

Pittsburgh Perspectives

Why did the Shawnee, French, and British all want to live at the confluence of the Allegheny, Monongahela, and Ohio rivers? Why have so many major innovations in science & technology, medicine, industry, the arts, etc. originated in Pittsburgh? How did the “Steel City” become the most livable city in the US? Why did each of us choose to call Pittsburgh “home” for this period of our lives?



These are among the exciting questions that prompted us to choose Pittsburgh for the theme of our 2014-15 Whole School Unit. Our educators began our own explorations by visiting the Fort Pitt Museum & Blockhouse and the Heinz History Center. Though the unit is scheduled for February, we are already introducing Pittsburgh as a thread throughout the whole year. Watch for images of the city skyline and three rivers, displays honoring Pittsburghers who are famous for their work supporting children and learning, and monthly tips for expanding your family's adventures in Pittsburgh. If you are interested in helping to design the unit or have ideas to share, please contact Sharon Carver (sc0e@andrew.cmu.edu) or Violet McGillen (vmcgille@andrew.cmu.edu).

October's Pittsburgh Tip: Whether you are new to Pittsburgh or a lifelong resident, there is much to explore here. Visit the city's official visitor's guide at <http://www.visitpittsburgh.com> to see why they chose the slogan “Pittsburgh Mighty and Beautiful”. NextPittsburgh focuses on “taking Pittsburgh to the next level”, and they have a great section on family adventures at <http://www.nextpittsburgh.com/events/family-adventures-september-in-pittsburgh/>. Enjoy!

Perhaps you wondered ...

why we organize our curriculum into thematic units.

Studying topics in depth builds children's knowledge base, starting with what they already know and creating a network of concepts that are richly connected in ways that help children apply their knowledge to new contexts. We combine verbal and visual representations and provide a variety of activities to help them acquire, strengthen, and refine concepts via experimentation, stories, dramatic play, art, games, technology activities, etc. Children converse and reason in more sophisticated ways about content they understand, so themes provide a foundation for other cognitive challenges.

Do you have more Questions for Educators?

On Thursday, October 9th, Dr. Carver will host open question & answer sessions for parents from 8:30-9:30am and from 12:30-1:30pm. Perhaps you have questions about handling children's behavior, building character, choosing media, teaching reading, responding to children's questions about sensitive topics, etc. Anything is fair game! Remember that you can also send questions to Dr. Carver any time via email at sc0e@andrew.cmu.edu or request a personal appointment.

Pittsburgh Perspectives

This representation of Pittsburgh by Custom Made Ventures shows the unique character of our city, with a wide range of colors and patterns as diverse as the individuals who make their homes here. As we prepare for our whole school study of Pittsburgh in February, please broaden your exploration to see what new adventures are available for you and your family.



November's Pittsburgh Tip: Pittsburgh is a family-friendly city with lots of opportunities, many of which are free. *Honey Hill Publishing* (<http://www.pittsburghparent.com>) offers an "online parent resource center for busy families in Pittsburgh. The site has been designed so parents can quickly access advice on family and parenting issues, fun and entertaining activities and local resources." The Kidsburgh collaborative (<http://www.kidsburgh.org>) aims to make "the Pittsburgh region ... the best place on earth to raise a kid." They provide an online resource for family-friendly events.

Cans Across the Cut

Carnegie Mellon University's Staff Council is running its annual food drive benefitting the Greater Pittsburgh Community Food Bank from November 3rd until November 14th. If you wish to donate non-perishable food items during this time period, please send them with your child or bring them to our office. On Monday, November 17th, the Children's School students will be participating in **Cans Across the Cut**, a yearly event in which University teams compete to see which groups can place the most donated food items in a line across the area on campus known as "The Cut". Cash or check donations (made payable to the Greater Pittsburgh Community Food Bank) are also accepted.

Giant Eagle Apples for Students

Each time you shop at Giant Eagle[®] using your Giant Eagle Advantage Card[®], you can earn points for the Children's School – points we can redeem for great educational tools. The points are automatically credited to the school through the Giant Eagle Advantage Card[®].

Here's how:

1. Sign up at www.gianteagle.com/about/apples-for-students
2. Provide our School ID #0151
3. Each time your Giant Eagle Advantage Card is scanned through March 17, 2015, your purchases automatically earn our school FREE educational awards.

In the past, we have been able to receive an overhead projector, computer software, books, and physical education materials. If you registered in prior years, there is no need to register again. Please visit www.gianteagle.com to review your school choices.

November Gallery Features

3's Friends: Malena F., Zahra J., and Max T.

4's Friends: Avery K., Daniel K., Max L., and Emma T.

Kindergarten Friends: Ruby A. and Andres F.



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Pittsburgh was home to America's Favorite Neighbor, Fred Rogers, whose life on and off the television screen modeled "neighborliness" for children and adults alike. For more than 30 years, he sang "*Won't You Be My Neighbor?*" to invite us all to make our communities better neighborhoods through our words and actions. During this season of giving, let's begin on our own block!

*It's a beautiful day in this neighborhood,
A beautiful day for a neighbor. Would you be mine? Could you be mine?...*
*It's a neighborly day in this beauty wood,
A neighborly day for a beauty. Would you be mine? Could you be mine?...*

*I've always wanted to have a neighbor just like you.
I've always wanted to live in a neighborhood with you.
So, let's make the most of this beautiful day. Since we're together we might as well say:
Would you be mine? Could you be mine? Won't you be my neighbor?
Won't you please, Won't you please? Please won't you be my neighbor?*

December's Pittsburgh Tip: The Fred Rogers Company (<http://www.fredrogers.org>) offers parent resources on a wide variety of topics. Their professional development newsletter is as helpful for parents as educators. You can register for the monthly emails via at link at the bottom of either the Parent or Professional Resources page.

Barnes & Noble Book Fair

On Saturday, December 6th from 10 am until 2 pm, we will be holding our annual Barnes & Noble Book Fair at the store in the Waterfront. At 11 am, a story and song time will be held and Mrs. Bird and her brother, Ken Thompson, will host a lively sing-a-long at 12 noon. Origami activities will be available, as well as a scavenger hunt. 15% of the in-store and on-line sales will benefit the Children's School library enhancement fund. Please use the enclosed vouchers when making a purchase. We are still looking for volunteers to help with the gift-wrapping table and to greet our families as they shop. If you are available to volunteer that day, please sign up at <https://docs.google.com/spreadsheet/ccc?key=0AhLnfm9qVJDdER3SG9jdHhSMEV5dXJPWEp1aEZWdHc&usp=sharing>

Still Seeking Hosts for Korean Students

In late January, the Children's School will be hosting 4 undergraduate students from Duksung Women's University in Seoul, South Korea for an International Practicum Program. A total of 12 Early Childhood Education students will be in Pittsburgh for practicum experiences at our school, Falk, Carlow, or Pitt's University Child Development Center. To help the students experience family life in Pittsburgh, we are recruiting two families who live close to the university to provide **housing and some meals** for two practicum students, with tentative dates from Sunday, January 18th through Sunday, February 1st. Proximity to CMU is essential so that the students can use public transportation or rides from teachers to travel to and from school. Please contact Dr. Carver at sc0e@andrew.cmu.edu if you are interested in this hosting opportunity.



Pittsburgh Perspectives

As we prepare to explore the many dimensions of Pittsburgh during our whole school unit next month, let's consider the ways that we each contribute to making this city an amazing place to live, work, and play. Local artist Linda Barnicott highlights Pittsburgh's vitality by painting both historic and present day images.



Pittsburgh Downtown Partnership (PDP, <http://www.downtownpittsburgh.com>) "is a dynamic, nonprofit organization that develops and implements innovative programs and initiatives to enhance Downtown Pittsburgh. [The PDP also] promotes and markets this great urban center to millions of people as the region's premier destination to do business, to call home, or to visit for the best in shopping, dining and entertainment." The PDP sponsors family events downtown, including the recent "Light Up Night", and it has a special focus on keeping our city clean and safe. We can all help this winter by removing litter and clearing snow in our own neighborhoods.

The Pop City (<http://www.popcitymedia.com>) weekly e-magazine and website offer helpful information so you can better connect and contribute to the Pittsburgh community. It includes "technology and innovation news, job growth, development and nonprofit news, arts and culture. To help you better navigate our city, [it features] neighborhood guides and a weekly selection of arts and cultural events." The feature stories will keep you up to date about what's happening in Pittsburgh so that you can engage most fully in your life and work here.

EITC and OSTC Updates

In December, we received contributions to our Pre-Kindergarten Educational Improvement Tax Credit (PKEITC) and Opportunity Scholarship Tax Credit (OSTC) programs. Through the PKEITC and OSTC, eligible Pennsylvania businesses can earn tax credits while providing financial assistance for children to attend preschool or an approved K-12 school. In addition to the donations mentioned in December's newsletter, we have also received contributions from PNC Bank, N.A., Trumbull Corporation, UPMC Diversified Services, and Duquesne Light. If you would like more information or can help us to build a list of prospective businesses, please contact the Main Office.

Box Tops for Education

Continue to Save Your Box Tops!
Submit to the Children's School office by February 23, 2015!!



Help us to reach our Box Tops goal of \$1,000 for 2014-15! To date, we have raised \$97.20! The Box Tops for Education program 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/>.

Pittsburgh: City of Innovation

CMU Children's School
Staff / Parent Discussion 1/30/15

Why Study Pittsburgh?

The goal for families and educators is helping children establish a sense of themselves and their place in the world. We may help them explore questions, such as Who? What? Where? When? How? and Why?

During this unit, we will emphasize the many ways we **live, work, learn, and play** in Pittsburgh. We will highlight the special features of Pittsburgh that make it a unique city, and we will learn about the Pittsburgh innovations that have impacted the world.

Key Concepts Related to Pittsburgh

- **Geography** features of the rivers, land, mountains, etc. that made Pittsburgh a good place to found a city, unique features of the Pittsburgh neighborhoods, ways we use maps to navigate the city ...
 - **Earth science** – land features, climate, weather, and seasons of Pittsburgh

[Children's understanding of maps / "Me on the Map"]

- **Social Studies, Culture & History** of humans living, working, learning, and playing in Pittsburgh ...
 - **Physical science** of city building, transportation, industries, communication ...
 - **Math** for counting, measuring, comparing, contrasting, and graphing Pittsburgh features (e.g., bridges, tunnels, buildings, etc.), as well as for time in years ...
 - **Technologies** developed in Pittsburgh emphasize our tradition of innovation ...

[Children's understanding of history / Heinz History Center Videos]

- **The Arts & Literature** celebrated in Pittsburgh cultural institutions, such as the art museum, theatres, music halls, etc., as well as famous artists, musicians, and authors, and actors from Pittsburgh ...

[Everyone's favorite neighbor & children's media advocate, Mr. Rogers]

- **Life science** emphasis on sustainable living, green building, etc. so that we can have a healthy Pittsburgh environment for people, animals, and plants ...

[Explore the Pittsburgh parks, conservatory, zoo, aviary, all with an emphasis on conservation of the environment.]

