

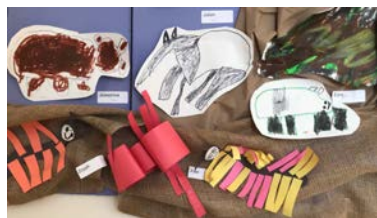
# Carnegie Mellon University Children's School March 2022 Family Newsletter

## Family Rainforest Adventure March 3<sup>rd</sup>

Everyone at the Children's School has been venturing deep into learning about the rainforests that are essential to life on earth. We hope your whole family will join us to celebrate our learning on Thursday, March 3<sup>rd</sup> from 5:00-7:00pm via our VIRTUAL Family Rainforest Adventure. Prior to our event, you will receive a recycled t-shirt bag that the children tie-dyed. In the bag will be most of the materials you will need to participate fully in our virtual adventure. You will need to gather tape, markers or crayons, and something to use for Bingo markers (e.g., pennies, beans, small Lego pieces). You may also want to prepare some rainforest-themed snacks to share with your family during the event; some ideas are attached to this newsletter.



Very soon, we will send you an email with all the Zoom links you will need. We will gather in one Zoom room at 5pm to see some of the children's rainforest displays and for the children to make rainforest crowns to wear. Then, families will split into 6 groups and progress through the 15-minute activities in different orders to keep the numbers in each room manageable. You will play Bingo and a dice game, do rainforest yoga and play charades, create a rain stick to make rainforest music, and do a rainforest scavenger hunt. At 6:45, we will all return to the main Zoom room for some rainforest animal boogie and a bedtime story. Be ready to photograph your family's rainforest adventure and then to share a few of your best photos with us via [cmuchsch@andrew.cmu.edu](mailto:cmuchsch@andrew.cmu.edu).



### March 2022 Dates

Thursday, March 3 <sup>rd</sup>	5:00 PM, Family RAINFOREST Adventure
Friday, March 4 <sup>th</sup>	Educator Professional Development (NO SCHOOL)
SPRING BREAK	Monday, March 7 <sup>th</sup> to Friday, March 11 <sup>th</sup> (NO SCHOOL)
Sunday, March 13 <sup>th</sup>	Daylight Saving Time so SPRING FORWARD 1 Hour
Monday, March 14 <sup>th</sup>	4 <sup>th</sup> Quarter Begins
March 21 <sup>st</sup> – 25 <sup>th</sup>	Mrs. Rosenblum will be attending the virtual conference of the National Coalition for Campus Children's Centers (N4C)
Friday, March 25 <sup>th</sup>	Spring Conference Preparation Day (NO SCHOOL)
March 28 <sup>th</sup> – April 1 <sup>st</sup>	Speech & Hearing Screening Begins

All these dates are posted on our web calendar  
<https://www.cmu.edu/dietrich/psychology/cs/> and on the FACTS Family Portal.



## Sensory Screenings

Twenty-two children participated in vision screenings on February 22<sup>nd</sup> and a makeup day is being planned for the 9 children who registered but were absent that day. All 22 participants passed the screening, including a color deficiency test for the Preschool 4's and Kindergartners.

Rehabilitation Specialists, Inc. has rescheduled the speech and hearing screenings to March 28<sup>th</sup> through April 1<sup>st</sup>. If you have not yet registered and are interested in having your child screened, please access a permission slip through the FACTS system under Family Portal Resource Documents. The charge for this screening is \$15.00. Contact Maggie Rosenblum at [rosenblu@andrew.cmu.edu](mailto:rosenblu@andrew.cmu.edu) with questions.

## School Photo Days

This year, Van Dyke Photos will be on-site on April 13<sup>th</sup> to photograph the students, and April 14<sup>th</sup> is scheduled as a make-up date. We will work with them to ensure that Covid-19 safety protocols are observed. Ordering will be online, and instructions will be provided for our families through email. Feel free to send your children in their "picture clothes" that day and send "school clothes" separately. The teachers will help the children change after their photo shoot. Maggie Rosenblum would be happy to answer any questions and can be reached at [rosenblu@andrew.cmu.edu](mailto:rosenblu@andrew.cmu.edu).

