



July 2014

From the Director	1
Transitions	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

Dear Parents

We have still no word from Licensing. We submitted our initial application on May 27th. The Licensing Analyst, Brandi, cited some safety concerns which were addressed by Caltech and proof submitted on June 23rd. These upgrades were required before they will license the center. We are happy with the improvements and are also cautiously confident that it will pass with no further modifications. We haven't heard anything from Brandi, so we are patiently waiting. She will call the CCC to schedule a walk through so she can see that the work was completed. We will notify everyone as soon as that meeting happens and then give you a firm move in date. We are all very anxious to move and it will be a great relief when we are finally in the new site.

We are happy to announce that new Lead teachers for the expanded Bunny, Dolphin and Penguin classrooms have been unanimously selected by the hiring committee. I would like to give a special thank you to Veronica Hendricks, Olivia Garcia, Liz Ledezma, and Heather Mishra for sitting on the hiring committee.

A big welcome to:

Bunny Lead-Monica Dolan

Dolphin Co-Leads- Amanda Sandoval and Diana Ramirez

Penguin Lead- Seadra Chagolla

We are very excited to have such quality Leads joining our team!

Susan Wood



THE CHILDREN'S CENTER AT CALTECH



From Susan's Desk

As we move into summer it's time for **transitions**. Children will be moving into the next room and new families will be joining the Center. Transitions can be stressful for parents and children alike. We realize the delicate nature of these moves and the importance of good communication. Lead teachers have a pivotal role in this communication. They meet once a week with Liz and me to discuss, among other things, transitions. From the Lead teacher meeting the information is carried to the team meetings. Lead teachers are responsible for informing parents of the upcoming moves and Liz notifies families from our wait list of openings. During these meetings, we look at the schedules of openings, fit children from the wait list into new spots and choose the children who will be moving from younger to older classrooms. There are many things that factor into this decision.

We begin by considering the child's:

- ❖ maturity level;
- ❖ age and developmental readiness;
- ❖ emotional/social relationships;
- ❖ vacation schedules

Each of these are factors that weigh into the order and timing of each move. As a parent you may wonder, "Why is our family vacation a factor?" It can be hard for a child to move to a new room and a week later be gone for a month and then return to the new room. To minimize the number of changes that a child must navigate, the teacher may choose to postpone the move until your family returns.

Sometimes we are able to move friends together. A close friend can offer support in a new environment. Other times a teacher may opt to separate friends for a short duration in order to give one or both some independence. The shy of two friends may need the opportunity to establish their own personal bonds with new teachers before their friend joins the room.

Availability in the next room can pose a problem. Your child might be ready to move but there is simply no spot available at that time. It is important to remember that the waiting period for the next space is generally a short one so please be patient. Because we have 6 classrooms and we only serve children ranging in age from 6 months to 6 years old it is impossible for each child to spend a year in every room. Some children do what we refer to as a "hop skip" and others might skip a room completely. What we mean by "hop skip" is that some children will spend only the summer months in the room before moving to the classroom where they will spend the following school year. These children are carefully selected by weighing in the previous mentioned factors. Some ways that you can help are:

- ❖ Make an appointment to talk to your child's Lead teacher.
- ❖ Talk to your child about the transition and remember that your child will look to you for cues on how to react to this change so keep it positive.
- ❖ Acknowledge your child's feelings. "I can see that you are a little scared but I am sure that your new teachers will help you."
- ❖ Take a little extra time in the morning to say good-bye.

If you have any questions, comments or concerns please don't hesitate to call Susan.



Bunny Hopping

Hello Bunny Families!

As you walk in the classroom, please take a moment to look at the pictures of the children constructing knowledge about their bodies using their senses. It seems as if the children are noticing the wall expanding. Most of them are pointing at the wall and wanting to get picked up. They enjoy looking at the pictures and naming their peers.

They've also been showing a great deal of interest in repeatedly reading the same books. Our photo book, *Busy Busy Bunnies*, has been one of the favorite reads. Like the pictures on the wall, the children get excited seeing themselves and their peers on the book.

Another favorite book is *Miss Mary Mack*. They request this book to be read every day. Gustav, in particular, memorized the repeated words in the book! When I first heard him, I was blown away. It goes to show that while the constant repetition might be mind-numbing for parents and caregivers, it is the best way for young children to learn words.

