



April 2014

From the Director	1
Science Corner	2
Bunny Hopping	3
Dolphin Splash	4
Penguin Parade	5
Koala Korner	6
Raccoon Roundup	7
Beaver Tales	8

Upcoming Activities

[Calendar](#)

[CCC Board of Trustees meetings](#)

3rd Monday of each month, 7 PM, in Moore Laboratory, room 239.

From the Director

New Center Up-Date

- We have begun staging the new Bunny, Dolphin, and Penguin rooms in preparation for Licensing.
- There are still many small, but important compliance issues that need to be addressed in this final stage such as: evacuation plans, outlet covers, soap and towels in the dispensers etc...
- The table and chairs for the playgrounds arrived today
- The Lab materials will be moved on Tuesday
- We are planning a pre-move open house for the parents which will coincide with the Evening Under the Stars on May 31st
- ETA still vague but looking like June

Many have asked about how long the move will take. It is our intention to close on a Friday and be open for business on Monday. We will do our best to give you ample notice.

The new center is very beautiful and we are all looking forward to moving in. It won't be long now!

Susan Wood





Science Lab

NSTA Position Statement: Early Childhood Science Education

At an early age, all children have the capacity and propensity to observe, explore, and discover the world around them (NRC 2012). These are basic abilities for science learning that can and should be encouraged and supported among children in the earliest years of their lives. The National Science Teachers Association (NSTA) affirms that learning science and engineering practices in the early years can foster children's curiosity and enjoyment in exploring the world around them and lay the foundation for a progression of science learning in K–12 settings and throughout their entire lives.

This statement focuses primarily on children from age 3 through preschool. NSTA recognizes, however, the importance of exploratory play and other forms of active engagement for younger children from birth to age 3 as they come to explore and understand the world around them. This document complements NSTA's position statement on elementary school science (NSTA 2002) that focuses on science learning from kindergarten until students enter middle or junior high.

Current research indicates that young children have the capacity for constructing conceptual learning and the ability to use the practices of reasoning and inquiry (NRC 2007, 2012). Many adults, including educators, tend to underestimate children's capacity to learn science core ideas and practices in the early years and fail to provide the opportunities and experiences for them to foster science skills and build conceptual understanding (NRC 2007, p. vii). Also underestimated is the length of time that young children are able to focus on science explorations. Effective science investigations can deeply engage young children for extended periods of time, beyond a single activity or session.

NSTA supports the learning of science among young children that will create a seamless transition for learning in elementary school.

Please visit <http://www.nsta.org/about/positions/earlychildhood.aspx> for the full statement. Also visit <http://www.nsta.org/about/positions/parents.aspx> for the statement on Parent Involvement in Science Learning.

Kheng Ly-Hoang
Science Curriculum Coordinator



Bunny Hopping

Hi Bunny Families,

We are now enjoying the spring weather! On these warm days, the children have been emerging in water play. We continue to use our senses to explain the temperature of the water. During water play, caregivers talk about how the water splashes feel. When the children touch the water, we ask the children if it's hot or cold. On cooler mornings, we add warm water to the tables. The children are also working with clay now. We started the process by adding a large clay block to the sensory table. The children poked at it and removed small pieces from the block. We added new vocabulary words as we explored the properties of clay. Our new words are: cold, slippery, soft, sticky, press, hands, and fingers. Our next clay project is to make impressions of the children's feet. We hope you all enjoyed the hand print molds.

We extend a warm welcome to Daniel our newest Bunny! We said see you later to Nao, who is traveling back to Japan with his family. Safe travels.

It's very exciting to see that the construction of the new center is complete! Most of the furniture has been set-up now. The Bunny classrooms have beautiful and large outdoor play spaces. I've had the opportunity to move a few things over to the new school. It is incredible and we are looking forward to this great new space. The center will keep us all informed with the move-in information as soon as it's known.

See you in the classroom,

Jasmin Waggoner
Lead Teacher



Dolphin Splash

Hello Dolphin Families,

As you walk into our classroom, take time to look at our documentation to see what the dolphins are up to. The dolphins have been introduced to windmills as a type of wheel and axle. They have enjoyed exploring different ways to make the windmill turn "slow" or "fast". Some have pushed the wheel with their fingers, others have blown air, and some Dolphins have run to make the wheel spin. In addition to windmills we have also been exploring play hammers and wooden golf tees.

