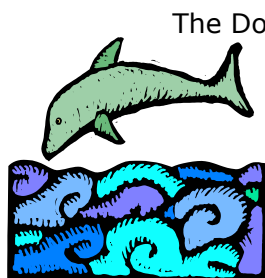
2. The Bunny Parent Education Workshop will be on either Monday November 13th or Monday November 20th from 12-1 during the lunch hour. The topic will be Speech and Language Development. Stay tuned for more information.

3. Rest-sitting Opportunities: Every Tues and Thursday 1:30-2:30, the third Wednesday of every month from 1:15-3:00 (for the All Center Staff Meetings), and one Wednesday a month from 1:15-3:00 for PITC training for the Infant and Toddler teachers.

4. Reminder: Please label all of your child's personal belongings so that the teachers will know who they belong to.

5. Thank you to all the parents who attended the Back to School Night. All parents who attended earned one parent hour each applied towards each family's 20 parent hours for the year.

Dolphin Splash



The Dolphin curriculum web of Planned Possibilities has continued concentration on Energy/Movement with focus on how toes wiggle, fingers snap and

grip, hands clap, eyes see, wink, and blink, and knees bend up and down.

This was experienced by the children in the following ways: making goop, sticker collage, finger painting, paint dripping, playing with Duplo blocks, and walks on campus.

Music was reinforced with songs such as Twinkle, Twinkle Little Star, Where is Thumbkin, Hokey Pokey, Head, Shoulders, Knees and Toes, If



You're Happy and You Know It, and See the Sleeping.

Thanks to all of the families that attended Back to School Night or provided refreshments. It is greatly appreciated. If you were unable to attend, remember to check your parent mailbox for you Back to School Night folder.

Transitions

"Hello and Welcome!" to the following new children in the Dolphin classroom: **Amber, Laura, Ella, Alex, and Keira.**

Penguin Parade



Welcome back to a new school year! We have a new child and family to introduce: **Nolan Anthony** has just moved from New York to California.

Nolan has a younger sister, Phoebe and his parents are Miho and Todd. Nolan is enjoying his new environment here in California, and he makes our room complete. The Penguins have settled down and are now exploring their surroundings.

We continue our focus on Growth, Change and Self-Help skills. The children's interest in bugs found around the



playground has led our curriculum to explore the many attributes of insects.

Dramatic play has taken on a new atmosphere. The children have been busy shopping indoor and out with shopping bags, food and carts. They also have been ringing up their groceries.

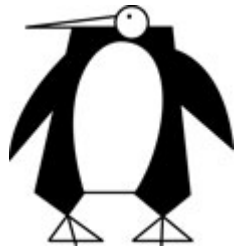
The staff has brought in *realia* (objects from real life used in classroom instruction) into the room with vegetables and fruits. Seeds are abundant in many fruits and the children have made predictions on which fruit has the most seeds. Tasting (sensory) has been a big part of the curriculum. The children have also charted their favorite fruits.

Continuation of the planting process has taken on a new environment. The children finished potting the flowers into the outdoor pots, and planted tomatoes indoors. We will watch and chart the growth. After several weeks we will replant the tomatoes into the ground outside near the fence.



Big floor puzzles have been a big part of the children's visual awareness combined with large and small motor skills. It allows them to get a bigger picture of how objects appear from a distance.

"You've got mail," has a new awareness to our program.



The Dolphins and Penguins have become pen pals. The Dolphins sent us pictures and a letter in our mailbox (fence). The children were excited to see their drawings. The children also found several fire trucks that had been sent via the postman. Thanks again to Phoebe's dad for putting up our mailbox.

Songs, puppets, and flannel stories allow the children to sequence events. They have also made up their own stories with the puppets and flannel pieces. The Dolphins have been sharing with the Penguins their small finger puppets in the afternoon hours. The Penguins listen over the fence to the teachers (Angie) singing songs with the puppets. This has been a good way for the children to transition from the Dolphins to the Penguins. Literacy is everywhere in our environment. Story books go indoors and outside. Children have begun to share their books from home with the class. Books from around the world bring the cultures and customs of our families together.

Our past room parent Laurie K. (**Jinny's** mom) is helping transition our new room parent Barbara A. (**Charlotte's** mom) into the role. You will be hearing more from Barbara as the months go by.

We are glad to have the diapers included in the program.

Thank you again parents for coming to our Back to School night. Parent hours can still be logged by printing out pictures or fixing up various items in the room. Please see any room teacher for further information.

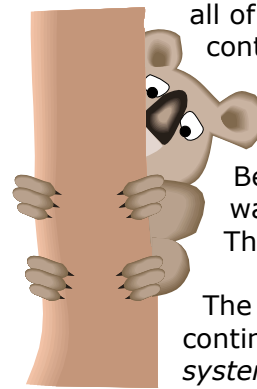
Reminders

- Please update your family photo. The children have grown since the summer months!