Developmental Benefits of Exploring Pittsburgh

- **Self-Esteem & Independence** – building pride and confidence re: home, neighborhood, city, as well as the self-regulation skills for navigating, etc.
- **Interaction & Cooperation** – taking responsibility for keeping neighborhood clean, cooperating with neighbors, etc.
- **Communication** – learning new vocabulary related to Pittsburgh landmarks and city features for describing experiences, writing labels, drawing illustrations, etc.
- **Discovery & Exploration** – strengthening skills in observation, counting, measuring, comparing & contrasting Pittsburgh's land, water, plant & animal life, etc., as well as for experimenting with physical science related to Pittsburgh industry
- **Physical Capabilities / Health & Safety** – strengthening eye-hand coordination and body movements when exploring the city, with special emphasis on street safety
- **Artistic Expression & Appreciation** – appreciating Pittsburgh artists, musicians, etc., as well as using similar styles to create new ways of representing the city in art, drama, or other media

Additional Resources for Exploring Pittsburgh as a Family

Heinz History Center in the Strip District

Fort Pitt Museum & Block House at Point State Park

<http://www.heinzhistorycenter.org>

Pittsburgh History and Landmarks Foundation

<http://www.phlf.org>

Downtown Dragons web site with tour, songs, etc.

<http://www.phlf.org/dragons/home.html>

Pittsburgh Tunnel Tour

http://pghbridges.com/articles/fieldnote_tunneltour.htm

NOTE that the Wabash tunnel is actually finished and usually open.

Ride the Inclines and the Subway

<http://www.duquesneincline.org> <http://www.portauthority.org/paac/>

Pittsburgh Mural at CMU by Doug Cooper

[\[https://www.andrew.cmu.edu/user/dcooper/universitymural.html\]](https://www.andrew.cmu.edu/user/dcooper/universitymural.html)

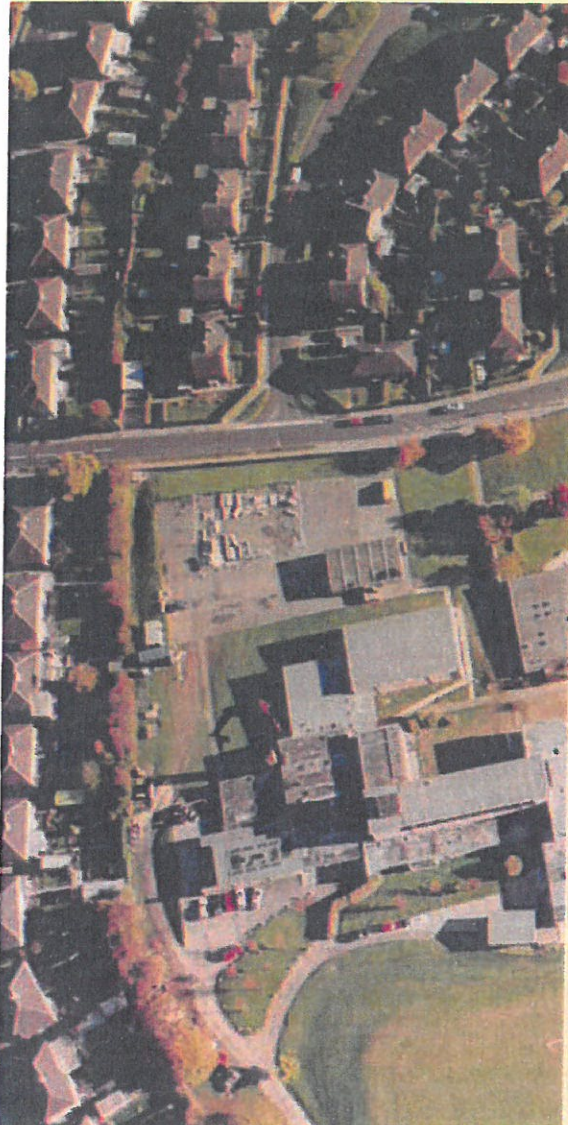
HELPING VERY YOUNG CHILDREN TO START LEARNING ABOUT MAPS

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Figure 1



Children can, of course, learn about maps – in school they learn to interpret and use maps successfully. It is not surprising that children who have been introduced to maps in the classroom and have been given specific training can achieve sophisticated map skills. But what has intrigued some geographers and psychologists is whether very young children have a knowledge of maps, even before any formal training.

Young children's potential to use maps has generated a great deal of debate. Some experts on child development (like Jean Piaget) believed that children would have little or no ability to understand a map until after the age of seven or eight years. This was, in the past, quite a prevalent viewpoint and was one of the reasons why earlier generations of young children experienced little or no map work in the early primary years.

More recently, some geographers (like the late Jim Blaut in the United States) took a view that was as far removed from Piaget's as it was possible to be. Blaut proposed that even the youngest children can understand images of the world. According to Blaut, very young children should be able to look at an image, like an aerial photograph of a town, and see if for what it represents. In other words, they should immediately see the photograph as a picture of a landscape – they will not be confused by it or see it just as a series of lines shapes and patterns. Blaut thought that young children in all societies and cultures should have a spontaneous ability to recognise aerial views and simple maps.

Several years ago Blaut demonstrated the abilities of young children by asking them to describe what they could see in black and white aerial photographs of urban landscapes. He found that children down to about five years of age could spontaneously name what they saw as roads, houses, buildings, trees, parks and other geographic features. Such an immediate understanding suggested that children do not have any difficulty interpreting an aerial perspective, and many geographers have concluded that children's very good ability to interpret representations like aerial photographs could be the basis for understanding simple maps.

Although the fact that young children were so good at recognising aerial views has been established for some time, there have been a number of unanswered questions about children's early abilities with aerial photographs. These include questions like:

HOW EARLY DO CHILDREN FIRST HAVE AN AWARENESS OF SUCH PHOTOGRAPHS?

DOES AN AWARENESS OF AERIAL PHOTOGRAPHS HELP CHILDREN UNDERSTAND MAPS?

AND WHAT EXPERIENCE DO YOUNG CHILDREN NEED TO BE ABLE TO UNDERSTAND A PHOTOGRAPH AS A REPRESENTATION OF PART OF THE WORLD?

These are questions that we have addressed in research with young children in nursery and primary schools.

WHEN ARE CHILDREN FIRST ABLE TO RECOGNISE FEATURES IN AN AERIAL PHOTOGRAPH?

Figure 2

We showed children who are three and four years of age large-scale aerial photographs, like the ones in figures 1 and 2. Some were in colour and others were black and white photographs. The photographs were either taken from directly above the landscape (vertical ones such as figure 1) or were taken from an oblique angle (figure 2).

We asked the children to name what they could see in the photographs, and most of them could give an appropriate name to the majority of features. Children were slightly better at naming features on the colour photographs, but this was only when colour itself was an important clue. For example, a rectangular area behind a house on a black and white photograph might be ambiguous; but if the same area was green in a colour picture, it was easily labelled as grass or a lawn.

The largest difference in performance was between vertical and oblique photographs, because children could usually name more features correctly on oblique pictures. This was not surprising, because the oblique angle often meant that some features were more recognisable. For example, the view of a feature that includes information about windows on one side of the feature makes it easier to name correctly as a house or a building.

Such results demonstrated that even nursery-school-age children could recognise and understand aerial photographs – an age group much younger than previously tested. This finding supported Blaut's idea that very young children, without any specific training, can look at a photograph taken from above and spontaneously interpret it as a representation of the world.

CAN CHILDREN WHO UNDERSTAND AERIAL PHOTOGRAPHS ALSO UNDERSTAND MAPS?

In the past children's awareness of aerial photographs was always assessed by asking them to look at photographs and name the features they could recognise. We wanted to find out if children could relate a photograph to the place that it represented. To do this we gave children photographs of their school and its neighbourhood.

The children took the photograph outside and we pointed out on the photograph to where toys or sweets had been hidden around the school (see figure 3). To find these the children had to use the photograph to work out the direction and location of the hidden objects. We found that even four-year-olds could do this successfully. In other words, the children were

aware that an aerial photograph was more than just a picture of a landscape, but was a picture of a particular landscape, and once they knew where a target object was on the photograph, they could work out where it was on the ground.

In effect, the children were using the aerial photographs like maps, so we wanted to find out if using photographs could actually help children learn about maps. To do this we showed four-year-olds both an aerial photograph of their school and a map. The map was a line drawing based on the photograph. As before, the children were asked to use the map or the photograph to find specific places in the environment. Every child was asked to use both the photograph and the map, but some of the children used the photograph before the map and some used the map before the photograph.

Irrespective of which representation they were using, all the children were able to find some of the target locations. However, the children found more of the target locations when they were using the photograph, so it seemed that four-year-olds were better at understanding a photograph than a map. But what was striking was that if the children used the map after they had already used the aerial photograph, they performed much better with the map than when they used the map first. In other words, just a brief prior experience with an aerial photograph contributed to the children's understanding of the map. We inferred from this finding



Figure 3



that experience of aerial photographs may well contribute to children's understanding of maps.

WHAT EXPERIENCE DO YOUNG CHILDREN NEED TO BE ABLE TO UNDERSTAND A PHOTOGRAPH?

The fact that children do recognise aerial views without any specific training is intriguing and prompts a question about what sort of experiences might contribute to children's ability to recognise an aerial perspective. Geographers like Jim Blaut and David Stea have suggested that one way that children experience views of landscapes is from playing with toys. They suggested that when children arrange toys like model houses, cars and trees on the floor they are generating model landscapes, and these are landscapes that children view from a variety of perspectives as they play with them. This suggestion is attractive because young children are constantly playing with small-scale models (buildings, vehicles, people and animals). This may be the experience they need as a basis for appreciating small-scale photographs of real landscapes.

We investigated whether young children do in fact make model landscapes in the course of toy play. We gave more than 60 three- and four-year-olds a large set of attractive new toys that included model buildings, houses, trees, road pieces, vehicles and other landscape features (see figure 4). Some children were not given any instructions but were just asked to play with the toys on the floor. Others were specifically asked to make 'a place where people live, like a town or a city'.



Figure 4

To our surprise, most of the children did little at all with the models. The majority of children just played with one or two individual items. Some did use all the model items, but only put them in groups, with all the buildings in a row, the road pieces in a single line or all the trees in a pile. Only a handful of children spread the items across the floor in anything that might be called a model landscape with, for example, buildings connected by roads and with other features in appropriate places.

This was an unexpected finding, because young children are very familiar with small-scale toys that represent features from the real world. Children have model houses, garages, farms, zoos, train sets, and all manner of toys that reflect real landscapes. In particular, many children have 'play-mats' that often have attractive designs, including roads and environmental features. But despite the presence of such toys in children's lives, they do not seem to encourage children to make layouts that reflect the geography of the real environment.

Although children are not explicitly shown aerial views by their parents or teachers, even very young children see numerous landscape views in the course of reading picture books and watching television, films, and cartoons. These media are full of stories and illustrations of flying carpets, flying superheroes, and even flying snowmen. Children also see many factual programmes – for instance, about animals, birds or the environment – that may include numerous aerial views. These programmes often juxtapose a ground-level scene with, a second later, a view from an aerial perspective. What is noticeable when such editing occurs in programmes is that even young children do not seem to be surprised or confused by the rapidly alternating viewpoints. This might indicate that young children are capable of adapting to multiple viewpoints without much difficulty. Exactly how well children interpret different perspectives and how all their experience of books and films contributes to their recognition of aerial photographs is still a fascinating issue that has hardly been investigated.

CONCLUSIONS

Nursery-aged children are very good at interpreting aerial photographs. We have mainly shown children large-scale colour photographs, either of their own schools or of environments that are similar to the ones in which they live. These types of photographs can be recognised and understood by very young children. We also believe that showing young children aerial photographs can be an important step in improving children's first awareness of simple maps. Showing aerial photographs to children is, of course, easy to do and in our experience children are fascinated by a view from above, especially if the view includes places (like school or home) that they can identify.

We now know that young children are able to interpret aerial views of landscapes in photographs well before they can represent landscapes in toy play. This does not support the proposal put forward by some geographers that toy play helps children to learn about aerial views, and it may well be the opposite that seeing aerial views helps children to incorporate landscape layouts in their toy play.