Dolphins have been using nails as wedges by means of hammering them into styrofoam disks. Dolphins are also exploring c-clamps (screws); they enjoy threading the c-clamps in order to grip pieces of wood on the table. This past month the dolphins were introduced to golf clubs as a type of lever. They had a great time placing the golf balls on a golf tee and trying to hit the ball. This activity also helped the dolphins with their self-control since they had to wait for their turn to hit the ball.

We also have been incorporating cooking activities. Our friends made corn bread. They helped measure, pour, and mix. They really enjoyed it for snack.

Now that spring is finally here, we will be going on more walks on campus where the dolphins can discover the many simple machines that surround us.

In order to prepare for our transition into the new center, we will be preparing a book about the center. The book will have pictures of the center including our classroom. We will introduce the book two weeks before our move (we don't know yet our start date to the new). We are asking you to bring in an extra diaper cream, since the center has a diapering table outside, yeah!! We will collect them now, and take them with us when we move.

Reminders:

- Please remember to sign in and out daily
- Please make sure your child has extra clothing in their cubbies
- Remember to take your Childs sheets every Friday and bring back every Monday

Janet Nunez
Dolphin Teacher



Penguin Parade

Penguin News,

First we want to thank all parents and teachers that came out to the Penguin Work Saturday. Thank you for your help and support cleaning our room and the shed.

We also want to give a warm welcome to Graham W. and Leo Sol B. as they join the Penguin Room and the Center.

We are continuing to explore simple machines. The children been observing and testing different simple machines. Some of the items we have explored are: blinds, plastic knives, tongs, tricycles, wheel and barrow, screw, containers w/ lids, ramp, door stopper, and scissors.

For the classroom's documentation, the teachers are focusing on how children manipulate the different simple machines along with their responses/conclusions/comments they use. Not every child will be on every document that will be posted up, but they will be at one time or the other.

Don't forget to continue to work on your Parent Work Hours and Plastic bag donations will always be accepted.

Jackie Reyes
Lead Teacher



Koala Korner

Hello Koala Families,

It has been a busy and exciting month in our room as we continue exploring systems. The children have begun exploring speed as we look at distance on maps and pathways. Maps have almost taken over our room, and the children are discussing everything related to them. How they help us show where we are and how to get to other places, why labels are important and why maps are important. Some children are making sure to bring back maps from trips they have gone on to show us where they have been, a wonderful home to school connection. At the beginning of our map discussions children were calling almost anything a map, even directions. Now, however they understand that they are a visual representation. In the classroom we have displayed maps which children have made of our back yard. The attention to detail is amazing! Koalas have also been working with speed and distance as we look at various "marbulos" systems. Children were asked to predict which system would make a marble go down faster, a straight or curved system. Using sit boards, children are discussing force and speed as they go up and down the various ramps around the center while on them. Now that the children have mastered the Snail Pace Race we have created new games with cars and adapted the "rules" to it, and we will also be looking at new teacher created games with maps and the new center will be one that will be coming shortly.

There are many other activities which have become a big part of our classroom activities such as flower painting. Here children have to be very observant about what the flower looks like and how they will represent it. This activity also allows for children to notice various shades of colors as not all greens, for example, are the same. Deciding the type of brush is also an important part of the process. This is an activity that most children want to be the first to do when they see a new flower in the room.

Clay letters were created as well this month which was inspired by the line printing project, which has children discussing things like shapes, letters, patterns, quantity, design, and spatial relations just to name a few.

The discussions on the new center continue. We will continue to visit the site although they all know Olivia still does not have the key.

There are a few friendly reminders to always keep in mind

- We are close at 5:30p.m.
- Sign in and out daily
- Have emergency cards update
- Make sure your child has plenty of clothes to change into
- See Olivia for any questions or concerns
- Make sure the gate is latched as you enter or exit the yard
- Keep up to date with our classroom calendar so not to miss any important date

Make sure to check out our pictures on the web and in the classroom as they change often and give you a glimpse of what the children are up to.