Lastly, WELCOME to the Bunny room Benjamin Mizrahi and family!

Eloisa Pagsisihan
Bunny Teacher





Dolphin Splash

Hello Dolphin,

Thanks so much for your strong support in purchasing our fundraising book. We start by giving lots of hugs to Rebecca, Magnus, and Neta, as they have transitioned into the Penguin room. We say welcome to Madeleine and Olivia and their families into our dolphin family. Since Magnus's mother Erin (Room parent), will no longer be our room parent, I will be in charge of sending any important emails.

Transitions are approaching soon for most Dolphins. Just a brief overview about transitions, we transition children into the next room based on several factors.

1. Developmental Readiness
2. Age
3. Space (Full time or part time availability)
4. Vacations
5. Friendships

All our Dolphins will soon be Penguins in no time.

Many friends have been exploring balance with their bodies. Some have balanced on a ladder, while others have used large blocks travelling on a trail. Some Dolphins have liked walking up and down our wooden tree stumps.

We are starting to come to a close for our simple machine curriculum. The children have a box on a fulcrum to create designs with paint. The Dolphins have noticed that they too have (wedges) zippers on their clothes. We have also enjoyed observing the large wheels and axels from trucks that have parked alongside the Dolphin room.

** Please make sure that we have a new extra diaper cream to take with us to our new center. We will be lucky enough to be able to change diapers outside!

Veronica Hendricks
Lead Teacher





Penguin Parade

Hello Penguin Families,

We are still continuing our curriculum on simple machines with the concept of form and function. The children have been observing and exploring simple machines through our daily activities. They are looking at simple machines like wheels and axles, screws, hammers, pulleys, and inclined planes. The Penguins will also visit the fire station on Wednesday July 2, 2014 and observe simple machines.

The Penguins say goodbye to Reese and Philip as they have landed in the Koala room. We welcome Magnus, Rebecca and Neta to the Penguins.

The Penguins will be having picnics with the Koalas on the grass outside the Koala room and will get familiar with both the teacher and the preschool side.

We would also like to welcome a new family that has joined the CCC. Their daughter Emma will transition into the Penguins.

Reminders:

- ❖ sign in and out
- ❖ apply sun block in the morning, teachers will reapply in the afternoon
- ❖ label clothes
- ❖ sheets and blankets go home every Friday to get washed
- ❖ please have extra clothing in their cubbies

Elise Parseghian
Penguin Teacher





Koala Korner

A helpful bit of information as we begin our transition process.

Transitions at CCC

Our Philosophy

We wish to offer the best possible experience for your family. The philosophy of the Children's Center at Caltech has its basis in a humanistic view of the child as an **independent and individual learner**. The aim of the program is to respond to the needs of each child as s/he develops awareness of the world and readiness for learning. Each group provides developmentally appropriate materials and activities for children in the areas of social/emotional, intellectual and aesthetic growth and psychomotor development, while fostering a positive self-concept. Decisions on when and how to transition a child from one classroom to another are made in alignment with this philosophy.

How decisions are made

There are many factors that we take into consideration when transitioning children. The list below represents just some of the factors we consider:

- ❖ Parent feedback
- ❖ Space availability in the next classroom
- ❖ Your child's physical and emotional readiness
- ❖ Developmental milestones
- ❖ Your child's social relationships in the classroom
- ❖ Travel schedules (family, teacher)
- ❖ Significant changes in your child's life (e.g. new sibling, new home, visiting relatives)
- ❖ Your child's individual temperament
- ❖ Transitioning a cohort together versus an individual child
- ❖ Group dynamics

The Transition Process

We understand that transitioning your child from one classroom to another can be a challenge as well as an opportunity. As a Center, we work with you, the parent, to make the smoothest possible transition for your child. Once the lead teacher in the classroom has identified that your child is ready to transition, the teacher will work with the administrative office to coordinate a transition plan with you.

Add Hop-Skip

Sometimes, your child might be ready to move but there is simply no spot available. The waiting period is generally a short one so please be patient. Because we have six classrooms and we only serve children ranging from 6 mo.-6 years-old, it is impossible for each child to spend a year in every room. Some children do what we refer to as a "hop skip", spending only the summer months in the room before moving to the next classroom.