As yet we do not know what type of experiences contribute to young children's remarkable ability to understand and appreciate aerial photographs and maps, but we can speculate that one factor may be the wealth of aerial views that children experience through their interaction with a variety of media, such as books and television. If this is the case, then encouraging children to look at, think about and talk about any image that shows the world from above may be a way of encouraging a later awareness of more formal representations when children start to study map work.

Introduction

Children are born into history. They have no memory of it, yet they find themselves in the middle of a story that began before they became one of its characters. Children also want to have a place in history—their first historical questions are: "Where did I come from?" and "Was I always here?" These two questions contain the two main meanings of *history*: It's the *story* of people and events, and it's the record of times *past*. And because it's to us that they address these questions, we are in the best position to help prepare our children to achieve the lifelong task of finding their place in history by helping them learn what shaped the world into which they were born. Without information about their history, children don't "get" a lot of what they hear and see around them.

Although parents can be a positive force in helping their children develop an interest in history, they also can undermine their children's attitudes by saying things such as: "History is boring," or "I hated history class when I was in school." Although you can't *make* your child like history, you can encourage her to do so, and you can take steps to ensure that she learns to appreciate its value.

To begin, you can develop some of the following "history habits" that show your child that history is important not only as a school subject but in everyday life.

History Habits

Habits are activities that we do on a regular basis. We *acquire* habits by choosing to make them a part of our life. It's worth the time and effort to develop good habits because they enhance our well-being. The following history habits can enrich your life experiences and those of your child.

1. Please note: In this booklet, we refer to a child as "she." In some photos and "his" in others. We do this to make the booklet easier to read. Please understand, however, that every pointer that we make is the same for boys and girls.

Share family history with your child, particularly your own memories of the people and places of your childhood. Encourage your parents and other relatives to talk with your child about family history.

Read with your child about people and events that have made a difference in the world and discuss the readings together. (The list of publications in the **Resources** section at the end of this booklet can serve as a starting point for choosing materials.)

Help your child know that the people who make history are real people just like her, and that they have ideas and dreams, work hard and experience failure and success. Introduce your child to local community leaders in person if possible and to national and world leaders (both current and those of the past) by means of newspapers, books, TV and the Internet.

Watch TV programs about important historical topics with your family and encourage discussion about the program as you watch. Check out library books on the same topic and learn more about it. See if the books and TV programs agree on significant issues and discuss any differences.

Make globes, maps and encyclopedias (both print and online versions) available to your child and find ways to use them often. You can use a reference to Africa in your child's favorite story as an opportunity to point out the continent on a globe. You can use the red, white and green stripes on a box of spaghetti to help her find Italy on a map and to learn more about its culture by looking it up in the encyclopedia.

Check out from your library or buy a collection of great speeches and other written documents to read with your child from time to time. As you read, pause frequently and try to restate the key points in these documents in language that your child can understand.



2



1

Carnegie Mellon University Center Mural (1996)



Detail of South Side and Monongahela River



Artist: Douglas Cooper, Carnegie Mellon

Artist Assistants: Jonathan Kline + John Trivelli

About the mural...

When I saw the Rotunda in architect Michael Dennis' plans for the University Center, I immediately knew I wanted to do a mural there. Each of the peripheral walls of the Rotunda had its own compass orientation- east, west, and north. I thought I could use these to orient visitors to the campus and city as well as orient them in multiple time periods.

The Eastwall Mural: 1945 to 1965

The east wall shows Oakland in the foreground and looks across Junction Hollow to the campus as it appeared in its last years as Carnegie Tech when I was a student there. In the surrounding Oakland neighborhood, you can find Forbes Field, the former home of the Pirates, the Carnegie Museum before its 1970 addition, the Jones and Laughlin Steel Mill, the industry of the Monongahela River valley and the spectacular fire at the "Greeks", a favorite bar on Forbes Avenue.

The Westwall Mural: The present and future campus

Large in the foreground of the west wall as it looks across Junction Hollow to Oakland is the recently completed University Center as well as the soon to be realized Purnell Center for the Arts. Along the lower edge of the mural, I have incorporated personal anecdotes from the years 1965-70 when I was a student in architecture at Carnegie Mellon.

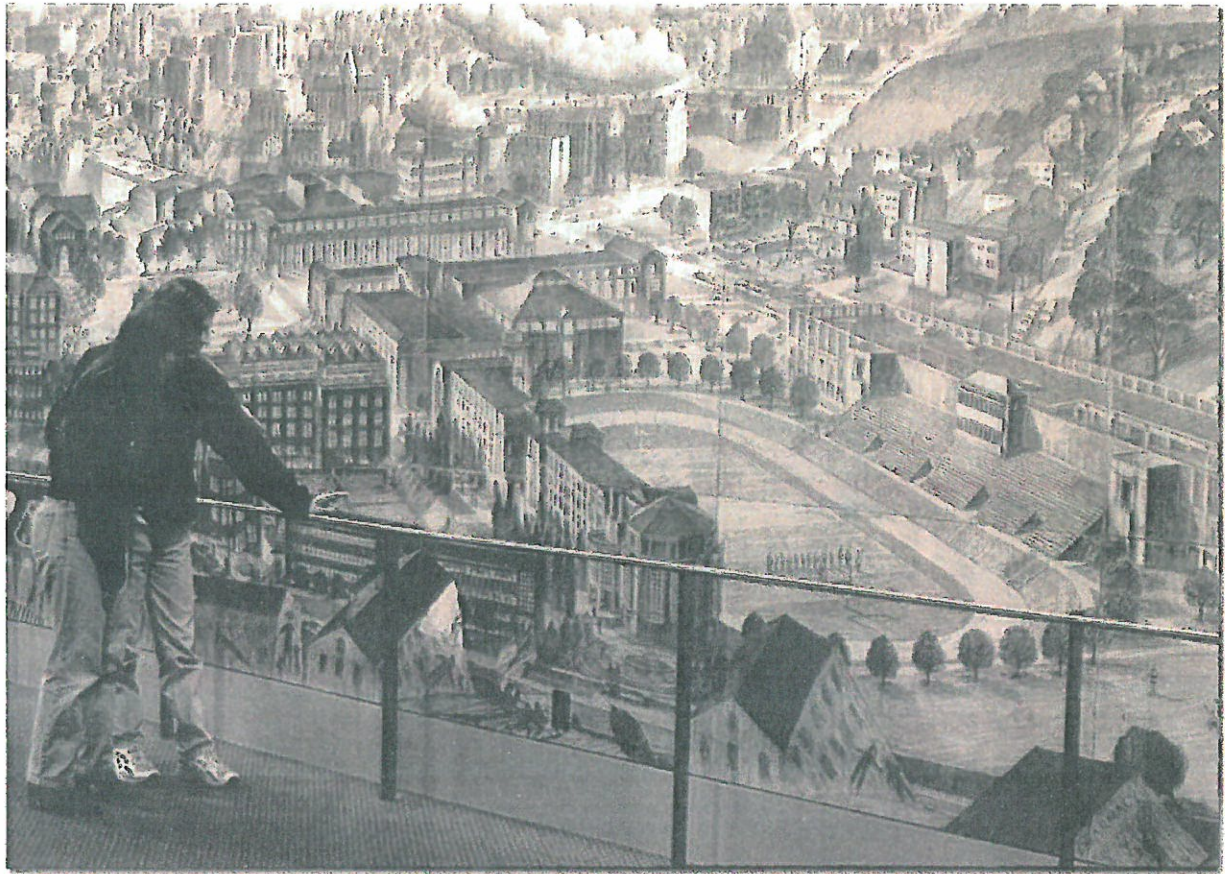
The Northwall Mural: The Pittsburgh environment

The north wall mural, from left to right, follows the Monongahela River from present-day downtown Pittsburgh to McKeesport. Ducking in and out of the entrance alcoves into the adjacent ballroom, it depicts the city in several earlier times as well. You can find Exposition Park, the original home of the Pirates and nearby, Andrew Carnegie, who lived on Ridge Avenue overlooking the Park. Further to the right you can see the Tech campus as it appeared from 1920-40. The buildings of Henry Hornbostel's original plan form the core of the campus and some of the other buildings much loved by alumni from those first decades are there also. Further up-river are the Homestead Mill during the 1892 strike (the Pinkerton Barge is shown burning), the Turtle Creek Valley and Kennywood Park. Flying low over the Homestead Hi-level Bridge is the mystery plane that crashed in the river during the late 1950s and has never been found.

All three walls are designed to give viewers the sense that they can "walk into" the space depicted in the mural. Whether by turning corners into alcoves, as is the case with the Northwall Mural, or by extending full height from baseboard to the ceiling, as occurs throughout, the intention is to present no visible edges. The sense of the art work is not that of a picture on a wall, but of an edgeless view into a space beyond.

[Click here for "Making the University Center Mural"](#)

Carnegie Mellon University Center Mural (1996)



View of Carnegie Mellon's Gesling Stadium



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Artist Assistants: Jonathan Kline + John Trivelli

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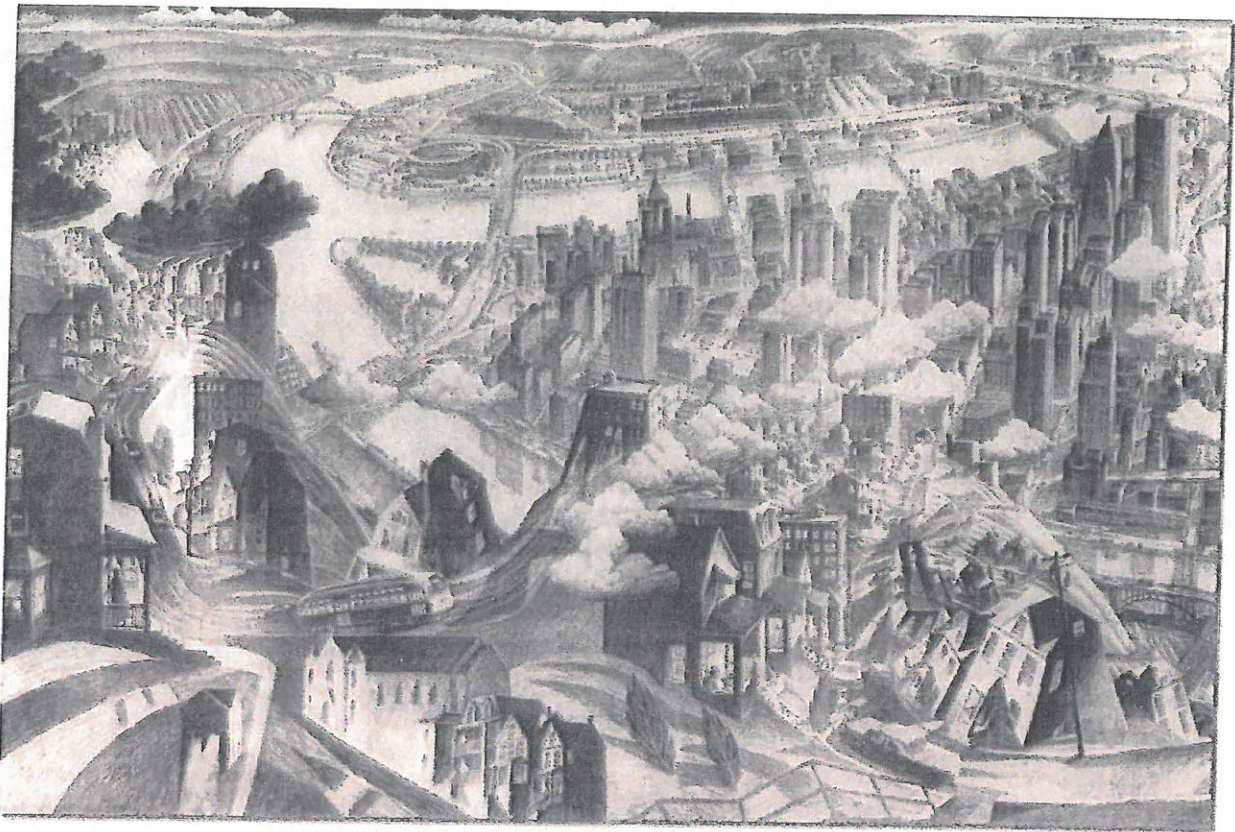
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Carnegie Mellon University Center Mural (1996)