Olivia Garcia
Lead Teacher



Raccoon Roundup

Hello Raccoon family and friends. March is full of exciting exploration and experimentation. The Raccoons have been looking into water, not only the states of, but the properties too. We've been experimenting with oil and water, trying our hardest to get the two to mix and watch them separate. We also tried out our hand at making salad dressing, mixing spices with the oil, water, and vinegar. The Raccoons noticed that the spices stay floating or stuck within the oil but the oil and water still separate. We had the opportunity to taste test our dressing and it was very strong tasting...too much oregano. We have recently experimented with the effect that cold and hot water have on marshmallows by observing that the hot dissolved them but the cold did not. We also watched a tea bag being diffused with hot and cold water, showing us that the hot works better and faster than the cold. It did rain which gave us an opportunity to see the rain forming puddles, and watching what looked like a small river running out the gate and the big mud puddles that got left behind. We don't know when it will rain again to watch the energy of water from rain runoff, but we will be creating flowing rivers in the sandbox, pouring water over sand castles to watch it erode away or trying to stop the fast flowing downhill water by creating a dam on the rocks and watch a body of water form. To witness the Raccoons trying their best to keep the dam from breaking teaches teamwork and knowledge about the power of water. The Raccoons have also been successful in getting the water to flow from one end of the sandbox to the other. It was a labor of love to play.

The Raccoons went on a picnic in Grant Park and we put the milk on ice to keep it cold. When we got back, there was still ice in the tub so instead of just dumping the ice we watched it slowly melt throughout the day, checking it slowly turning from ice in the solid state to the liquid state of water. The learning that comes from water offers so many things that we will continue on with our curriculum, Systems and Interaction: Energy-water power to explore and experience, to dwell, to predict, to discover and to empower the minds of young children. What fun we'll have!!!

Raccoons are also working with water through art using different types of paper and observing the different effects it has on the water color we used. We noticed some types of paper made our water colors look faded while comparing to paper that is made especially for water, colors were brighter and bolder. You not only see the difference but you can feel the difference with your hand. We are also creating more art with our wire working, using our drawn line as a pattern for bending our wire. We will be working a lot with line activities as the days go by (Froebel).

Spring started! The Raccoons will be working more with gardening since things are growing all around us. We will be looking at the effects water will have on seeds, plants, and soil.

Reminders: First we want to thank all the parents for giving their time and talents to the Raccoon room and other rooms. Please note that we are at the half way point so please be sure to put in your parent hours. Please remember to label your child's clothing.

Jannette Norwood
Raccoon Teacher



Beaver Tails

Hello families!

Thank you all for taking your time to participate in parent conferences.

We are continuing our journey with our central concept of "ecosystem." Based on their investigation of natural habitats, children have created various artificial habitats which include a pond aquarium, plant terrariums and rock insectariums. The children have also been looking at various birds' and squirrels' nests in our backyard. Spring is here at last. The days are lengthening and temperatures are rising. It's a time of urgent new life. The children will observe the changes that occur in both natural and artificial habitats to further investigate the interaction of organisms within ecosystems.

Here are activities that we have been exploring in class.

- The process of creating a mung bean vivarium
- Which conditions will the mung beans grow best in? The small vivarium or large vivarium?
- Investigating artificial habitats: Illustrating and documenting the growth of our mung bean vivarium
- Investigating natural habitats (gardens): Observations of the radishes
- The process of creating rock insectariums
- Compare and contrast: The rock garden vs the vegetable garden
- How to design and set up a pond aquarium
- Minnows or tadpoles? Identifying pond organisms based on specific characteristics
- Measuring the water temperature of our pond aquarium
- What is your observation about the hummingbird's nest?
- Math activity- How many nests can you identify in the trees at our backyard?
- Classification: Identify whether these nests are birds' nest or squirrels' nest

In addition to our ecosystem inquiry, the children have also been enjoying our discovery walks. We took a walk to new center to get them familiar with the new surroundings. They were very excited to see the new science lab, Susan and Liz's offices and their familiar tire swing in the yard. On the way back to the center, the children spotted three Canadian geese resting under the Millikan Library Bridge. We also had a short walk to the Annenberg Center and climbed up high to test mini parachutes. (Thanks to Lev family's donation) As the parachutes descended slowly to the ground, the children predicted which way the parachutes would go and learned about the effect of *wind* and air-resistance.

Reminder: Please take children's sheets and blankets to be washed home at the end of every week, and don't forget to bring them back.

ShainYann
Beaver Teacher