## Summer Camp Enrollment: WATER

The Children's School Summer Camp is an in-person, mixed-age, four-week program that will run weekdays from June 6<sup>th</sup> to July 1<sup>st</sup> from 9 am to 1 pm with as much outdoor time on our playground and in the reflection garden as weather permits and under risk mitigation protocols.



This year, Mr. Allen, Mrs. Bird, Mrs. Loomis, Ms. O'Neill, Mrs. Mack, and Mrs. Stilinovich will engage the children in a study of "**WATER**". As usual, we will read fiction and non-fiction books and offer science, arts, sensory, and other hands-on activities to enhance the thematic study.



With six educators and 3 undergraduate assistants at camp, we will form three groups with a maximum of 14 students each. Greeting will be at 8:45 am and dismissal at 1:00 pm. The four-week cost of camp is \$1,300 (or \$325 per week), and children must be potty-trained in order to attend. The children will need to bring their snack, lunch, and water bottle, just like they did throughout the school year.

Based on your response to the FACTS Summer Camp survey, we will begin registration with those who indicated interest in the full four weeks, then move to those interested in three weeks, etc. Enrollment and payment will be through the FACTS system this year. If you filled out the Summer Camp Interest Survey, you will receive an email with camp details and registration instructions from Mrs. Yetter after Spring Break. If you have not yet had a chance to complete the survey, you can do so here: <https://forms.gle/jEFfRU3DgZ4KYNeF9>.



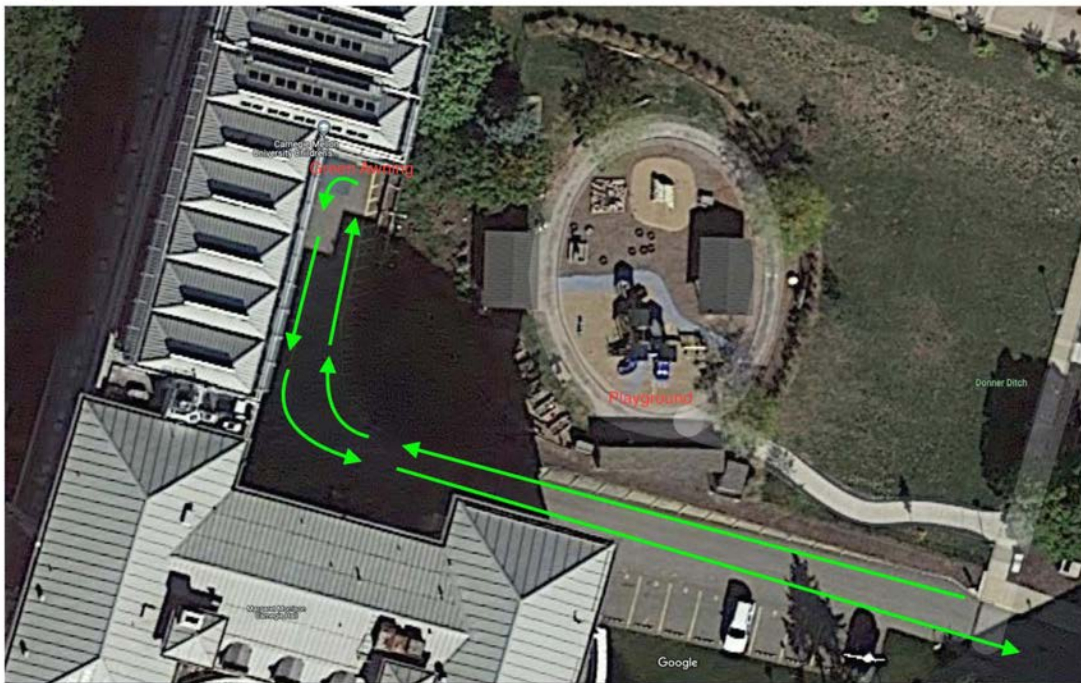
## Greeting & Dismissal Safety Reminders

### All Families:

Please place your Name Card on the visor of your car or hold it up for staff to read. Clearly displaying this sign will help the teachers to quickly identify your car, thus making dismissal a smooth process.