Overview of Downtown from South Side Slopes



Artist: Douglas Cooper, Carnegie Mellon

Artist Assistants: Jonathan Kline + John Trivelli

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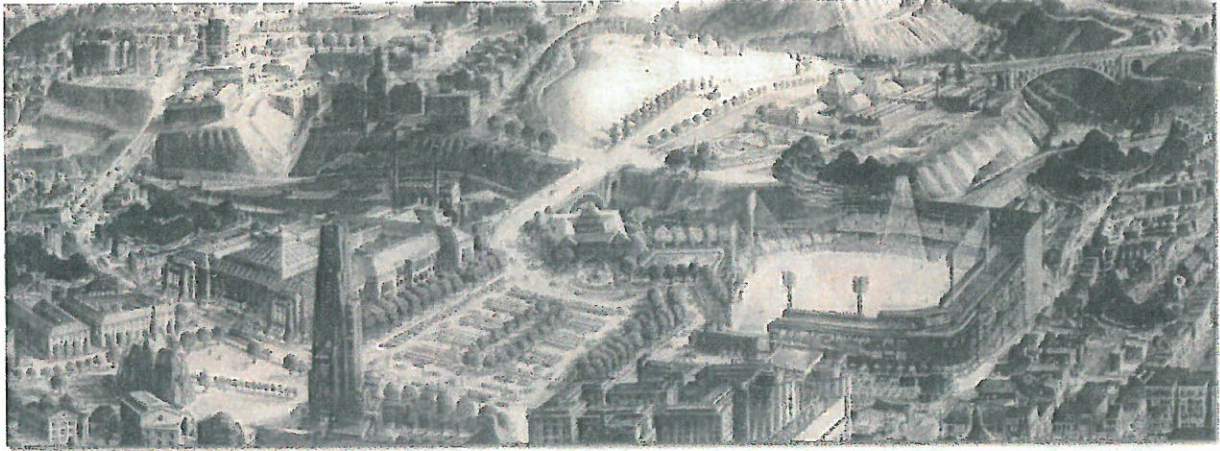
The east wall shows Oakland in the foreground and looks across Junction Hollow to the campus as it appeared in its last years as Carnegie Tech when I was a student there. In the surrounding Oakland neighborhood, you can find Forbes Field, the former home of the Pirates, the Carnegie Museum before its 1970 addition, the Jones and Laughlin Steel Mill, the industry of the Monongahela River valley and the spectacular fire at the "Greeks", a favorite bar on Forbes Avenue.

The Westwall Mural: The present and future campus

Large in the foreground of the west wall as it looks across Junction Hollow to Oakland is the recently completed University Center as well as the soon to be realized Purnell Center for the Arts. Along the lower edge of the mural, I have incorporated personal anecdotes from the years 1965-70 when was a student in architecture at Carnegie Mellon.

The Northwall Mural: The Pittsburgh environment

Carnegie Mellon University Center Mural (1996)



View of Oakland Neighborhood with Cathedral of Learning, Carnegie Museum, and Forbes Field



Artist: Douglas Cooper, Carnegie Mellon

Artist Assistants: Jonathan Kline + John Trivelli

About the mural...

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The Northwall Mural: The Pittsburgh environment

The north wall mural, from left to right, follows the Monongahela River from present-day downtown Pittsburgh to McKeesport. Ducking in and out of the entrance alcoves into the adjacent ballroom, it depicts the city in several earlier times as well. You can find Exposition Park, the original home of the Pirates and nearby, Andrew Carnegie, who lived on Ridge Avenue overlooking the Park. Further to the right you can see the Tech campus as it appeared from 1920-40. The buildings of Henry Hombosiel's original plan form the core of the campus and some of the other buildings much loved by alumni from those first decades are there also. Further up-river are the Homestead Mill during the 1892 strike (the Pinkerton Barge is shown burning), the Turtle Creek Valley and Kennywood Park. Flying low over the Homestead Hi-level Bridge is the mystery plane that crashed in the river during the late 1950s and has never been found.

All three walls are designed to give viewers the sense that they can "walk into" the space depicted in the mural. Whether by turning corners into alcoves, as is the case with the Northwall Mural, or by extending full height from baseboard to the ceiling, as occurs throughout, the intention is to present no visible edges. The sense of the art work is not that of a picture on a wall, but of an edgeless view into a space beyond.

Why Pittsburgh?

Why did you / your family choose Pittsburgh as home at this time in your life?

What are your family's three favorite Pittsburgh activities?

1)

2)

3)

In what neighborhood do you live?

What are its best features?

What would improve your neighborhood?

What suggestions can you offer to Children's School educators for the Pittsburgh Unit?



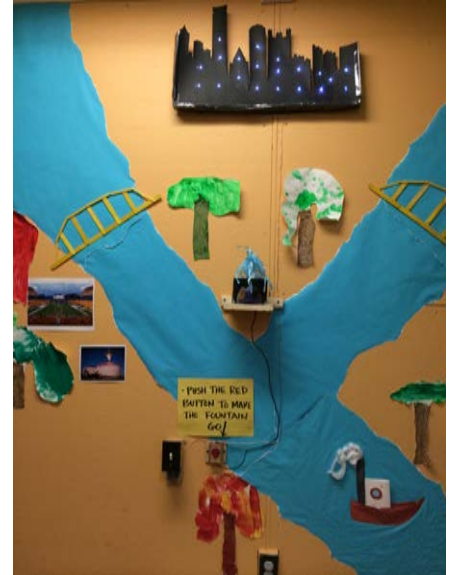
Carnegie Mellon University Children's School February 2015 Family Newsletter



Pittsburgh: City of Innovation

During our whole school Pittsburgh unit, we will emphasize the many ways we **live**, **work**, **learn**, and **play** in Pittsburgh. We will highlight the special features of Pittsburgh that make it a unique city, and we will learn about the Pittsburgh innovations that have impacted the world. Exploring Pittsburgh's geography, history, industry, and culture will help us all develop a better sense of who we are in this place, at this time, and how we are all connected.

We hope to see all of our Children's School families on Thursday, February 26th from 4:30 – 6:30 pm for our **Family Pittsburgh Party**. You'll be able to sample some Pittsburgh foods, play games related to Pittsburgh (including Bingo, which was invented here), try building stable bridges, dance to music written by Pittsburghers, and so much more! Consider bringing a camera to take snapshots of your family's Pittsburgh adventures!



NOTE: There will be NO Extended Afternoon Program on the Pittsburgh Party day so that the staff can prepare the school for the event. If your child is enrolled in the Extended Afternoon Program, we will dismiss your child at the end of the regular school day. Thank you!

February Dates

Friday, January 30th - Staff / Parent Disc re: PITTSBURGH 9:30-11:00 (child care provided)

Friday, January 30th – 3's & 4's Enrollment / Re-enrollment Forms DUE for 2015-16

Tuesday, February 3rd - Vision Screening

Wednesday, February 4th – Kindergarten Re-enrollment Forms Sent Home in Backpacks to Current 4's Families

Monday & Tuesday, February 9th & 10th - School Photos

Wednesday, February 11th – 3:30 pm, Q&A with Educators (Child Care Provided)

Monday, February 16th - Presidents' Day Holiday (NO SCHOOL)

Tuesday, February 17th – 8:30 pm, Q&A with Educators (Infants & Toddlers Attend with Parents)

Friday, February 20th Deposits DUE for 2015-2016 Kindergarten

Monday, February 23rd – Box Tops for Education DUE

Thursday, February 26th, 4:30-6:30 pm, FAMILY PITTSBURGH PARTY

NOTE: There will be no Extended Afternoon Program on that day!

Pittsburgh Perspectives

What is your connection to Pittsburgh? Were you born here? Did you come here to attend one of the universities or for a job? Is your family alone here or part of a large extended family? During our Pittsburgh unit, we invite you to share your **Pittsburgh Connections** with us. We will have a large map identifying where all of our families live, work, learn, and play. We also hope to frame the map with photos of families at Pittsburgh landmarks. Please send Ms. Drash a digital photo of your family in one of your favorite Pittsburgh places (adrash@andrew.cmu.edu).



During our educators' field trip to the Heinz History Center in August, we discovered that three of us have family connections in the museum. Mrs. Opferman is the granddaughter of David L. Lawrence, mayor of Pittsburgh from 1946 to 1959 and namesake of our convention center. Mrs. Perovich's multi-generation family funeral home business donated the display about funerals held in private homes. Miss Hancock's family is represented in an exhibit about the radio station called KDKA that Westinghouse Electric started in 1920. The exhibit contains memorabilia of the first factory built radio receivers for home use

called the Aeriola Jr. and Aeriola Sr. This photograph, circa 1920, shows Miss Hancock's paternal great aunts, Mae (left) and Peggie Dobbie (right) and Mae's future husband, Ray Smith, sitting on the porch of their Turtle Creek home listening to the first radio broadcast on this home radio system.

February's Pittsburgh Tips: Two new exhibits have opened recently at the Heinz History Center (<http://www.heinzhistorycenter.org>), one about the H.J. Heinz Company's innovations over the past 145 years and the other featuring artifacts from the set of Mister Rogers' Neighborhood (including Henrietta Pussycat and X the Owl's great oak tree). There are also wonderful children's features in the museum, such as an Isaly's Ice Cream dramatic play center, and you can ask for preschool backpacks with activities to do as you explore the exhibits. For those interested in online explorations, perhaps for a winter snow day, the Pittsburgh History and Landmarks Foundations offers a virtual "Downtown Dragons" tour of interesting "creatures" on downtown buildings (<http://www.phlf.org/dragons/>). You can also print a map and take the 2 hour walking tour if the weather is nice and you are very adventurous!

February Gallery Features

3's Friends: Ava C., Violet D., Ksenia M., and Evan T.

4's Friends: Sara H., Roxy L., Ryan M., Gwendolyn P., and Nola P.

Kindergarten Friends: Arnav D., Lynn H., Vivian J., and Lorelei M.



PITTSBURGH

February 2015



- MS. STEVENS AND THE BLUE ROOM MAPPING THEIR CLASSROOM.
- CASH AND MRS. TOMER BUILDING BRIDGES.

Greetings from the Blue and Red Room in our fine city of PITTSBURGH! The Three's teachers decided to introduce the new theme by dividing the weeks into four ideas-Living, Working, Learning and Playing in Pittsburgh. We began our theme with a book called "Hi, Pizza Man" by Virginia Walter. The book took us from talking about dinosaurs to delivering pizzas! The book was fun, silly and the children were introduced to the idea of mapping. How does a pizza man find our homes to deliver us a pizza? He uses a MAP!