- Please remember to label all clothes and food containers.
- Please send only healthy foods (no chocolate or nuts).
- Please check cubbies for wet and/or soiled clothes which are placed in plastic bags.

Koala Korner

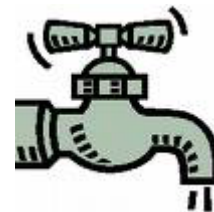
This year is off to a great start. We are so excited for what this new year has in store for our beloved Koalas. First of all, we would like to start off by thanking



all of the parents who contributed toward and/or attended the Back to School night.

Because of you, it was a great success. Thank you!

The Koalas are continuing to investigate *systems* by looking at *interactions*. To do this we are learning about various roadways, rivers, pipes, toilets, and sinks with the eventual goal of applying our newly constructed knowledge base to discover more about our own bodies by way of the digestive system. Some of our investigations thus far have included going on a campus walk to observe water flow at the ponds, learning that streets have names and sharing what the name of the street is that you live on, and exploring the transformation of water into ice and ice into water.



Because many of the Koalas are fascinated with water and love playing with water, we also have begun looking at our sprinkler system. When asked, "What is it

[sprinkler]?" **Isabella** shared this thought, "Uh, a water thing to water the plants." Another great activity the Koalas have experienced was learning about salt and how it dissolves in water. Many of the children said that the salt "melted," "disappeared," and/or "devolved" meaning dissolved.

Our primary focus on *systems* and *interactions* has been through road construction and repairs. To assist us in our studies, the City of Pasadena has so graciously chosen to dig up part of



Chester Ave. in front of our school for our Koalas to do some further exploration. The Koalas have had many opportunities to see the workers dig and scoop dirt, remove faulty pipes, put in new pipes, fill in the holes, and clean up the area in which they worked. They also gained exposure to various tools and machinery that the city workers used.

When asked the question, "What will the water and power workers do?" we got a variety of answers. Here are but a few: **Medha** said, "I think they're gonna' water the grass." **Caiden** responded with, "Because it has a yellow light, its going to water the cars." "Fix the concrete because it is broken," was **Sulekha's** response. **Arianna** had this to say, "They're gonna' make lots of noise with a jackhammer." While



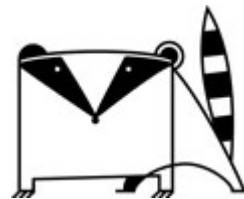
Jackson said, "Fix the street. Dig a hole. They're gonna' use a digger." Needless to say this has provided great opportunities for our Koalas to see that there are pipes beneath the surface of the ground and roadways. No one has put our Koala's eagerness to learn more eloquently than one child who said, "I go outside. I see bulldozer (vrooom!) 5 times. Let's go see."



Quick reminders: With the change of season upon us please remember to bring appropriate clothing for the children (i.e., jackets, shoes, etc.) and please label all clothing. Also, now is a great opportunity to get a jump start on your parent hours for this new year. Talk to any Koala teacher and we'll be happy to give you suggestions on how to earn parent hours.

Raccoon Roundup

WOW! We had an amazing turn out for Back to School Night. It was the biggest attendance we have ever had, thank you so much for the fantastic night. We had a nice time getting to know our families. We will be continuing our project "Hopes and Dreams," so if you did not get to complete it during Back to School Night, please look in your mailbox.



Our sunflower project has finally come to an end. We have made quite a journey, from planting the seeds to measuring the sunflowers. The children used their journals to document the growth of the sunflowers. They were excited when they bloomed. Some compared their height to the height of the flowers. Later we painted the sunflowers.



The children are learning to mix their paint in their palette. During the last half of the project we used Unifix Cubes to estimate the height of the sunflowers.

We are investigating change by looking at autumn. We have been looking at the difference in temperature. We have also been looking at the changes that trees go through during this period of time. We have been using binoculars (thank you Hill family for the binoculars). It has been a great exploring with them. We have been also looking at the changes occurring with foods during this season. We have measured the circumference of pumpkins. The children also used magnifying glass to investigate the insides of a pumpkin. In addition we made delicious pumpkin muffins.

The Raccoons thank **Moya's** grandmother, Ruth, for spending time in our classroom. The children really liked reading stories and learning new songs in German. It was great having you visit us.

Beaver Tales

The Beavers engaged in much inquiry and concrete learning as we sought to investigate the concept of "Structures and Bridges" around us through the core of *form and function*. We explored the different contours and shapes around us, from our own homes to our school, and the different architectural designs found on Caltech campus.