### If you greet or dismiss from the Green Awning:

Please wait until the greeting / dismissal spaces beside the wall and under the awning are free before pulling into these spaces. **DO NOT BACK INTO THESE SPACES!**



In order to avoid long lines and traffic “jams”, please drop off and pick up your child(ren) at their assigned times. If you arrive early to pick up your child, please wait in a visitor parking space until it is time. Otherwise, you may be in the “wrong line”.

### Greeting/Dismissal Schedule for Kindergarten

8:15AM	Greeting
2:15PM	Dismissal (11:45AM on Friday)

### Greeting/Dismissal Schedule for Preschool 4's

8:45AM	Greeting
1:15 or 2:45PM	Dismissal (12:15PM on Friday)

### Greeting/Dismissal Schedule for Preschool 3's

8:15AM	Greeting
12:45 or 2:15PM	Dismissal

**If we work together, then the system will run smoothly for all!**

## Family Spotlight: Fun in a Family of Five

Happy March, Children's School Families! We are the Wasik family - Christian, Jessica, and Luna W. (in the Preschool 4's Green Room), along with Luna's sisters June (2) and Maxine (1). We were first introduced to the Children's School through Christian's aunt, who is well known to the children as Mrs. Perovich. This is the first school Luna has attended, and we couldn't be happier with the school's welcoming program. The Children's School provided a smooth transition into a whole new environment with the perfect amount of structure for Luna.

Christian and Jessica both grew up in Pittsburgh and even went to the same grade school as children. They are quite familiar with the area because of attending high schools right here in Oakland. Luna's father is an operator for a gas company, which is fun for the girls to see. He operates big machines and diggers, just like some of the machines that are across the street from the Children's School! Luna's mom is a registered nurse in an intensive care unit at Presbyterian Hospital on the weekends. This schedule allows her to also play the role of stay-at-home mom during the week. With all of the children home with mom, Luna's house is almost always loud, crazy, and silly. The girls love having dance parties and making their youngest sister giggle and clap.

Aside from dancing, Luna enjoys coloring, crafting, and playing 'mom' as she cares for her stuffed animal friends. In the past year, Luna has not only started school, but she has also joined a soccer team and begun dance class! It has been quite a year for her, and she seems to love anything that allows her to play and interact with other children her age. Luna currently aspires to be a nurse one day like her mom, and she hopes to care for others who need help to get better. As a family, we love cooking, going on walks with our dog Howie, having outdoor adventures, and playing games.

Luna will be sad to see the school year come to a close in a few short months since she looks so forward to seeing her Children's School friends each day. The happy memories she has made this year will be with her for a long time.





## Artist in Residence with Preschool 3's

Sculpture artist, Isla Hansen, an Assistant Professor of Art at Carnegie Mellon (<http://www.art.cmu.edu/people/isla-hansen/>) began her artist residency with the Preschool 3's exploring puppetry. In her first session, Isla brought in everyday objects for the friends to create characters with by attaching felted eyes, noses, and mouths. The 3's friends attached the facial features to the everyday objects, gave them names, and then used them to talk to the other friends' object creatures.



## Kindergarten's 100 Day Celebration

Every year, the Kindergarten friends celebrate the 100<sup>th</sup> Day of School as a fun way to build children's understanding of the base 10 system, practice multiple ways of counting to 100 (e.g., by 1's, 5's, and 10's), and reinforce children's sense of how big 100 actually is. The children organized their 100 collections into 10 sets of 10, built with 100 cups and 100 Legos, made 100 crowns with 10 strips of 10, did a 100-piece puzzle, and more! In a COVID-19 year, the best news of this celebration is that the kindergartners have actually been IN SCHOOL for 100 days and counting!



## Women's History Month

March is Women's History Month. We dedicate this time to recognize all the wonderful contributions of women throughout American history. Below are some links to help you in celebrating Women's History Month with your family.



<https://www.parents.com/kids/education/how-to-celebrate-women-s-history-month-with-kids/>

This article provides background on the origin of Women's History Month and suggests how to recognize Women's History Month in ways that are developmentally appropriate for young children.

<https://www.pbs.org/parents/thrive/childrens-books-to-celebrate-womens-history-month>

If you are looking to add some books to your collection that highlight the many great accomplishments of women and girls, this is a great place to start!