Each group created a map of their classroom. 1) We walked around the Blue and Red Rooms noticing where the doors, windows, tables etc... are located. 2) We created a drawing of our classroom and finished mapping by making a 3-D floor map of our rooms, using blocks, paper, and small people figures. We progressed to creating our own homes and learning where we live in our Pittsburgh neighborhoods. Our families were asked to count how many windows, doors, and stairs were in their homes with their child. We reinforced

the ideas by painting, making prints of the three rivers, and city skyline, gluing and building houses, skyscrapers, and bridges. We enjoyed playing "City, City, Pittsburgh", a game which is like "Duck, Duck, Goose". Learning the names of the three rivers was done by clapping the syllables, singing the names, and spelling OHIO as a cheer. The teachers set-up the classrooms with a Pittsburgh Zoo and a post office, garbage collection and pizza delivery for dramatic play. This reinforced how we live, work, learn, and play in our city.



LILY ADDING HER PICTURE TO THE RED ROOM CLASSROOM MAP.



THE BLUE ROOM MAKING THEIR MAP.



MAX SAID, "HERE'S MY LOCKER!"

LEARNING THROUGH PLAY



JOVIE FISHING IN THE ALLEGHENY RIVER.



BENJAMIN H. AND ANDREW LINING UP THE BOATS TO GO THROUGH THE LOCKS.



BENJAMIN H. SETTING UP THE NEIGHBORHOOD SCHOOL.



LILY AND VIOLET PLAYING A GAME. IT'S YOUR TURN!



"LOOK AT MY SKYSCRAPER," MAX SAID.



ELOWYN

LEARNING ABOUT WHERE WE LIVE



KAYA AND FRIENDS



JOVIE MAILING A LETTER TO HER FAMILY.



CASH MAKING A BANANA SPLIT!



KAYA, TOMER, AND VIOLET MAKING A SHHHH SOUND IN MUSIC.



ZAHRA AND LEEZA BUILDING THEIR HOMES.



CASH HAS HIS FRONT DOOR ON HIS HOUSE AND IS ADDING MANY WINDOWS.



We want to thank Louise Sturgess who is from the Pittsburgh History and Landmark Foundation, for coming to introduce us to how Pittsburgh looked many years ago (baby city) to what it looks like today.

We were fortunate to have Miss Debbie from the Carnegie Library come read to us and Miss Lauren teach us music with each class.

We celebrated birthdays for Benjamin Rush, Henry Staszal and Ksenia McCarl, and we want to thank the family members who were able to join us in the celebrations.

Mr. Salinetto, Ms. Stevens, Mrs. Tomer

Green Room Newsletter



Carnegie Mellon University

Children's School

February 2015

Pittsburgh - City of Innovations

During the month of February, the whole school focused on how people live, work, learn and play in the city of Pittsburgh.

LIVE

The introductory week of the Pittsburgh Unit concentrated on identifying our city as Pittsburgh, how it was founded, what characteristics make it unique, and where our school, homes and special attractions are located on a map of the city.



Mrs. Solomon's friends take a close look at a Pittsburgh Mural drawn by Pittsburgh artist Doug Cooper. The mural covers three walls at CMU's Cohon University Center.



Beau and Nick set up a city scene on the Green Rug.



Jemma and Roxy practice writing as they make their "I live In Pittsburgh" locker tags.



Mrs. Opferman's group took a campus field trip to see the Pittsburgh mural by Doug Cooper that is in the University Center.



Rhys completes a United States Map at the Science Center.



Max and Judah work on understanding basic mapping skills while tracing animal paths on maps from the book *As The Crow Flies*.



Daniel works on making a folder to store the maps that he made.



The Peaceful Room friends Face Time their classmate Jacobo and his new school friends at his new school in Bogota, Columbia.



Owen, Ryan and Sardor discuss special things about Pittsburgh as they play a "Pittsburgh Highlights" Matching Game.



Matti and Hudson build the top story of a Pittsburgh skyscraper.



Nola and Asher sketch their houses from a photograph.

WORK

During this week, we discussed and explored what people do for work in the city of Pittsburgh to make the city a great place to live.



Brylie, Jillian, Jemma, Maeve and Sara practice their work as doctors in the “Children’s Hospital of Pittsburgh” Dramatic Play Center.



Dr. Morowitz, Jack’s dad, visits the school to talk with the children about being a doctor at Children’s Hospital.



Campbell learns about different jobs as she plays a “Community Helper” Lotto Game.

The Block Center is a very popular place to build Pittsburgh scenes.





Judah works with a hand drill as a Carpenter in the Woodworking Center.



Sara and Rhys explore how some Simple Machines work.



Emma works as an architect and designer as she sketches her house from a photograph.



Owen brings a robot in his Sharing Bag and demonstrates how it works, The group talks about how Pittsburgh (and specifically Carnegie Mellon) is a leader in Robotics research and development.

The friends take apart some old electronic equipment to learn about what's inside and how the things might have worked. They practice using hand tools such as screwdrivers and pliers.



LEARN

There are so many things to learn and ways to learn in Pittsburgh. This week, we learned about some things that make Pittsburgh special such as the Steel Making Process, Bridge Building, Mr. Rogers and Andy Warhol.



Jacob, Sammy, Gwendolyn, Charlotte, Beau, and Daniel experiment with different materials and methods to build bridges.



Campbell and Matti practice being the teachers in the "Children's School" Dramatic Play Center.



Friends learn that steel was a very important industry in the city of Pittsburgh, and that there are still Steel Mills that have been modernized and are operating in Pittsburgh. The children use familiar objects to learn about the basic Steel Making Process.



Marley's mom, Alexis, helps to introduce Mr. Rogers and his wonderfully gentle approach to teaching young children to the Green Room friends.

The children make connections between the current PBS show, *Daniel Tiger's Neighborhood*, and the original *Mr. Rogers Neighborhood* show that was developed in Pittsburgh.

We listened to many Mr. Rogers songs and sang the new versions from *Daniel Tiger's Neighborhood* as well.



Roxie, Ethan and Jacob paint Pittsburgh City skylines and bridges to create Mono Prints in the style of Andy Warhol.



The friends practice square dancing to the songs of famous Pittsburgh composer, Stephen Foster.

PLAY

There are so many fun places to go and exciting things to do in our city! Some of the favorites include going to Phipps Conservatory and the Pittsburgh Zoo, and celebrating our great Sports Teams.



Jack and his friends prepare a Pittsburgh banner for the Family Pittsburgh Party.



Avery, Roxie and Daniel play with loose parts and “junk” and glue them down to create a Junk Sculpture like Andy Warhol used to do!



The afternoon friends use unit blocks and animals to create the Pittsburgh Zoo, one of the favorite places for children to go in Pittsburgh.



“Hoot, Owl, Hoot” is one of the Green Room’s favorite cooperative game to play.

Camryn, Jacob and Brylie work together to finish the game.



Beau and Avery learn letters, numbers and basic strategy skills from some of the Green Room's iPad games.



Jack adds his name to the chart of favorite places to have fun in Pittsburgh.



Nola and Brylie sort Pittsburgh sport logos, equipment and uniforms.



Marley takes her turn in the invented "Race To The Point" Game.



The Green Room friends had fun playing the Pittsburgh Candyland Game that the Kindergarten Made.



Max and Campbell paint with black and gold/yellow - our Pittsburgh colors.



The gardeners are very busy working in the Phipps Conservatory Dramatic Play Center.



Hudson helps the wooden balls move along an elaborate ramp design. The children experimented with different designs that worked and did not work.

Birthdays, Special Events and Visitors

The month of February was full of special events and visitors!



Roxie's mom joins the afternoon class in celebrating Roxie's birthday.



Kathleen McLean from the Fort Pitt Museum taught the children about the land around the point before Pittsburgh was Pittsburgh. She brought several artifacts they the children could touch and play with.



Tyler's sister Kiana visited and read a story to the group.



We celebrated Valentine's Day by creating special messages and artwork for each other.





Louise Sturges from the Pittsburgh History and Landmarks Foundation visited to talk with us about Pittsburgh at different points in history. She brought a model of a house that the children helped to “rehab” by adding repaired parts.



Miss Debbie from the Carnegie Library came for her monthly reading time.



Lauren Hrabec does a music lesson with the children once a month that connects to our school themes. This month she brought her mother, a teacher and Pittsburgh composer, to do a special lesson with the children.



100 Days of School PARTY



The friends count 100 pieces of food to create their morning snack.



Max fills in the missing numbers on a 100 board.



Ryan fills the 100 Peg Board.



Finn, Hudson, Roxy, and Owen figure out what to do with 100 paper cups in the 100 Cup Challenge.



Gwendolyn makes the number 100 with 100 wooden cubes.

Emma and Mira help to glue 100 items on the numbers that make 100.



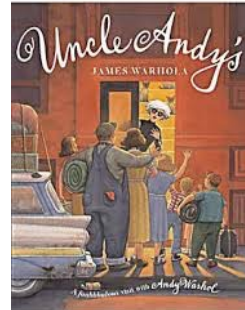
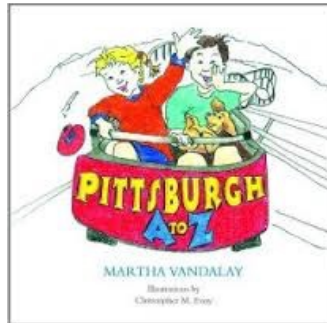
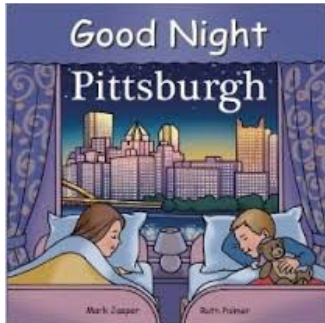
Jillian and Maeve create the number 100 headbands.



Extended AM Newsletter

Carnegie Mellon University Children's School

February 2015



Pittsburgh

Extended Morning has a weekly Focus Book that expands on the Preschool theme of the month. The teachers support the stories through related activities that include experiences in each of the Developmental Domains. The story is further enhanced by weekly Cooking Projects with Mrs. Loomis, Large Motor activities with Ms. McMichael, and daily music with Mrs. Bird. A brief description of the focus book is included in each Monday's email, and a list of available activities is a part of each day's email. The newsletter for each theme recaps the books and related

February's books focused on the city of Pittsburgh. We learned about what makes our city unique through pretend play, games and art projects. The children cooked foods that have a connection to Pittsburgh, as well as moved and sang along with songs that remind us of our city.



The children listen to a story during circle time in the green and red rooms.



Friends draw a group picture of their neighborhood.

Goodnight Pittsburgh by Mark Jasper

The first week's focus book was "Good Night Pittsburgh" by Mark Jasper. This story highlights some of Pittsburgh's wonderful landmarks and special attractions that children and families may know and enjoy. The list includes the skyline, the Duquesne Incline, the fountain at Point State Park, Phipps Conservatory, Kennywood, the Carnegie Museum of Natural History, the Pittsburgh Zoo, the PPG Aquarium, the Steelers, the carousel at Schenley Plaza, the Heinz History Center, the National Aviary, the riverboats, the Penguins, the Cathedral of Learning, the ice skating rink at PPG Place, the bridges, and the Allegheny Observatory.

Children played hockey and made a logo to wear proudly. They explored splatter painting to make a Pittsburgh night sky with collaged buildings. They also constructed bridges in the block center and set up a pulley system for inclines. Friends played catch with beach balls and Finger Light balls in the Red Room. The cooks made french fries with Mrs. Loomis. At lunchtime we all tasted the delicious homemade fries with Heinz ketchup!



Sahil cuts out his Penguins logo.



Gwendolyn and Matti chop potatoes for french fries. Friends enjoyed the finger food with ketchup at lunchtime.



Parker attaches buildings to his night sky splatter painting.



Zahra plays catch with a finger lite ball and friends.



Brylie plays hockey in the hallway.



Ryan sends an incline up!

