Happy New Year, Everyone!

We hope you had a restful and restorative winter break and that your family is energized for learning in 2019. Though we are just beginning our January studies of Desert in the Preschool and Building in the Kindergarten, it is time to prepare for the 2019/2020 school year.

2019/2020 School Year Information

Preschool Enrollment and Re-Enrollment: Acceptance packets for incoming 3’s and those new to our 4’s Program, as well as re-enrollment packets for those children currently in our 3’s program, will be sent on January 10th. You will be asked to submit a $500, non-refundable deposit to reserve your child’s space for 2019/2020 for the preschool program.

Extended Program: Spaces in our Extended AM Program, which runs from 11:30 AM to 1:00 PM, will now be available to all morning 3’s and 4’s. An additional $200, non-refundable deposit is required for this program. Please see the next page for further explanation of this change.

Kindergarten Re-Enrollment: We coordinate our re-enrollment for Kindergarten with the private school timeline, so packets will not be sent home via backpacks until January 31st. Our Kindergarten class is limited to 24 children. Based on the information we received during our Parent/Teacher conferences in the fall, we anticipate having spaces for all presently enrolled 4’s whose families have expressed an interest in our program. Nonetheless, we ask that you submit your admission documents and $700 deposit before March 1st. After March 1st, new applicants will be admitted.

Open Houses: Thursday, January 10th at 8 AM and 12 PM. These Open Houses are designed for prospective Children’s School parents and involve a presentation by Dr. Carver and observations in the classrooms. Current parents are welcome to attend.

Please contact Mrs. Rosenblum at rosenblu@andrew.cmu.edu or 412-268-2199 if you have questions concerning the admissions process.

January Dates

- January 10th 8:00 AM & 12:00 PM – Prospective Parent Preschool Open Houses
- Re-enrollment Packets Sent via Backpacks to Current 3’s Families
- Acceptances mailed to Incoming 3’s and 4’s new to our program
- Week of January 15th – Speech & Hearing Screening Days
- January 21st – NO SCHOOL (Dr. Martin Luther King, Jr. Holiday)
- January 29th – Vision Screening Day
- January 31st – Re-enrollment Packets Sent to Current 4’s Families

February 1st 9:30-11:00 AM – Educator / Parent Discussion re: HEALTHY MIND & BODY
Gradual Transition to Longer Preschool Hours

In response to increasing demand for the preschool Extended AM program (80% of applicants compared to only 50% availability), plus requests from prospective families for even longer hours, we plan to gradually transition our morning preschool to a 4.5 hour program and offer an additional 1.5 hours as an option. For the 2019-2020 school year, families may still choose the traditional 3 hour preschool program, but all AM families will have access to the Extended AM program. The cost of the Preschool + Extended AM option will actually be slightly REDUCED, and scholarships will now be available for the longer program. Beginning in the fall of 2020, everyone in the morning program will attend for 4.5 hours and bring lunch, but we will offer a 6 hour “full day” option that matches the kindergarten program timing. Nothing will change about our school’s philosophy, priorities, etc. We will still operate from September through May with a summer camp in June. Fridays will still be a half day for Preschool 4’s and Kindergartners so that our educators can have team meetings and professional development time. Please feel free to contact Dr. Carver with questions or concerns.

Appreciation for Officer Don Campbell

Thank you to Officer Don Campbell, who has served the Carnegie Mellon Community since 1985. Officer Campbell has been a special friend to the Children’s School in many ways, but especially to our children by teaching about the ways that police officers help us all stay safe. As a token of our appreciation, our preschool friends created a splatter painting in Officer Campbell’s favorite color.

Martin Luther King, Jr.