<https://womenshistorymonth.gov/>

This resource from The Library of Congress and The Smithsonian lists virtual film festivals, book talks, historical reenactments, and film and videos that highlight the women in American History.

<https://www.womenshistory.org/womens-history/womens-history-month>

This link from The National Women's History Museum has further links to several online biographies and other online resources for celebrating Women's History Month.

**Community Service to Honor Women's History Month:** In honor of Women's History Month, the Children's School is supporting the following non-profits for the month of March.

- [Dress for Success](#)

The Dress for Success organization is a global non-profit that "empowers women to achieve economic independence". They provide mentorship, professional attire, and development tools to help women to thrive in the workplace and in life. The local chapter of Dress for Success has an Amazon Wishlist for most needed items that will directly support local women who wish to enter the workforce and need support in doing so. To make a donation, you can shop their wish list here:

[https://www.amazon.com/registry/wishlist/3EQM2HMNGGMNB/ref=cm\\_sw\\_r\\_cp\\_ep\\_ws\\_vOe5BbG7A2N5S](https://www.amazon.com/registry/wishlist/3EQM2HMNGGMNB/ref=cm_sw_r_cp_ep_ws_vOe5BbG7A2N5S)

- [Cell Phone Drive to support The Women's Center & Shelter of Greater Pittsburgh](#)

For over 45 years, the Women's Center & Shelter has provided shelter, safety, support, and guidance for survivors of domestic violence. You can send old cell phones to school throughout the month of March to add to our group donation to the Women's Center & Shelter. By donating your smartphones and cell phones, you are supporting victims of domestic violence. The Shelter Alliance will dispose of your phone in an environmentally friendly manner and send a monetary donation to Women's Center & Shelter to benefit programs and services for survivors of domestic abuse.

**Research on Gender Stereotypes in Children's Books:** Attached to this newsletter is a feature on Dr. Molly Lewis' recent publication in Psychological Science. In "*What might books be teaching young children about gender?*" (<https://psyarxiv.com/ntqfe/>), the researchers found more biased gender associations in children's books compared to adult fiction and that female biases are larger than male biases. Choice of books for shared reading may be a way caregivers and educators shape children's gender perspectives.



## Undergraduate Spotlight

During the spring 2022 semester, undergraduate employees are supporting the children and educators both in and out of the classroom. All adults working in the Children's School this year have up-to-date vaccinations against Covid-19 and participate in weekly Tartan Testing.



### • Vivian Lin (First-Year, Psychology)



*My name is Vivian Lin, and I am an undergraduate first-year student studying Psychology. I'm from Reno, Nevada, home of sagebrush, Levi jeans, and casinos. I love getting to know new people, listening to and playing music, and drawing art. So far, I've worked here for one semester with the 4-year-olds at the Children School, and I love the energy they bring to the classroom and those around them! In college, you meet people who are confident that they know everything already, but when you're working with children, you're guaranteed to learn*

*something new every day, especially vital information such as a neighbor's dog's birthday or the latest plot twists on Paw Patrol! I love working here not only because of my interest in developmental psychology, but also to remember what it's like to be a child again. Working here reminds me to stay curious, ambitious, creative, and zealous.*



### • Divyasri Krishnan (First-Year, Undeclared)



*My name is Divyasri Krishnan, and I'm from Boston, Massachusetts. I'm a first-year student in Dietrich, currently undeclared, though I'm planning on studying decision science and business analytics. I love to read and write and engage with literature, go on runs, bike, and cook. I started working at The Children's School this semester, and I work with the younger Preschool 3's. I've always loved working with children, and it's a great de-stresser to help them play and learn.*