Pittsburgh A to Z by Martha Vandalay

The second week's focus book was "Pittsburgh A to Z" by Martha Vandalay. In this story, two children and their dog explore Pittsburgh. From the Aviary to the Zoo (and places beginning with all the letters of the alphabet in between), they travel the hills, roads, tunnels, and bridges that together, make up our unique community. Throughout the week, we had an array of activities that highlighted the unique culture and history of Pittsburgh and start with different letters of the alphabet including:

- P is for Pittsburgh, Puzzle and the Point: A detailed city scene jigsaw to explore and the Point State Park Fountain to create, then paint the surrounding rivers and green space.
- S is for Steel: Children learned the process of making steel and what we use steel for.
- H is for Heinz Ketchup, but also for Haluski! Friends helped prepare the ingredients and then shared the finished noodle dish at lunch time.
- M is for Museums: Young curators created displays of art, dinosaur skeletons, and minerals.
- T is for Tunnels, B is for Bridges: The children crossed wooden bridges and crawled through different tunnels in the Red Room.



Ryan attaches pieces to make the 84 piece city scene.



Dominick drives the flatbed truck to the steel mill.



Jemma and Nola chop cabbage for Haluski.



Tomer reaches his destination.



Maeve helps curate mini Carnegie Art and Natural History museums.



Leeza paints the Point and the three rivers.

Uncle Andy's: A Faabbbulous Visit with Andy Warhol by James Warhola

During the third week, we explored Pittsburgh's special connection to the pop art icon: Andy Warhol. "Uncle Andy's: A faabbbulous visit with Andy Warhol" was written and illustrated by Andy Warhol's nephew, James Warhola. James and his six siblings grew up in rural Fayette County surrounded by junk that their father (Andy's older brother) collected for money. They would also use the scraps of metal, old tires and other found items to make art. Sometimes the whole family would pack up their car and drive to New York City to pay a surprise visit to Uncle Andy and their grandma, "Bubba"! While visiting, James helps his Uncle Andy work on a large paint-by-number art piece. The artist's famous replications of Campbell's soup boxes tower over the children as they sleep. Over the years, they visit Uncle Andy many more times and James is even inspired to create his own art studio at home.

During activity time: friends played horseshoes with Ms. McMichael, colored in paint-by-number butterflies and cooked grilled cheese and Campbell's soup. They also enjoyed putting together Warhol portrait puzzles, junk art inspired by the Warhola family, and making mono-prints of the Pittsburgh skyline inspired by Warhol's use of printmaking.



Javi and Tyler throw horse - shoes in the Red Room.



Jemma thinks about where blue will go next.



Elowyn makes grilled cheese to go along with her tomato soup.



Benjamin completes a Warhol puzzle with his signature.



Roxy attaches found objects to her sculpture.



Ksenia rolls paint for a mono-print.

Making Friends by Fred Rogers

We ended this month with a story from a special neighbor from Pittsburgh, Fred Rogers. The focus book was "Making Friends". Here is an excerpt from Fred Roger's description of this important book.

"One of life's greatest joys is the comfortable give-and-take of a good friendship. It is a wonderful feeling not only to have a good friend but to know how to be a good friend yourself. Learning about friendship begins at an early age when children "graduate" from playing side by side to playing with each other. There is so much to learn about sharing toys and sharing loved ones as children begin to share themselves with others" ---- Fred Rogers

During the week, friends heard the music of Mister Roger's Neighborhood, played cooperative games, made art together and food that emphasized teamwork. In the kitchen friends learned about Mister Rogers' friend, Chef Brockett. They mixed different ingredients together to make a special snack to share with everyone at lunch time. The children also worked together to build ramps on the



Ava and Tomer are painting partners.



Ryan, Dominick, Elowyn and Leeza play "Musical Shares". When a chair is removed, find a spot to share with a friend!



Owen breaks up graham crackers to help with the preparation of Chef Brockett snacks.

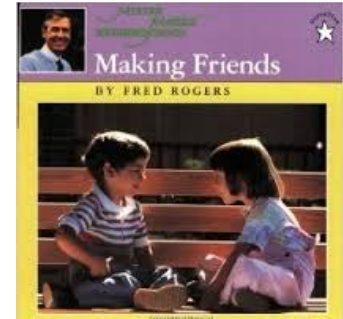
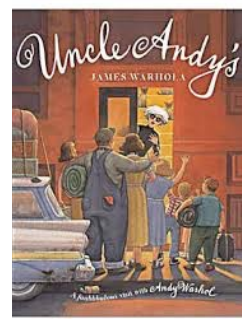
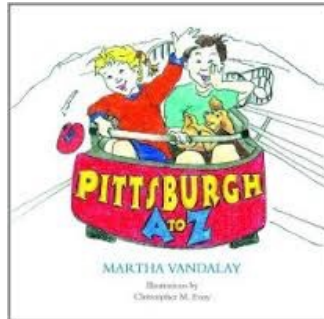
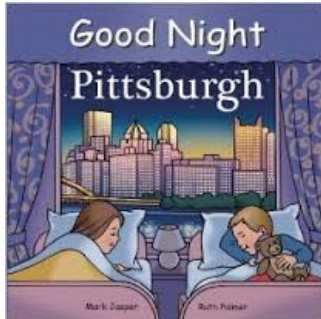


Sahil builds a ramp with friends.

Extended PM Newsletter

Carnegie Mellon University Children's School

February 2015



Extended Afternoon has a weekly Focus Book that expands on the Preschool theme of the month. The teachers support the stories through related activities that include experiences in each of the Developmental Domains. The story is further enhanced by weekly Cooking Projects with Mrs. Loomis, and Large Motor activities and Gardening activities with Ms. McMichael. A brief description of the focus book is included in each Monday's email, and a list of activities is a part of each day's email. The newsletter for each theme recaps the books and related activities through text and photographs.

February's books focused on the city of Pittsburgh. We learned about what makes our city unique through pretend play, games and art projects. The children cooked foods that have a connection to Pittsburgh and also sang songs that remind us of our city.

Goodnight Pittsburgh by Mark Jasper

The first week's focus book was "**Good Night Pittsburgh**" by **Mark Jasper and Ruth Palmer**. This story highlights some of Pittsburgh's wonderful landmarks and special attractions that children and families may know and enjoy. The list includes the skyline, the Duquesne Incline, the fountain at Point State Park, Phipps Conservatory, Kennywood, the Carnegie Museum of Natural History, the Pittsburgh Zoo, the PPG Aquarium, the Steelers, the carousel at Schenley Plaza, the Heinz History Center, the National Aviary, the riverboats, the Penguins, the Cathedral of Learning, the ice skating rink at PPG Place, the bridges, and the Allegheny Observatory. We enjoyed beginning a process of building Pittsburgh structures during our start to our Pittsburgh theme. We also had a Pittsburgh original, lip-licking, delicious treat: banana splits! A Pittsburgh scavenger hunt, and some decouped boxes were additions to this week's activities as well.

Pittsburgh A to Z by Martha Vandalay

The second week's focus book was "**Pittsburgh A to Z**" by **Martha Vandalay**. In this story, two children and their dog explore Pittsburgh. From the Aviary to the Zoo (and places beginning with all the letters of the alphabet in between) they travel the hills, roads, tunnels, and bridges that together make up our unique community. The activities that supported the story were:

- T is for Tunnels, B is for Bridges - two things that are experienced daily by many people who live in Pittsburgh. The children had the opportunity to cross wooden bridges and crawl through different tunnels. They erected skyscrapers, created a zoo and a block neighborhood, then connected them all with tunnels and bridges.

- H is for Heinz Ketchup (which we experienced with french fries), but it is also for Haluski, a delicious combination of noodles and cabbage sautéed in butter. We made this and had a chance to taste it during our snack time.

Uncle Andy's: A Faabbbulous Visit with Andy Warhol

by James Warhola

During the third week our focus book was "**Uncle Andy's: A faabbbulous visit with Andy Warhol**", written and illustrated by **James Warhola** and based on real events. James and his six siblings grew up in rural Fayette County surrounded by junk that their father (Andy's older brother) collected for money. They would also use the scraps of metal, old tires and other found items to make art. Sometimes the whole family would pack up their car and drive to New York City to pay a surprise visit to Uncle Andy and their grandma, "Bubba"! While visiting, James helps his Uncle Andy work on a large paint-by-number art piece. The artist's famous replications of Campbell's soup cans tower over the children as they sleep. Over the years they visit Uncle Andy many more times and James is even inspired to create his own art studio at home.

To deepen our explorations, friends made paint-by-number art inspired by Andy Warhol, as well used a computer app to create colorful Andy Warhol photos, covered soup cans with Campbell's labels, "glued" together graham cracker skyscrapers, and sampled homemade dill pickles.

Making Friends by Fred Rogers

This week's focus book was "**Making Friends**" by **Fred Rogers**. Here is an excerpt from Fred Roger's description of this important book.

"One of life's greatest joys is the comfortable give-and-take of a good friendship. It is a wonderful feeling not only to have a good friend but to know how to be a good friend yourself. Learning about friendship begins at an early age when children "graduate" from playing side by side to playing with each other. There is so much to learn about sharing toys and sharing loved ones as children begin to share themselves with others."

This week, friends saw a quick video clip of Mr. Rogers and his friend Chef Brockett. They played games, made art and food that emphasized sharing, cooperation and encouragement of their peers. They mixed different ingredients together to make a special snack to share one another. We worked together to complete the Pittsburgh buildings for use during our Pittsburgh Party, and we made Friendship Bread starters to take home and share with friends.

Thank you for your contributions toward our Family Pittsburgh Party. It was a blast to do some square dancing, share Pittsburgh foods together, build with the blocks our extended afternoon children decorated, and enjoy a fun evening together - inside - while the outdoors was so cold. We are looking forward to studying our next theme together: Games!



The CMU campus is full of interesting places, art, and history!



Pittsburgh history can be found around many corners!



“Hey! While we are taking a ride in the car, look at the view of the city!”



Button, button, who’s got the button?



Together we can build a neighborhood!



Hooray for Pittsburgh!



Ms. McMichael taught us to sing, "Hands on the top when you chop!"



Look over there... the school of drama! Who knows... maybe one day it could be one of us on stage!



Graham crackers + marshmallows = Delicious Skyscrapers!



Andy Warhol style projects included soup can labels and brightly colored paint!



Yum! Baked potatoes fill our bellies!



Using balance beams is a great way to practice our gross motor skills!



FingerLight balls are great for beginners learning to toss and catch!



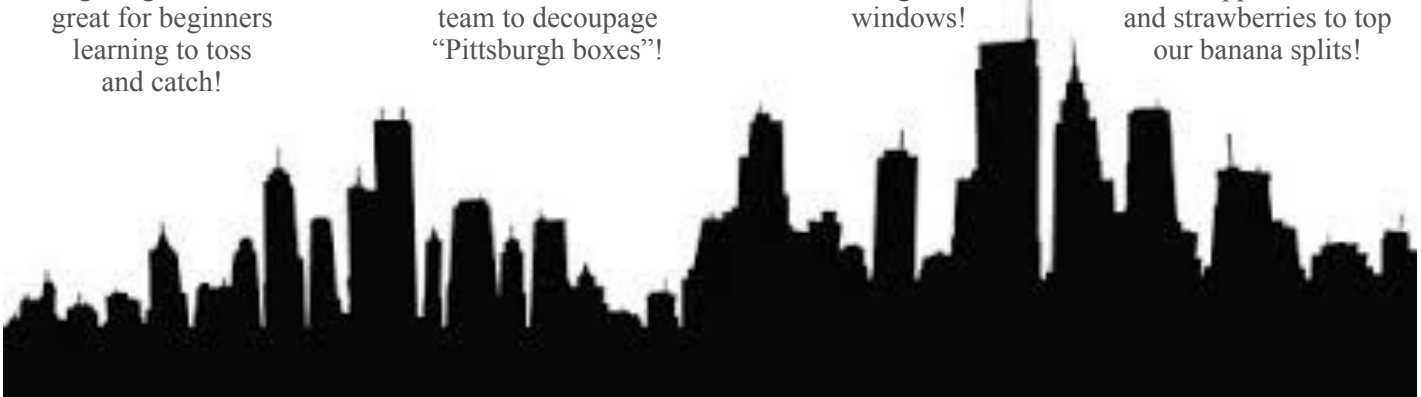
We worked as a team to decoupage "Pittsburgh boxes"!