Though we do not have school on the national Martin Luther King, Jr. holiday, our focus at the Children’s School is always on cooperation, acceptance, peace and caring for all people. If you want to talk about Martin Luther King, Jr. at home, some educators recommend starting with a discussion of heroes as people who are brave enough to make the world better. Preschool Plan-It (http://www.preschool-plan-it.com/martin-luther-king.html) suggests that you explain that Martin Luther King, Jr. was a hero. “He worked hard for peace—ALL people getting along and being treated the same.” Sometimes people are treated badly because they do not have the same color skin. Dr. King wanted to change that, and he shared his dream “that someday, ALL people would get along no matter what color their skin was.” Depending on your family experience, you can then talk about how to help make his dream come true. For ideas about how to spend family time on MLK Day this year, see Kidsburgh’s web site at https://www.kidsburgh.org/.
Barnes & Noble Book Fair

Once again, our Barnes & Noble Book Fair was great fun and we raised $849.41 to purchase new books for our library collection! Special thanks to our volunteers – Kate Lovelace, Erin Suderman, Zhen Wang, Jennifer Freedberg, Shalaka Panat, Alexis Tuckfelt, Kara Van Houdnos, Shillika Chandrasekhar, Christie Lagemann, Christine Larson, Shirley Li, Jen Hergenreder, Pete Kurzweg, Joy Wanamaker, Christian Wanamaker, Maria DeLima, Jocelyn Mahr, Ayca Tosun, Christine Nelson, and Jessica Taylor! Thanks, as always, to Mrs. Bird and Mr. Bird for their fun sing-along!

Upcoming Screenings re: Ears and Eyes

This year, the Easter Seals Speech, Hearing and Middle Ear Screenings will be held at school during the week of January 15th – 17th. The cost of the screening is $25 per child. If you require a form, please contact Mrs. Rosenblum at rosenblu@andrew.cmu.edu or 412-268-2199.

The Blind & Vision Rehabilitation Services of Pittsburgh will provide free Vision Screenings on January 29th. Children are screened for visual acuity, muscle balance, and color discrimination using a technique approved by the American Academy of Pediatrics. If you would like your child screened, please obtain a form from Maggie Rosenblum.

School Photos – February 4th (Makeup the 5th)

We appreciate our friends from VanDyke Photography helping us celebrate the Children’s School 50th Anniversary by taking “school photos” at our November 9th celebration. They work so well with both children and adults!
Update: 50 for 50 Fundraising Effort

As part of our 50th Anniversary Year, we set a goal to raise a minimum of $50,000 for the Children’s School. These funds will provide resources to enhance the learning experience for the constituents of the Children’s School, such as playground shade and bike track resurfacing, educational programs, learning materials, and technology updates, etc. As of November 2018, we have raised over $44,000. If you would like to contribute to this fund, please visit the “Ways to Give” page on the Children’s School website or call CMU’s Annual Giving Office at 412-268-2021.

EITC and OSTC

The Children’s School participates in Pennsylvania’s Educational Improvement Tax Credit (EITC) program, as well as the Opportunity Scholarship Tax Credit (OSTC) program. In 2018-19, we have received contributions from The Buncher Company, NexTier Bank, UGI Storage Company, and UPMC.

Through EITC, eligible Pennsylvania businesses can earn tax credits while providing financial assistance for children to attend preschool as well as grades K-12. Through OSTC, eligible Pennsylvania businesses can earn tax credits for contributing funds to provide tuition assistance in the form of scholarships to eligible students K-12th grade residing within the boundaries of a low-achieving school to attend another public school outside of their district or a nonpublic school.

In 2018-19, The Children’s School’s EITC and OSTC Programs are funding 72 students, pre-Kindergarten – 12th grade, in 13 different schools throughout Allegheny and Westmoreland counties.

If you would like more information or can help us to build a list of prospective businesses, please contact the Main Office.

Continue to Save Your Box Tops

Submit to the Children’s School office by February 15, 2019!!

Help us to reach our Box Tops goal of $1,000 for 2018-19! To date, we have raised $76.20! Box Tops for Education has helped America’s schools earn over $600 million since 1996. You can earn cash for CMU Children’s School by clipping Box Tops coupons from hundreds of participating products. Box Tops also offers easy ways to earn even more cash online at http://www.boxtops4education.com/
FSO Fun in December

Helping at the Squirrel Hill Food Bank

On Friday, December 14th, volunteers headed to JFCS Food Bank in Squirrel Hill to help unload, sort and stack food items that were donated by the generous families of Children’s School. The children colored paper bags used for bagging food items while the goods were being weighed. Some sorted and stacked items on shelves, while others enthusiastically bagged pears. It was a valuable and satisfying experience for both parents and children to be able to be helpers for our neighbors.