On different occasions and walks, we observed some of the following:

- **Mwi** noted the “diamond” and “X’s” on the walls of Beckman Auditorium;
- The arches of Avery, which **Kourosh** and **Nikita** described as looking “like a bridge!”;
- The squares and geometric rock patterns near the grounds of the Athenaeum and the “climbing red rocks” west of the two ponds, as noted by **Stuart, Annie, Ian, Kimia, Sophie, Lily, Alba, Katherine,** and **David**;
- **Amanda, Nikita,** and **Daniel** noticed the triangles on the wheels of the famous Caltech *canon* (or as **Kirby** humored us with his comment, “that’s my Dad’s canon!”);
- The rectangular steps by the two ponds as noted by **Derek**;
- The repeated *dots* on the tree as noted by **Daniel** and **Annie**; and
- **Arun, Rebecca, George, Lisa, Liam, Audrey, Adele,** and **Paul** noted the square and rectangular windows of the Moore Building, the cement designs next to the student housing compounds, or their own homes.

We also visited the bridge by the Milikan Library several times to discuss the shapes and design of it, and even drew it as part of our concrete learning experience.



And of course, we had to walk over the bridge several (!) times to confirm our analyses.

During Small Groups, we made predictions and estimated the length of the bridge using our arch-shaped wooden blocks. We literally carried the blocks, and **Saggy, Sam, Kirby, Alba, Annie,** and **Jacob** made predictions with calculations ranging from a minimum of 20 to a maximum of 200 blocks. We spent 5-10 minutes carefully counting the blocks to measure the length from end to end. We tested our hypothesis counting 55 and ½ blocks, much to the amusement of onlookers!

In class, the Beavers continued their research by measuring, comparing and constructing miniature models of bridges using a variety of materials including wood, nails, cardboard, popsicle sticks, rope, blocks, toothpicks, glue, and our endless imagination. In short, the beauty of



experiential learning is when all the components of inquiry, math and science, aesthetic, language, and motor are intertwined within an integrated context, in order to make the experiences more concrete and meaningful in a child’s life.

Final Updates!

- Thank you to our room parents, Hsiuchen and Nimisha (**Ryan’s** and **Arun’s** parents, respectively), along with all our Beaver families who attended and participated in our “Back-to-School Night.” It was a glorious “hands-on”, social-fun, and informative night. Thank you for everyone’s feedback.
- Thank you to all my staff - **Elise, Randi, Iwona,** and **Sara** for

your presence on “Back-to-School Night.” *Words are not enough to describe my gratitude.*

From the Editors

As these words are written, it’s late at night and Anneliese has finally fallen asleep. How is so much energy packed into that not-quite-three-year-old body? The newsletter is almost finished, but there are still lunches to be made for tomorrow. What should be packed? Did Sophie eat her applesauce today, or was it opened again and ignored? Did Anneliese use the yogurt to fortify her body or to paint it?

At the open house one of the Koala parents asked for ideas in packing the lunches. Many of us feel that pressure of trying to find healthy lunch items that will actually be eaten and enjoyed. Doris Lonk, the Koala Room Parent, generously offered to compile a list of ideas as suggested by other parents.

Anneliese’s grandma (Jeanne Lindsay) just finished writing a book on nutrition, so we called her hoping for good ideas. She was stumped as well, but has proposed that the parents of CCC gather some recipes that can be used for her new curriculum guide. We’ve discussed this with Susan who is excited at the prospect of taking what Doris has started, expanding it to the whole center, and offering it as a fund raiser for CCC. Please watch your mailboxes over the next week for more information.

-Erin & Sam

Halloween Activity Ideas

Make a Halloween Mask



Upside down paper plate

1. Draw a jack-o'-lantern's face on the back of a paper plate.



2. Cut out the eyes, nose, and mouth. Decorate the rest of the jack-o'-lantern.

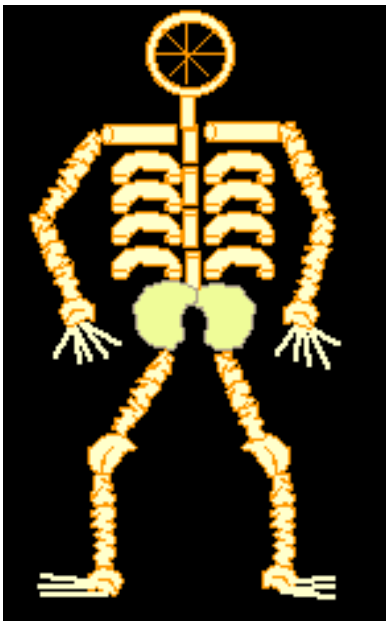


3. Punch a hole in each side of the mask.



4. Tie a length of green yarn to each side (or use elastic) of the jack-o'-lantern.

Pasta Skeleton



1. Have the kids arrange the pasta on the paper before gluing (to make sure that they have room for the whole body on the piece of paper).
2. Glue the pasta to the black paper using white glue.
 - You can use just about any type of pasta (or dried beans) for the bones.
 - A wagon wheel is nice for the head.
 - Spaghetti makes good fingers and toes.
 - Tiny tubes or dried lentils are good as vertebrae in the spine. Long tubes make collar bones.
 - Longer tubes or long spirals make good arm and leg bones.
 - Small shells or dried white beans are nice for the kneecaps, wrists and ankles.
 - Two dried lima beans make good hips.