Working hard on windows!



We chopped bananas and strawberries to top our banana splits!



KINDERNEWS

PITTSBURGH

Reminders

- March/Early April Theme: Geology
- No School: March 9th-13th (Spring Vacation) and April 3rd (Conference Prep)
- Parent Teacher Conferences:
April 17th and 24th

The Pittsburgh skyline.



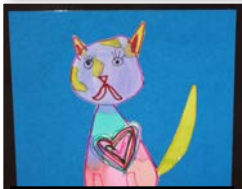
Photographed by Dave DiCello



The kindergarten's Pittsburgh mural.



Friends play "On my way to the Children's School" board game.



Jane's Andy Warhol inspired cat drawing.

Ever wonder why the early settlers chose Pittsburgh as their new home? If you ask the kindergarten friends, I'm sure they'll be able to tell you! The first inhabitants of Pittsburgh recognized the advantages the land held. The confluence of the Allegheny and Monongahela Rivers to form the Ohio River allowed for quick and easy navigation, along with access for farming, drinking and working. The mountains offered protection from enemies interested in procuring land and the valleys offered flat, fertile land for farming. The land difficult was to navigate, so Pittsburghers quickly learned it was better to produce good themselves rather than pay and wait for items to be shipped from the East. Thus, Pittsburgh became a city of skilled craftsmen: blacksmiths, weavers, shoemakers, tanners, cabinet makers, tinsmiths and saddlers. Settlers were able to transform the region's agricultural products into goods that could be used or easily sold and shipped down river. The significance of Pittsburgh's geographical location quickly gained it the title, "Gateway to the West", an essential debarkation point for those heading westward. From Pittsburgh's geographical location to its many renowned residents and innovations, the kindergarten friends were eager to learn, experience and share firsthand how wonderful it is to call Pittsburgh, Pennsylvania



Felicity celebrates the 60th day of school.



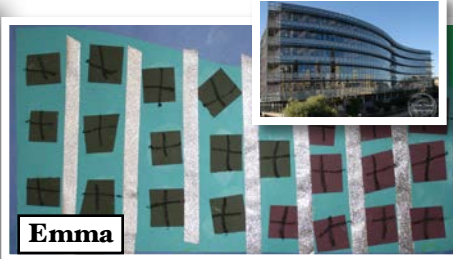
Rhiannon and Natalie explore maps.

BUILDING A CITY

Have you ever driven through the Fort Pitt tunnel? Upon exiting the Northeast end of the tunnel, you may have noticed a spectacular view of Pittsburgh's skyline, often referred to as "the best way to enter an American city". When we first began learning about Pittsburgh, it seemed that the skyline was unanimously recognized by all the kindergarteners. Friends were easily able to recognize buildings and recall memories of time spent downtown with families. During the first two weeks of our unit, we made paper versions of our homes, along with famous and historical buildings found around Pittsburgh using photographs as inspiration. Our paper city includes the Margaret Morrison building (home to the Children's School), the Alcoa building, and the Gulf Tower, just to name a few.



Nika, Asya and Julia add details to their paper buildings.



Emma



Ruby



Emma makes a bridge for the mural.



Cecilia



Lynn

EXPLORING MAGNETS

In addition to Pittsburgh's navigable rivers, Pittsburgh was fortunate to have a wealth of natural resources such as coal, oil, limestone and natural gas. By the late 1800's, Pittsburgh had become a manufacturing mecca with industrialist Andrew Carnegie opening a factory of inexpensive, mass-produced steel. While learning about the process of steel production and manufacturing, the kindergarten friends noticed the recurring use of magnets in the process. We learned that steel factories use magnets to assist with the lifting of heavy sheets of steel.

Magnets are usually made of the metal iron, or another materials that have lots of iron in them, such as steel. Magnets have the ability to pull things towards themselves. This invisible force is called magnetism. Magnets only attract (pull) metals that are made of iron or that contain iron. In the kindergarten, we began by exploring which objects around the classroom were magnetic. Then, we explored magnetic poles (north and south). We challenged ourselves to see if we could recreate a magnetic tower using the accurate poles. The two poles may look the same, but they behave differently. When you put one pole of a magnet near a pole of another magnet, you may feel an attraction (pulling) force as the two poles stick together. While exploring magnets, friends also disassembled old electronics, exploring the inside parts and pieces. They learned that some tools and



Emma and Arnav explore the inside of various electronics.



Felicity, Rhiannon and Lena explore magnets.



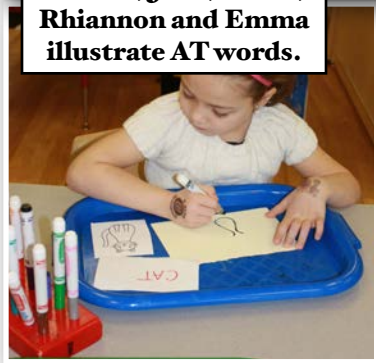
Lynn, Sally and Asya build with Magna Tiles.

WORD FAMILIES RHYMING

This month we introduced the children to two new families: the AT family and the IG family. Word families, or chunks, help readers look for patterns when decoding. When the kindergarten friends recognize those patterns, they can more easily sound out words they don't readily know. We used a variety of ways to practice these families with the children, beginning with the Smartboard, as an interactive and fun way to introduce the new rhyming words. Once the children understood the pattern, we practiced the families in lots of hands on ways: we made AT word family books, illustrated AT words, such as a fat cat wearing a hat and an IG word flip book. The children played games like Zap, Word Family Bingo and Word Bounce to reinforce their learning. The children also read and illustrated a word family sentence.



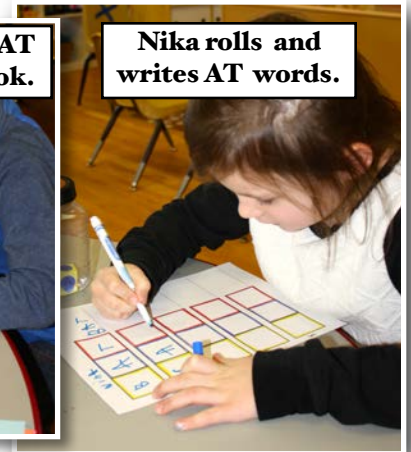
Andres, Jane, Sasha, Rhiannon and Emma illustrate AT words.



Felicity and Elena play AT word family Bingo.



Rory makes an AT word family book.



Nika rolls and writes AT words.

TASTING OUR WAY THROUGH PITTSBURGH

After learning about textiles in the month of January (a unit that limited our weekly tastings), the kindergarten was hungry for some of the delicious food Pittsburgh has to offer! We began the unit by transforming our dramatic play center into Isaly's, a local family deli and store. Isaly's is best known today for its iconic chipped chopped ham and creating the famous Klondike Bar ice cream treat, popularized by the slogan, "What would you do for a Klondike Bar?" It was only fitting to taste ham sandwiches, Klondike Bars, milkshakes, pierogies, Heinz pickles, an array of Heinz condiments, haluski, banana splits (a Pittsburgh first), and much more! After each taste test, the kindergarten friends recorded their preference.



Lorelei and Julia give banana splits a thumbs up!



Lynn and Vivian taste Klondike Bars.



Sasha and Emma graph their preference.



Cecilia and Felicity cook at Isaly's.



Sally tastes pierogies and Natalie enjoys a pickle.

KINDERGARTEN DISCOVERY AND EXPLORATION

The Science/Discovery Area has continued to be a busy place in the kindergarten classroom! We have explored several experiments involving the many forms of transportation around Pittsburgh, including Boats (Rivers), Bridges, Trains, Tunnels and Inclines.

Cecilia makes a boat.



Lynn

Boats

One of the earliest industries in Pittsburgh was boatbuilding. In 1811, the first steamboat was built in the city. Whether it be a ride on the Gateway Clipper, a just Ducky Tour or admiring the river from the Point, the kindergarten friends were eager to explore the many boats found floating along the rivers of Pittsburgh. We first explored sink and float by testing objects found around the classroom. Then we used what we learned to build a boat that would successfully float. Next, we created an anchor to stabilize our boat. During circle time, we tested if each child's boat would float and if placing their anchor on top of the boat would prevent it from moving around the water.



Sally



Lorelei

way to build a bridge using objects at our kindergarten creation station. Friends concluded that popsicle sticks and cardboard provided sturdy support.

Trains and Tunnels

Many of our families use Pittsburgh's light rail system, known as the "T" or drive through one of many tunnels encompassing the city on a daily basis. Eager to know how you'd build a tunnel through the center of a mountain or a subway system underneath water, the kindergarten friends explored various materials from the classroom to construct their own tunnels. We made kinetic sand (sand that possesses a mushy texture and enough malleability to hold shape) and used rocks to represent the land around an underground tunnel. The friends also had the great idea to use large wooden blocks, building a life-size tunnel for us to explore.



Lena



Felicity

Bridges

Pittsburgh is often referred to as "The City of Bridges". All together, there is a total of 446 bridges, making Pittsburgh officially the city with the most bridges in the world. Today we have three more bridges than the former world leader-Venice, Italy. Our exploration of bridges first began with the friends testing different materials, experimenting to make the strongest bridge. Then, with a partner, the friends were challenged to build a stable bridge across the water table. In a small group, friends were also challenged to brainstorm their ideas on the best



Ruby and Emma



Julia and Lola



Andres



Ruby and Asya

Ramps and Inclines

At one time, Pittsburgh had 23 inclines in operation. Most have been removed; only two, the Duquesne Incline and the Monongahela Incline, are still in operation. The kindergartners explored which objects found in the classroom would roll down a ramp and used washers to control the weight of the car, exploring if weight affected the speed and distance the car traveled. Using an incline created by Mrs. Bird, we also worked with partners to experiment with making incline cars that would safely ride up and down. Friends even incorporated art with inclines by using paint, toy cars and an inclined plane to create artwork.



Felicity and Vivian

IMAGINATION TRANSPORTATION

After learning about the many modes of transportation found in Pittsburgh, the kindergarten friends were given a key that would operate their very own vehicle. The only problem was that the friends first had to use their imaginations to create their very own style of transportation. Each child was randomly assigned a geographical location (Land, Sea, Air and Underground). From there, the friends had to create and draw a type of transportation that would be used in their location. As they began their illustration, each friend shared ideas with Mrs. Perovich, explaining in detail how the vehicle moves, its purpose/how it's used, if the vehicle has any special designs and, who would ride in the vehicle.



Rory



Lena, Emma and Tayshawn draw vehicles using their imagination.