Viewing Mary Poppins Returns

On Friday December 21st, Children’s School Friends gathered at the Waterworks Theatre to relax and enjoy a movie. Children and their families snacked on popcorn as they excitedly waited for the movie to begin. We all enjoyed a magical journey with Mary Poppins in the movie Mary Poppins Returns. Friends did an excellent job sitting quietly in their seats during the movie. It was a fun way to begin the winter vacation!

Kindergarten Bus Delays or Closings

Please be aware that the school district providing your bus service may issue a weather-related delay or closing while the Children’s School remains open. This information is broadcast via local television or radio stations. Families may choose to bring the child to school or follow the school district busing plan.
Stay Safe in Your Winter Wonderland!

For children, winter is not the end of outdoor fun. When properly prepared, children can enjoy safe and fun outdoor activities. "The inviting snow draws children to ice-covered lakes and ski slopes each winter, regardless of the frigid temperatures and the risks," says Heather Paul, Ph.D., executive director of the National SAFE KIDS Campaign. "Parents should watch their children closely, limit their outdoor playtime and make sure that they are dressed appropriately for the weather."

Here are a few other winter tips to keep in mind:

- Parents and caregivers should inspect equipment and the environment for possible hazards before children engage in winter activities, such as sledding, ice skating and skiing.
- Be aware that the increased use of hot tubs and whirlpools, as well as the danger of hidden bodies of water or weak ice, makes winter drowning a risk.
- If a child complains of numbness or pain in the fingers, toes, nose, cheeks or ears while playing in the snow, or if the skin is blistered, hard to the touch or glossy, be alert to the possibility of frostbite. Tell the child to wiggle the affected body part(s) to increase blood supply to that area. Warm the frozen part(s) against the body. Immense frozen part(s) in warm, not hot, water. Frozen tissue is fragile and can be damaged easily. Avoid warming with high heat from radiators, fireplaces or stoves, and avoid rubbing or breaking blisters.
- Slippery driveways and sidewalks can be particularly hazardous in the winter. Keep them well shoveled and apply materials such as rock salt or sand to improve traction.
- Make sure children wear appropriate boots and brightly colored (not white) clothing while walking and playing in snowy conditions. Use reflective stickers on clothing for maximum protection, especially at dawn and dusk.

A Winter Reminder

On days when snow or ice may affect driving conditions, please listen to the radio or the television. If the Children's School should close due to the weather, we announce our school closing on WPXI, WTAE, and KDKA. They also offer a text service if you register on their web site. WTAE will also announce school closings on their web page: www.thepittsburghchannel.com/index.html. Because Children’s School educators and families live in diverse areas in and around the city, we cannot factor travel conditions from every location into our decision about whether to delay or close school. Between 5:30 and 6:00 AM, we listen to the news, determine what other schools in the city are doing, and make our best judgment on whether to have a delay or close school that day. In all cases when school is in session, we encourage parents to use their best judgment about whether the roads in your area are safe to bring your child to school.

Depending on the road conditions, we will choose from three options:

- **One Hour Delay**: During a one-hour delay, we will greet the AM Preschool and Kindergarten Classes at 9:30 AM. This option enables us to conduct the morning preschool classes, while giving our educators and families time for the road conditions to improve. Dismissal will be at the normal times and the Extended and PM Preschool will be on normal schedule.
- **Two Hour Delay/No Morning Preschool**: During a two-hour delay, we greet the Kindergarten Class at 10:30 AM and dismiss at the normal time. The AM Preschool and Extended AM Programs will be canceled but the PM Preschool will be on normal schedules.
- **School Closure for all Programs**
Hi, we are the Krishna/Gopal family – My dad (Krishna), mom (Aarthi), baby brother (Iraj), awesome grandma (Sumitra aka “Chumi Amma”) and favorite uncle (Sudhir “Mimi”). So how did the Krishna and Gopal family come together? My mom and dad first met online, and my dad liked my mom so much that he followed her from Washington, D.C. to Pittsburgh, and the rest is history. In November 2014, I came into this world and have been told that I was the 1st best thing that ever happened to them (the 2nd best thing came a few years later – keep reading). My mom’s family has a long history (and affinity) of being connected to Carnegie Mellon University, starting with my grandparents having worked at CMU during their careers, and both my mom and uncle being CMU alums. They were so glad when I (Shreya) was able to carry on the tradition of being a CMU “student” by starting my education in the PM 3’s Blue Room with Mr. Salinetro and Mrs. Tomer last year.