# Research Spotlight

## The Emotions Game

Researchers from Carnegie Mellon's CREATE Lab (<https://www.ri.cmu.edu/robotics-groups/create-community-robotics-education-and-technology-empowerment/>) are preparing materials for their "MindfulNest" project, which is designed to support children's emotion regulation skills in a typical prekindergarten classroom. In preparation for a broader study in the Pittsburgh region, Emily Hamner, Samantha Speer, and Mike Tasota will pilot a variety of emotion regulation measures from previous studies. In one, children hear short scenarios (e.g., a friend coming to play, a child purposely breaking a toy, a friend moving away, etc.) and label them with the emotion they would feel. If the emotion is negative, the child will be asked, "What would you do to feel better?" In the second task, researchers present brief puzzle tasks that mimic frustrating situations children might normally encounter. The child will be given either a toy locked in an unopenable box or an unsolvable puzzle, while the researchers monitor children's emotion expression and coping strategies. If the child was given the toy locked in the unopenable box, after a few minutes the researcher will apologize for giving the child the wrong set of keys. The child will then be given the correct set of keys, which will allow them to open the box and play with the toy as promised. If the child has been given the unsolvable puzzle, the researcher will apologize for giving them a puzzle with mixed up pieces and allow them to play with a solvable puzzle. Understanding what children know about emotions and what strategies they use to help them handle frustrations will help us develop effective educational technologies.



## The Emotions Game

The Communication and Learning lab at Carnegie Mellon University is looking for 3 and 4-year-olds to participate in an online language learning study. We'll send families a **\$10 Amazon gift card** for participating. This is a 20-minute Zoom study where children will be asked to help fix the experimenter's "dream machine" by naming pictures that appear on the screen. Here is the link for families to sign up for a time slot: <https://www.schedulista.com/schedule/communicationandlearninglab/whmlq-3nvna>. If none of the available times work, or if anyone has any questions or concerns, they can contact [callab@andrew.cmu.edu](mailto:callab@andrew.cmu.edu).



## Director's Corner: Assessment



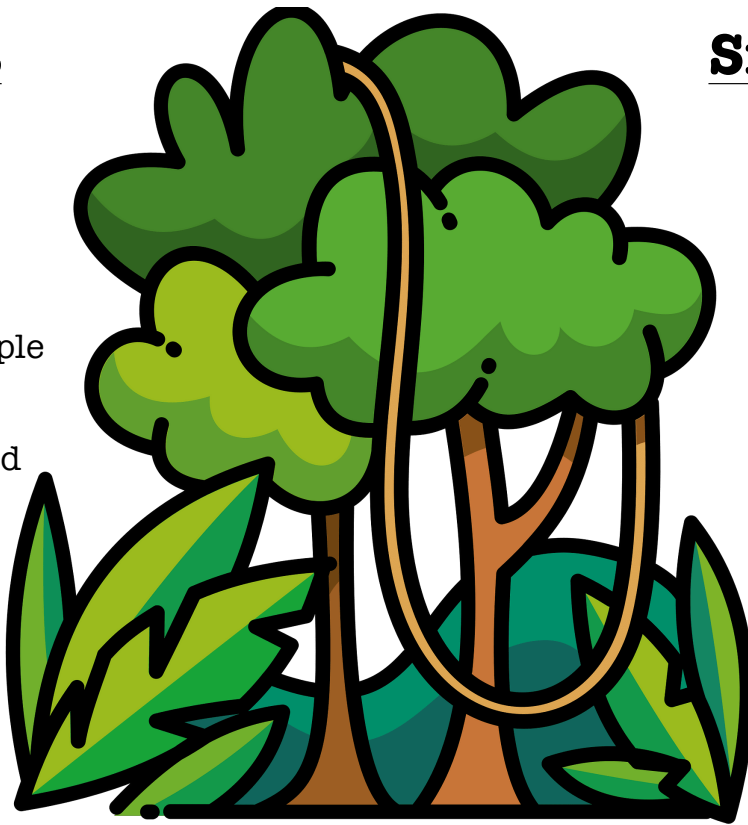
The NAEYC standard for **Assessment** advocates ongoing authentic observations and evaluations of a child's learning and development, as well as communicating the child's progress to the family. As with the curriculum standard, there is no requirement that we utilize a particular type of assessment or standardized test, so we are free to design a system that fits our developmental goals and our thematic approach to curriculum. We **ARE** required to demonstrate, through our overall program portfolio and our individual classroom portfolios, that our assessment system is an organized and integral part of our program and document that it meets the accepted reliability and validity criteria for early childhood assessments. Interestingly, assessment is the one standard in the whole NAEYC system for which our affiliation with Carnegie Mellon University has little direct benefit. In fact, **NONE of the data collected by researchers** conducting studies in our laboratory school can be shared with school personnel in a way that would identify individual children, both for confidentiality reasons and because many of the measures used in the studies are only in the development stage and might, therefore, not be valid or reliable assessments.