Raccoon Roundup

Greetings to our dear Raccoons families!

The month of June went by so fast with the children actively engaged with observing, investigating, exploring, and experimenting with water systems.

Starting off the exploration was the search for water sources around the yard which were identified and colorfully illustrated in their journals. There were drawn pictures of drinking fountains, water hoses, puddles, the sand box, faucets, and water containers. Weeks after, it was a delight to listen to the children pointing out among themselves the water sources they came across during our campus walk. The Raccoons were presented with the challenge of how to move water between two water tables using the tubes and trellis. Working together with their peers, they connected the tubes around the trellis until water reached the other table. They caused water to flow by filling up the beakers and cylinders and pouring the water, either fast or slow, through the openings of the tubes. Expanding on this challenge was letting the children use a different material, PVC pipes. When the PVC pipes were brought out to the water table, the children gathered around to wash them with sponges and soap. What a splash they made! Soon afterwards, they started attaching the pipes around the water table and into the woodchip area making their own water system. You may find the pictures of this activity posted on the board located in the cubby area. See how they work together as a team as well.

Surveys are an essential *activity* in the Raccoons. It allows the children to express their individual insights regarding the questions asked of them. A particular survey regarding what they knew about water was done at the beginning of the school year; it was interesting to find out how their understanding of water has deepened over the months. The survey results had responses with longer explanations and included vocabulary words like "dehydrated," "eroding," and "evaporates." Here's just an example, "When you have water outside and it doesn't have a cap, it evaporates to the sky." There were also investigations made such as which direction water would take when it is poured on top of the yellow track, which one is a better water source, a hose or a jar, which type of the three Origami boats will float the longest, which tube will irrigate completely: one that is with an open end or the clear tube with holes along the side, under which condition will water drain the fastest, through sand, compost, or rocks, and predicting whether the water wheel will be able to pull up an object. The Raccoons also created miniature terrariums sourcing the materials such as rocks, potting soil, and small plants or succulents from the yard and recycling the glass jars from Silvia's kitchen. Observations were made between the water in the open and closed terrarium. In each of the investigations, the children had to make their own choice and give reason for their answer. The children also differentiated the degree of water resistance among the paddles which they used to displace or resist the water.

Of course, as busy as our Raccoons are at school, the parents' involvement contributed to the excitement of the mystery box. As one parent described it, the weekly theme of the mystery box is becoming more advanced which enable them to have that home and school connection. Also the circle time has been more interesting than usual as the children have been actively participating in missing letter or number games or what comes in between letter or numbers. The Raccoons gave the librarians a hearty thank you and goodbye as we had our last library walk this month. ☺

Please be reminded that transitions like coming back from long vacations, friends leaving, or moving into a new room can cause mixed emotions. It is very important to acknowledge your child's feelings and directing him/her to take positive actions such as setting up a play date with friends, writing a letter, or preparing a special card, We also like to wish all the very best to Emily F., Theodore, and Claire as we bid them goodbye .

Grace Ayubo
Raccoon Teacher



Beaver Tails

Hello families!

We appreciate the families who attended our annual CCC Board members meeting and pizza dinner. This was a great turnout! We would like to say farewell to Andrew Brower, Camilla Roche, Clara Thompson, Tyler Jung, Kieran Cross, and Ian Ycasas, who left this June. We wish each child and their families the best of luck. Transitions are well on their way and the Beavers would like to welcome Olivia Dabiri, Annika Greer, and Ariana Hosseini who join us from the Raccoons.

The month of June marks the last month of library walks to the Hill Avenue Library. With the summer heat in full effect, we have decided to do shorter walks on campus and take advantage of more water play. Please be sure to check your calendars for these special days.

We are soon wrapping up our curriculum on systems and interactions with a focus on ecosystems. July is our final month that we investigate, explore, and discover habitats in our community, living organisms such as animals, plants, and insects. We will continue to have our insectarium, aquarium, vivarium, and terrariums in the room for observation of growth and change.

Gentle reminder: Please be sure to apply sunblock in the morning to protect your child's skin.

Veronica Dayag
Lead Teacher