My mom says that she and her family have been very fortunate to have lived on 3 continents growing up, speaking a minimum of 3 languages each, and being exposed to various cultures and traditions that our world has to offer. To my family, making sure my baby brother and I are given similar global exposure with a strong foundation of academic skills was extremely important to them, and they felt the Children’s School was no doubt a win-win for all of us. My grandma quickly confirmed that the Children’s School was the right decision for us; on my very first day of preschool when my grandma accompanied me, I was soooo excited to be there that I completely forgot to say goodbye to her and have never looked back since. My grandma takes care of my baby brother and me while my mom and dad go to work. We are so lucky to have a very caring and loving grandma like Chumi Amma who does so much for us. I remember waking up every day asking my grandma if it was time to go to school yet because I was looking forward to another special day with my friends and teachers.

My uncle has been reading to me since I was 3 months old and has successfully taught me to read by the time I turned 3 ½ years of age. Now Ms. O’Neill and Mrs. Cherin give me opportunities to read to my afternoon friends in the PM Preschool, which is lots of FUN! My uncle is very special to me and I am glad that he loves Iraj and me as much as we love him.

In February 2018, my parents were very blessed (again) to welcome my baby brother, Iraj to our family. I am very proud to be a Big Sister and help my mom and grandma take care of him (most of the time)! Iraj laughs when I am being silly and likes to pull my hair all the time to get my attention (which I don’t like at all). My family and I want to thank all the Children’s School educators for making my preschool experiences so memorable and special, and we hope in the next few years my baby brother Iraj can be a part of the CMU family as well! Wishing you all a very happy, healthy and prosperous 2019!
Habits for Healthy Minds & Bodies

In preparation for our Whole School Unit exploring Healthy Mind & Body, we are planning an Educator / Parent Discussion on Friday, February 1st from 9:30 to 11:00 AM. Preschool 4’s and Kindergarten children will be in school, and child care will be provided in the Red Room for 3’s and younger siblings. Because school will be in session, please park in the East Campus garage or at one of the metered spots near the school.

According to the Scholastic Parent web site, “Teaching your child how to maintain the right balance of diet, exercise, and relaxation is the key to her well-being — for life.”


Come join our discussion of ways to foster young children’s healthy body care, nutrition, exercise, rest, mental & physical challenge, stress reduction, and giving.

Snow Day Ideas for Healthy Minds & Bodies

A little planning ahead will go a long way to helping you and your family have positive and constructive snow days this winter. Here are a few ideas for creatively using snow days to reinforce important lessons about Healthy Minds & Bodies.

• Rest – Let everyone sleep in, lounge in pajamas, and have a slower pace to the day.
• Healthy Body Care – Take a leisurely bath or open a new toothbrush, practice brushing and photograph each others’ smiles.
• Nutrition – Freeze leftover vegetables, rice, potatoes, etc. in advance so that you have lots of ingredients to make a warm and healthy vegetable soup to enjoy together.
• Exercise – Make playdough together (see recipe below) and then play with it to strengthen small muscles, exercise large muscles by dancing to music, and allow children to play dress up with adult clothes and shoes.
• Mental Challenge – Play board games together or start a family puzzle (available with 3 sizes of pieces so that family members of all ages can participate).
• Stress Reduction – Snuggle with a book, and practice the breathing techniques and yoga positions children have learned.
• Giving – Focusing on others and the ways that we can encourage and support them helps children have a healthy perspective. Make pictures or cards for friends and family, or sort clothes, books, and toys to select ones to share with others.