Vivian

Underground Train

“There are big windows so that people can see out. A whole family with dogs can ride in it. Big sisters and babies ride on top and parents lay on the bottom. There is an artist that lives inside with four kids, one dog and a robot that she made. The driver is a lady named Donnie. This is a bouncy cushion that you can jump on to get sucked up into the butterfly-a-nator to get to the place to eat ice cream.” -Vivian-



Tayshawn

SPECIAL VISITORS

As we learned more about Pittsburgh, we were lucky to explore some of the wonderful resources the city has to offer. Our first visitor, from the Fort Pitt Museum, shared a map showing Fort Pitt's location in 1758, along with the confluence of the Monongahela and Allegheny Rivers, where the Ohio River was formed. We learned this piece of land was key to controlling the upper reaches of the Ohio River Valley and western Pennsylvania, as well as a focal point for trading due to its strategic river location. We were also able to explore artifacts that would have been traded amongst the settlers and Native Americans at that time. Next, we enjoyed a visit from an educator at Pittsburgh History and Landmarks Foundation, an organization that works to identify and

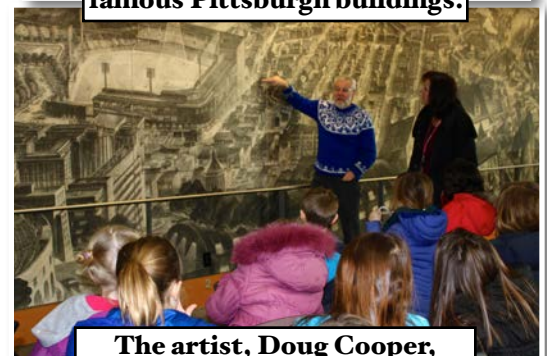


The class learns about famous Pittsburgh buildings.

The friends learn how early settlers traded with Native Americans.



save historically significant places and help to educate people about the Pittsburgh region's rich history. Towards the end of the month, we had the opportunity to visit the University Center, observing a mural drawn by Doug Cooper, a professor of Architecture at Carnegie Mellon. The black and white drawing (drawn with charcoal) illustrates the story of Pittsburgh's past and present.



The artist, Doug Cooper, shares facts about his mural.

PITTSBURGH PARTY

Thank you to all the families who came to our Pittsburgh Party Family Festival on Thursday, February 26th! We really enjoyed seeing all our friends and families again. We hope everyone had a great time exploring our Pittsburgh building experiments, square dancing to music by Stephen Foster, food tasting, playing Bingo and more. We could tell all the children couldn't wait to share what they had been learning about what makes Pittsburgh such a great place to live. A special thanks to all the families who helped us successfully collect sweaters to donate to those in need.

Lena and her dad play Race to the Point.



Julia and her dad build a tunnel underground.



Ruby and her little sister Maya play with ramps.



Felicity and her family explore ramps.



Lorelei and her family smile with Dippy the Dinosaur.



Nika enjoys pierogies and tater tots with mom and little sister, Ksenia.



Rory's dad and little brother have fun with ramps.



Sally and her family play Race to the Point.



Vivian builds a bridge across water with her aunt.





Carnegie Mellon University Children's School March 2015 Family Newsletter



Thanks to Pittsburgh Neighbors!

During our **Pittsburgh: City of Innovation** unit in February, we learned so much from professionals who came to share their Pittsburgh passion with us. On Wednesday, February 11th, Louise Sturgess from the Pittsburgh History and Landmark Foundation talked with all the children in small groups about Pittsburgh's rivers, people, and buildings, as well as about the changes in Pittsburgh over the years. On Friday, February 13th, the 4's and kindergarten friends met Kathleen McLean from the Fort Pitt Museum. She talked about the early settlers of Pittsburgh, including many Native American tribes, the British, and the French, and about the importance of trading furs and other goods. On Tuesday, February 17th, the kindergartners met CMU architecture professor Doug Cooper at the Cohon University Center to talk with him about his mural of Pittsburgh. We appreciate the many ways these Pittsburgh neighbors enriched our learning!



Summer Camp Enrollment

Enclosed with this newsletter is a brochure about the Children's School Summer Camp, which is a mixed-age, four-week program that runs weekdays in June from 9 am to 1 pm with as much outdoor time as weather permits. This year, Mrs. Bird, Mrs. Blizman, Miss McMichael, Mrs. Myers, Mrs. Solomon, Mrs. Velotta, Mrs. Wendolowski, and CMU graduate Mrs. Cox will engage the children in a study of "**Animals**". We anticipate categorizing, comparing and contrasting many different types of animals. We will read fiction and non-fiction books to enhance the thematic study, as well as offer related art, cooking, sensory, and manipulative activities. In addition, children attending camp enjoy water time with access to wading pools, sprinklers, etc. We provide a daily snack, and children bring their own healthy lunch. Register soon because space is limited!



March Dates

Sunday, March 8th

SPRING BREAK

Friday, March 27th

Daylight Saving Time Begins so **SPRING FORWARD** 1 Hour

Monday, March 9th through Friday, March 13th (NO SCHOOL)

9:30-11:00 am, Staff / Parent Discussion re: Worms to Beans

(child care provided for children not in school)

Family Spotlight, continued ...

During my (Rustam's) first year at the Tepper School, I rented a room from Mrs. Solomon. During my stay, we became great friends. She told me about the Children's School and how it would be perfect for my son when my family moved to Pittsburgh. Thanks to the help of Mrs. Solomon and Mrs. Rosenblum, we successfully enrolled Sardor in the school. He loves all his teachers and friends. Sardor always comes home excited about many activities he does at school every day. His favorite activities include gym games, going to the playground, and learning about new countries. Ever since he has been attending the school, we have noticed a significant development in his intellectual and communication abilities. We are very grateful to the teachers and all of the school staff for this wonderful opportunity and experience.



We absolutely love Pittsburgh. Some of our favorite places are the Children's Museum and Phipps Garden, which we visit regularly. Pittsburgh's abundance of parks provides great outdoor experience for our whole family. When the weather allows, we like to take long walks in the parks or play with our children at the playgrounds. We are still adapting to Pittsburgh's harsh and long winter, but nothing can replace sledding on the snow hills and building snowmen with our children. We wish we could stay longer in Pittsburgh before moving to Michigan this summer. We will miss Pittsburgh and the Children's School.

Pittsburgh Perspectives

As we transition from winter to spring, there are many opportunities to explore Pittsburgh's beautiful outdoor venues. Exploring flora and fauna in every season helps foster young children's connections with nature and commitment to caring for the environment. According to Pittsburgher Rachel Carson, "Those who contemplate the beauty of the earth find reserves of strength that will endure as long as life lasts." In *Last Child in the Woods*, Richard Louv touts the "emotional benefits of nature", both for nurturing solitude and promoting social interaction, and the "healthy development of the senses" that is essential for both learning and creativity. So, don the appropriate outerwear and explore on snowy days, rainy days, and sunny days alike!

March's Pittsburgh Tips:

- The Pittsburgh Parks Conservancy (<http://www.pittsburghparks.org>) is a nonprofit organization collaborating with the City of Pittsburgh via "an official public-private partnership agreement to restore the city's four regional parks: Frick, Highland, Riverview, and Schenley." With volunteer support, the Parks Conservancy also promotes the enhancement of green spaces in many neighborhoods throughout Pittsburgh. Check the web site for a variety of family opportunities, including the April Earth Day weekend.
- Before heading outdoors, also check the web site of Tree Pittsburgh to learn about "Protecting and Growing our Urban Forest" (<http://treepittsburgh.org>). This non-profit organization is a non-profit environmental organization "dedicated to enhancing the City's vitality by restoring and protecting City trees." The web site offers diverse resources to help you best care for the trees on your property, as well as to advocate for planting trees in the public spaces in your neighborhood.

Family Pittsburgh Party

On Thursday, February 26th, almost 250 Children's School family members and friends donned their black and gold to celebrate our whole school unit at our **Family Pittsburgh Party**, where we had our photos taken with Dippy the Dinosaur. We danced to Stephen Foster and other folk music, built downtown Pittsburgh on a room-sized map, solved tabletop building challenges with bridges, inclines, etc., and relaxed with "Pittsburgh from the Air" in the Peaceful Room.



More Pittsburgh Party Adventures

Together we played class-made games called "Pittsburgh Candy Land" and "Race to the Point", as well as our own version of Pittsburgh Bingo. We also visited our "Isaly's Café" to sample pierogies, tater tots with Heinz ketchup, Pittsburgh-made pickles (sour pickles were the favorite), and Turner Dairy shakes, before finishing the party with a Children's School version of "What would you do for a Klondike Bar?" University of Pittsburgh dental students shared their learning with us by teaching us to properly brush and floss our teeth.



PITTSBURGH

Pittsburgh Perspectives

Biking with children has many benefits for all domains of development, not just the obvious physical fitness impact. "By getting out and seeing the world first hand, children will have a much deeper understanding of the world around them" (http://familyonbikes.org/resources/bicycle_child.htm). The blog mentioned here offers inspiration for family biking and many practical tips for both short and very long-term bike trips with children.

April's Pittsburgh Tip:

Bike Pittsburgh (<http://bikepgh.org>) offers a helpful map for local biking and links to both Pittsburgh biking events and resources related to biking. Enjoy exploring the Pittsburgh trails together!



International Colleagues to Tour Lab Schools

This year, for the first time, The International Association of Laboratory Schools (IALS) is offering international members and friends an opportunity to tour with us, visiting 5 Laboratory Schools in the United States during April of 2015. The 5 Laboratory Schools on this pilot tour are on the campuses of Columbia University, Bank Street College of Education, Carnegie Mellon University, the University of Pittsburgh, and the University of Chicago. Never before have our Lab Schools opened their doors in quite this way – a traveling tour that will give a glimpse of excellence in various contexts across universities. Approximately 20 educators from Canada, China, Japan, Korea, and the West Indies will spend the day at the Children's School with us on Tuesday, April 21st. They will learn about our approaches to preschool and kindergarten education, developmental research, undergraduate teaching, and training of both pre-service and practicing educators. They will have opportunities to tour the school and the campus, as well as attending a Pirates / Cubs baseball game. Please welcome them warmly and feel free to share your laboratory school experiences with them!

Fred Rogers Sweater Drive

Our Fred Rogers sweater drive was very successful. We collected 6 men's sweaters, 18 boys' sweaters, 27 women's sweaters and 24 girls' sweaters for a total of 75 sweaters! These garments were taken to the Wear After Thrift Store in Bloomfield. In exchange, this organization will issue vouchers that will be given to the Women's Center & Shelter of Greater Pittsburgh so their clients can choose the clothes they need. Thanks to all the families who donated sweaters!

April Gallery Features

3's Friends: Javier G., Calabria K., Dominick L., Parker N., and Ben R.

4's Friends: Sammy D., Jacob F., Roxie F., Jillian G., and Mira S.

Kindergarten Friends: Julia M., Nika M., and Asya S.



Family Social Organization

Hello Children's School Families,

We had a very festive and fun month of March. We ended the month of February with a play date at the Natural History Museum. The children got to excavate fossils at the Dino dig, meet snakes, and learn about different animal species. During spring break, families met at the Heinz History Center to learn about toys, games, and activities that children growing up in Western Pennsylvania have enjoyed over the years. We also got to take a tour and learn more about Mr. Rogers and his contribution to early childhood education. Finally, the children enjoyed a 1-hour golf clinic at the Bob O'Conner golf course. They got to learn about the game of golf, while also understanding the importance of sportsmanship and perseverance. As we close the year, we hope that you will join us for more family fun in the month of April. Please keep a look out for FSO emails!

Amee and Julie



Final book club of the school year!

We will be discussing the following article which raises questions about the "still and quiet classrooms" that are so common in our schools:

http://www.cnn.com/2014/03/30/living/no-sitting-still-movement-schools/index.html?hpt=hp_c3

When: Wednesday, April 8th after morning greeting

Where: The CMU Café, which is in Resnik House, ground floor (close to the football field)

Please feel free to contact Michelle Landau (Owen's mom): mklandau@mac.com with any questions!