- The Children's School focuses assessment on describing the developmental progress of individual children so that we can best **adapt our program to capitalize on the strengths and interests** of our unique groups each year and help our wide range of children progress. Occasionally, we **identify areas of weakness** that might require referrals for diagnostic testing to determine whether the child would benefit from therapeutic intervention. Most often, such intervention would involve speech / language therapy, occupational therapy, etc., that is either done in the context of school or on an outpatient basis elsewhere.
- To gather our assessment data, we utilize a variety of **natural classroom activities that are both interesting and familiar to the children**, often in the context of a routine or game. For example, observations of children sharing at circle time provides teachers with information about their verbal communication skills, their ability to interact with peers who ask questions or offer ideas, etc. During a game of bingo in which one child is the "caller" during each round, the teacher can assess the caller's comfort in a leadership role, knowledge of the numbers or letters on the cards, and ability to coach other children who may not see the called item on their cards. To assess many gross motor skills at one time, a teacher might arrange an obstacle course that involves climbing up and down steps, crawling through a tunnel, hopping from one hoop to another, walking across a balance beam, and so on. Because the tasks are familiar and easily adaptable, they can be used effectively with children who are dual language learners, as well as those who have special needs.
- We **discuss assessment information with families** most formally during parent / teacher conferences when we review each developmental domain and describe our observations, along with sharing photos and children's creations. We always informally welcome parent input regarding their view of the child's strengths and weaknesses, but we formalized that process ten years ago by using the Ages & Stages questionnaires. With this more reciprocal approach to evaluating children's progress, we are better able to partner in planning next steps for home and school emphasis designed to challenge the strong areas and alleviate the difficulties.
- Overall, our approach to assessment resonates well with Carnegie Mellon's emphasis on **continuous quality improvement** in the context of commitment to collaborative and reflective efforts that result in teaching and learning excellence.

## Rainforest

### GREEN

- 3/4 cup frozen mango chunks
- 3/4 cup frozen pineapple chunks
- 1/2 cup frozen chopped kale
- 2 tbsp honey
- 2 cups plant based milk



## Smoothies

### PINK

- 1 packet frozen acai
- 1/2 tbsp raw cacao
- Stevia to taste
- 2 cups plant based milk
- 1/2 avocado (optional to make thicker)

In a blender, puree the ingredients until smooth. Divide between 2 glasses. Enjoy!



### Frozen Chocolate Covered Banana Pops

- 4 Bananas
- 8 popsicle sticks
- 2 tablespoons coconut oil
- 12 ounces chocolate chips
- chopped peanuts
- sprinkles

- Peel bananas and cut in half. Push a popsicle stick into the cut end of each banana half, place halves on a baking sheet covered in parchment paper. Cover with plastic wrap and place in the freezer for at least 3 hours.
- While the bananas are freezing, place the sprinkles and chopped nuts into small bowls.
- Add the chocolate chips and coconut oil to a double boiler and heat gently over medium heat, stirring occasionally until melted and smooth.
- Remove the frozen bananas from the parchment paper and place on a plate, keeping the parchment on the

baking sheet for the dipped bananas.

- Dip them one at a time into the melted chocolate, allowing any excess to drip off and then immediately sprinkle with nuts or sprinkles as desired. Place back on the parchment on the baking sheet to cool completely.
- Once the chocolate is hardened, you can serve right away or wrap each one tightly with plastic wrap and place in the freezer until ready to serve.





Dietrich College of Humanities and Social Sciences › News › News Stories › 2021 › December › Children's Books Solidify Gender Stereotypes in Young Minds

December 29, 2021

## Children's Books Solidify Gender Stereotypes in Young Minds

By Kirsten Heuring Email (<mailto:kheuring@andrew.cmu.edu>)

A new study from Carnegie Mellon University and the University of Wisconsin-Madison has found children's books may perpetuate gender stereotypes. Such information in early education books could play an integral role in solidifying gendered perceptions in young children. The results are available in the December issue of the journal *Psychological Science*.