Children’s School Playdough (NOTE: We usually double the recipe.)

| 1 cup White Flour | 1 cup Water |
| ½ cup Salt | 1 tablespoon Oil |
| 2 teaspoons Cream of Tartar | 1 teaspoon Food Coloring |

1. Combine flour, salt, and cream of tartar in a saucepan. Mix water, oil, and food coloring in a separate bowl and stir them gradually into dry ingredients until the mixture is smooth.
2. Cook over medium heat, stirring constantly until a ball forms.
3. Remove from heat and when the mixture is just cool enough to handle, knead until smooth.
4. Also, you can add vanilla, instant coffee, etc. to add aroma, or glitter to enhance the visual sensation. Be creative!
5. Store in a ziplock bag in the refrigerator when not in use.
The Importance of Inclusion

Inclusion in its purest educational form is the philosophy and practice of positively incorporating all variations of learners in all aspects of a school setting. At the Children’s School, our students have diverse family situations and cultural backgrounds, as well as a wide range of learning styles, strengths and weaknesses. Educators collaborate to meet each child where he or she is, embrace learning differences, and adjust our practice to allow for a wide range of abilities. Many of our children are learning English as a second or third language, and 15-20% of our children receive therapeutic services of some type, such as speech, physical, occupational, or behavioral therapies, either during or after school hours.

In an April 2009 Position Statement on Early Childhood Inclusion, our school’s national accrediting association (NAEYC) says, “The notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child.”


Educational inclusion is not just about accommodations and support in a classroom; it is also about creating a school community where all children are valued for their abilities and are encouraged to participate fully and meaningfully within the community. One of the best practices of inclusion is ‘peer support’, the pairing of children with different abilities. We know that oftentimes children learn best from other children, and positive peer interactions nurture social emotional development as well as self-esteem and independence.

We are all striving to strengthen our inclusive community here at the Children’s School so that all of the children we serve can reach their full potential. We invite you to consider ways you want to contribute. If you have questions or suggestions, please share them with me, Beth Myers at ewmyers@andrew.cmu.edu.

Foster Love Service Project

Did you know that each year, more than 15,000 children are served through the foster care system in Pennsylvania alone? Many of these children are taken to a foster home with no belongings or just a few items thrown into a trash bag.

The Foster Love Project is a local nonprofit that provides placement bags to be given to children at the time of a placement. It’s vital to give them a good quality bag to reassure them that neither they nor their belongings are disposable. In Foster Love Project’s last three drives, over 5,000 bags have been donated for distribution throughout Pennsylvania and West Virginia! You can visit https://www.fosterloveproject.org to learn more about the organization’s story and mission.

In January, The Children’s School will be supporting the Foster Love Project by collaborating to prepare bags for children in foster care. Please watch for an email with more information and a sign-up sheet to see what items we will be collecting. Please contact Kim Yetter at kyetter@andrew.cmu.edu with questions or suggestions.
Undergraduate Spotlight

• Erika Kim
Hello! My name is Erika Kim, and I am a freshman at Carnegie Mellon, majoring in chemistry. I am from Orange County in Southern California, so the snow and freezing temperatures in Pittsburgh right now are pretty exciting! I found the Children’s School when I was looking for a job and decided that working with children would be a more fun learning experience than a desk job. I am currently working with the Extended Morning Preschool friends. I have not had a lot of experience working with children, but I have always had a desire to do so. Every time I come to the Children’s School, the friends’ energy and joy put a smile on my face. I am learning how to better interact with the friends by witnessing how the teachers engage the friends in an intentional manner. So far, I have learned how important communication is with the friends. I have seen friends learn how to express their feelings through words, such as when the actions of another friend make them upset. I have seen the friends care for each other and help each other, from giving each other hugs, sharing toys, to inviting another friend to sit by them on the bench during dismissal. I enjoy watching the friends grow, such as by solving puzzles on their own when previously they needed help. With these interactions and experiences, I am inspired by the friends’ enthusiasm and love for thinking. The children are truly great to be around, and I enjoy every minute of my time working. I look forward to continuing my job at the Children’s School in the semesters to come.

Early Childhood Practicum Students

From January 25th through February 10th, we will host two early childhood practicum students from Duksung Women’s University (Seoul, South Korea) for an International Practicum Program. The Campus School at Carlow University, the Falk School at the University of Pittsburgh, and the University Child Development Center will each also host students, with the total group including 8 undergraduates. We look forward to reflecting with them about similarities and differences in our values and approaches for educating young children.

HaYeong Lee will work with the AM Preschool 3’s and Extended AM Teams (Mrs. Armbruster and Mrs. Loomis), and KyungMin Doh will work with the Kindergarten (Mrs. Perovich). HaYeong has volunteered at a local children’s center since high school, and she tutors children in Korean at the Multi-Cultural Family Support Center. KyungMin has volunteered in both preschools and elementary schools, as well as for special with Save the Children Korea and the Milal Welfare Foundation. We look forward to our children learning from these pre-service teachers from South Korea!

Thanks to the VanHoudnos family (Madelyn, 3’s) for offering housing to these visiting students. If you are interested in helping with other aspects of hosting (e.g., welcome bags, meals, etc.), please contact Dr. Carver at sc0e@andrew.cmu.edu to discuss options.
Research Spotlight

The Tablet Game

Kristen Boyle and Varsha Shankar, research assistants working with Dr. Erik Thiessen, are studying ways to design digital stories to promote children’s development of reading skills. In the study, the researchers read two stories to the child on a digital tablet, *Cat’s Pajamas* (Hurd, 2000) and *Zoom City* (Hurd, 1998). They encourage the child to take an active role by asking the child to repeat the words after the reader. Both of these stories contain embedded animations. For example, when the tablet reads “Fix the headlights!”, the picture of the car’s headlights lights up. For one of the stories, the animations only happen if the child correctly repeats the words read; whereas, for the other story, the animations appear regardless of the child’s performance. After one of the stories, the tablet prompts the child to talk about what happened in the story. After the other, the tablet summarizes the story for the child. After each story, an experimenter asks the child a series of short comprehension questions, such as “What do the cats use to make music?” In this way, the researchers can determine which combination of contingent or non-contingent animations and child or adult generated story summary best supports the children’s comprehension.

Literacy skills are closely linked to a child’s earliest experiences with books and stories and, with the increasing use of electronic books accessible through computers, apps, and tablets, these researchers are aiming to determine whether animations and talking about the story enhance children’s understanding of books. By running this study, they hope to improve the educative value of e-books and apps designed for preschool and kindergarten-aged children.


Undergraduate Observers

**Observations for Psychology Assignments:** Students from Dr. Sharon Carver’s Child Development class will conduct periodic observations throughout the spring semester to discern specific differences between preschoolers’ and kindergartners’ development. Their focus will be on several of the *Seven Essential Life Skills Every Child Needs*, based on Ellen Galinsky’s 2010 book *Mind in the Making*. This readable synthesis of early childhood research on developing focus & self-control, perspective taking, communicating, making connections, critical thinking, taking on challenges, and self-directed, engaged learning is the subject of the 2018-2019 Director’s Corner articles. Galinsky notes that all seven skills are rooted in the prefrontal cortex of the brain, the locus of executive functions that help us “to manage our attention, our emotions, and our behavior in order to reach our goals” (p. 4). She also provides excellent tips for practical ways families can foster each of the seven essential skills during early childhood. The related web site, https://www.mindinthemaking.org/, also provides numerous valuable parenting resources.
Director’s Corner: Communicating

Communicating is next on Ellen Galinsky’s research-based list of “seven essential life skills every child needs” in *Mind in the Making*. In this case, the Children’s School developmental objectives set for preschool and kindergarten includes an entire category for Communication to cover comprehension and expression skills beginning with oral (listening and speaking) and progressing to written language (reading and writing). Galinsky’s similarly broad view of communicating emphasizes the use of language tools, “the ability to comprehend, speak, and read words – but then … to use those tools with power and precision – i.e., to communicate” (p. 105).