"Some of the stereotypes that have been studied in a social psychology literature are present in these books, like girls being good at reading and boys being good at math," said Molly Lewis, special faculty in the Social and Decision Sciences and Psychology departments at the Dietrich College of Humanities and Social Sciences and lead author on the study.

Lewis has found that books with gendered language were centered around the protagonist in



Molly Lewis

the story. Female-associated words focused on affection, school-related words and communication verbs, like 'explained' and 'listened.' Meanwhile, male-associated words focused more on professions, transportation and tools.

"The audiences of these books [are] different," said Lewis. "Girls more often read stereotypically girl books, and boys more often read stereotypically boy books."

Girls are more likely to have books read to them that include female protagonists than boys. Because of these preferences, children are more likely to learn about the gender biases of their own gender than of other genders.

The researchers analyzed 247 books written for children 5 years old and younger from the Wisconsin Children's Book Corpus. The books with female protagonists had more gendered language than the books with male protagonists. The researchers attribute this finding to "male" being historically seen as the default gender. Female-coded words and phrases are more outside of the norm and more notable.

The researchers also compared their findings to adult fiction books and found children's books displayed more gender stereotypes than fictional books read by adults. In particular, the researchers examined how often women were associated with good, family, language and arts, while men were associated with bad, careers and math. Compared to the adult corpus, which was fairly gender neutral when it came to associations between gender, language, arts and math, children's books were far more likely to associate women with language and arts and men with math.

"Our data are only part of the story — so to speak," said Mark Seidenberg, professor of psychology at the University of Wisconsin, Madison and contributing author on the study. "They are based on the words in children's books and say nothing about other characteristics that matter: the story, the emotions they evoke, the ways the books expand children's knowledge of the world. We don't want to ruin anyone's memories of 'Curious George' or 'Amelia Bedelia.' Knowing that stereotypes do creep into many books and that children develop beliefs about gender at a young age, we probably want to consider books with this in mind."

The study did not directly assess how children perceive the messages about gender in these books or examine how the books influence how the readers perceive gender. The study also did not evaluate other sources of gender stereotypes to which children are exposed.

"There is often kind of a cycle of learning about gender stereotypes, with children learning stereotypes at a young age then perpetuating them as they get older," said Lewis. "These books may be a vehicle for communicating information about gender. We may need to pay some attention to what those messages may be and whether they're messages you want to even bring to children."

Lewis and Seidenberg were joined by Matt Cooper Borkenhagen, Ellen Converse and Gary Lupyan from the University of Wisconsin, Madison in the study, titled "What books might be teaching young children about gender?"



We're looking for **3 and 4-year-olds** to participate  
in our language learning study!

Have you ever heard a child say “mouses” or “snowmans”?  
How do children learn to stop making these mistakes?



Children will play a 20-minute Zoom where they name pictures they see  
(such as dogs and mice) to help an experimenter fix their “dream machine.”

We will give families a **\$10 amazon gift card** for participating!



Here is the link to sign up to play!: <https://bit.ly/3gQqsug>

Any questions can be directed to [callab@andrew.cmu.edu](mailto:callab@andrew.cmu.edu)

This study is being conducted by the Communication and  
Learning lab at Carnegie Mellon University

# March

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1	2	3 5:00PM Virtual Family RAINFOREST Adventure 3 <sup>rd</sup> Quarter Ends	4 <b>NO SCHOOL:</b> Educator Professional Development Day	5
6	7 <b>NO SCHOOL</b> Spring Vacation	8 <b>NO SCHOOL</b> Spring Vacation	9 <b>NO SCHOOL</b> Spring Vacation	10 <b>NO SCHOOL</b> Spring Vacation	11 <b>NO SCHOOL</b> Spring Vacation	12
13 Daylight Saving Time Begins: Turn Your Clock Ahead 1 Hour 3's: Transportation 4's: Games Around the World K: Building & Inventions	14 4 <sup>th</sup> Quarter Begins  March Safety Week	15	16	17 Music w/ Mrs. Hraber	18	19
20	21 Virtual N4C 50 <sup>th</sup> Annual Conference & Professional Institute	22	23	24	25 <b>NO SCHOOL</b> Conference Preparation Day	26
27	28 Speech & Hearing Screening	29	30	31 Music w/ Mrs. Hraber		



## Children's School

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