Babies are prepared at birth to selectively focus their attention on the words, expressions, and gestures that the significant adults in their lives intuitively exaggerate to reduce the complexity of language learning (parent-speak, parent-look, and parent-gesture in Galinsky’s terms). For example, American infants quickly learn many nouns for labeling objects because adults who care for them commonly use simple sentences with raised pitch to introduce a new word (e.g., Look at the BALLOON!) while gazing directly at it and pointing. For infants and young toddlers, these strategies are perfectly matched to the developing brain’s capacities, so the language development progress is impressively rapid.

Interestingly, the strategies shown by research to be most effective for preschoolers are almost the opposite of those tailored to infants and toddlers. Rather than greatly simplifying communication, adults who shift to highlighting the breadth and depth of communicative possibility foster stronger language and literacy skills by early elementary school. As was true with focus & self-control and perspective taking, both parents and educators can be more intentional about fostering communication by adopting the research-based approaches, specifically mealtime conversations and book reading that “go beyond the here and now” to discuss causes, explanations, predictions and other “extended discourse”, use of “meaningful, grown-up words”, and support for children’s literacy exploration by both modeling personal reading and writing, as well as by providing diverse written materials and writing tools (p. 127-129). Similarly, researchers who study preschool programs recommend that, “Teachers use ‘cognitively engaging talk’, … more complex, sophisticated words when talking to children, and … have a content-oriented curricular plan” (p. 130).

The research literature also suggests a broad approach to promoting literacy at both home and school, rather than narrowly emphasizing drill and practice of the literacy mechanics, during the preschool years. At the Children’s School, we purposefully focus on comprehension and expression, using a variety of enjoyable activities, sound games, and open-ended explorations to teach and reinforce the key concepts, incorporating visual representations with the verbal, and emphasizing effort and improvement – all so that children’s experiences with language and literacy are meaningful to them, which will motivate them to engage fully in further learning. January will be an opportune time to discuss communication explicitly with our children because we will be spending two weeks hosting South Korean practicum students. We can observe the unique sounds and symbols of Korean, and we can highlight the importance of our gaze, facial expressions, and gestures to support communication. Always, children benefit when parents take the time to talk, read, and write with them about their areas of interest so that they can both learn from others and share their ideas with others via oral and written communication.
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**January**

- **Children & Educators Return to School**: Jan. 7
- **Undergraduates Return**: Jan. 14
- **NO SCHOOL: Martin Luther King Day**: Jan. 21
- **Vision Screening**: Jan. 28
- **Practicum Students from Duksung Women’s University Arrive**: Jan. 25
- **9:30AM Educator/Parent Discussion re: Healthy Mind & Body**: Feb. 1

**CMU Ch Sch@andrew.cmu.edu**

**www.cmu.edu/dietrich/psychology/cs/index.html**

**412-268-2199**
# The Children’s School Snack Menu

*Subject to change based on birthdays & special events*  
*Gluten and dairy free options available*

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| No School  
Winter Vacation | No School  
Winter Vacation | No School  
Winter Vacation | No School  
Winter Vacation | No School  
Winter Vacation |
| 7 | 8 | 9 | 10 | 11 |
| Tortilla Chips  
& Salsa  
Milk/Water | Diced Pears  
& Club Crackers  
Milk/Water | Yogurt  
& Granola  
Milk/Water | Peppers  
& Sun Chips  
Milk/Water | Carrots  
w/ Ranch Dip &  
Ritz Crackers  
Milk/Water |
| 14 | 15 | 16 | 17 | 18 |
| Wheat Bread  
& Sun Butter  
Milk/Water | Bananas  
& Rice Krispies  
Milk/Water | Animal Crackers  
Milk/Water | Apples  
& String Cheese  
Milk/Water | Pretzels  
Milk/Water |
| 21 | 22 | 23 | 24 | 25 |
| No School  
MLK Day  
Milk/Water | Goldfish  
Milk/Water | Celery sticks w/  
Cream Cheese &  
Saltines  
Milk/Water | Pineapple  
Tidbits &  
Cottage Cheese  
Milk/Water | Lentil Chips  
Milk/Water |
| 28 | 29 | 30 | 31 |  |