

# CCC Newsletter

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The mission of Concord Children's Center is to cultivate an intimate, welcoming community where children develop respectful relationships and inquisitive minds, build confidence in their individual gifts, and are engaged, prepared and inspired to learn

## May & June at CCC – Special Friends Day May 9!

### CCC Calendar: March & April

May 9	Special Friends Day
May 14	CCC Board Mtg.
May 17	CFN New Baby Brunch
May 20	Ripley Picnic
May 26	<b>CCC Closed for the Holiday</b>
May 28	CCC Phonathon
May 29	Preschool Field Day
Jun 5	Emerson/West Concord Picnic
Jun 11	CCC Annual Meeting
Jun 19-20	<b>CCC Closed for Professional Days</b>
Jun 23	First Day of CCC Summer Session



### Thoreau School Road Race – Open To All Families!

Get ready to run! Sunday, May 18 is the Thoreau School 8th Annual Road Race. The Road Race, celebrates community, fitness, health, and fun! Start training now with the whole family for the 5K run at 11:00 am and Kids' Fun Run (.5 and 1 mile) at 12:00 pm followed by food, games, bouncy house, awards ceremony and more! Spread the word and bring friends. Register online TODAY at [www.thoreauptg.org](http://www.thoreauptg.org).

### Spring Annual Appeal Fun facts



- To date, the Annual Appeal has raised almost \$14,000 for our school and our children!
- 58 current families -- almost one in three -- and 32 alumni families have made a donation.
- Donations benefit areas across the school, including special programs, outdoor play spaces and equipment, field trips, and the ongoing development of our wonderful teachers.
- It's not too late for you to make a donation! The Second Ask letter goes out this week.



### May 28 CCC Annual Appeal Phonathon

On Thursday evening, May 28<sup>th</sup> CCC Board members will be calling our families to ask them to support our Annual Appeal. The Board gathers at 1300 Main Street for pizza and phone calls. When they call, we hope families will not only donate, they will also take this opportunity to ask questions and share their impressions of CCC with our wonderful board members.



### End of the Year Events

Watch your *Parent Pockets* for the many classroom events planned for the end of the year. From plays to pizza parties, art shows to game nights - your child's teachers are planning events to celebrate the end of another wonderful year. The end of the year *School Picnics* will be taking place on **May 20 at Ripley for Ripley families**, and on **June 5 at West Concord for Emerson and West Concord Families**.

### Concord Family Network's

#### New Baby Brunch



The Concord Family Network invites all Concord families with babies born since May 2013 to attend its annual New Baby Brunch on Saturday, May 17, from 10 to 11:30 am at the Concord Children's Center West Concord location at 1300 Main St to meet new friends and learn about local resources and activities for families with young children.

## How Do We Use Our Annual Appeal Dollars?

### *Pre-School Standards*

*CCC Follows the progress of Educational Standards for Pre K*

In June, Pat Nelson, CCC Executive Director will attend the NAEYC National Institute for Early Childhood Professional Development, in Minneapolis. This year's institute titled, ***Excellence for Every Child, Standards Without Standardization*** will explore how early childhood educators can assure that ***Child Outcome Standards*** for pre-school programs are implemented appropriately and support the healthy development of young children. Your Annual Appeal donations along with the support of a grant from Northwest Suburban Health Alliance (CHNA 15), have made it possible for CCC to participate in this very timely and relevant institute.

In 2010 the Commonwealth of Massachusetts adopted Pre - K thru grade 12 academic standards. As early childhood educators we are paying close attention to how the new Pre-K standards align with best practice for teaching young children. The idea of adopting "outcome standards" for four and five year olds is controversial among early childhood educators. The education of four and five year olds has traditionally been viewed as a process defined by the developmental stage of early childhood, as opposed to an educational experience consisting of learning content in order to move to the next level. A National Institute for Early Education Research policy paper written in 2004, as pre-school standards were being adopted across the country, stated "... from the standpoint of development, 3 and 4 year olds are different from older children. Preschoolers are actively engaged in making sense of their worlds, but they have not yet developed the strategies for processing information, remembering and solving problems that most older children take for granted." (NIEER Preschool Policy Matters, 2004)

In a nutshell, very young children learn differently and have different requirements that are developmentally based in order to learn and grow successfully. Key to the learning of younger children is the development of secure relationships with adults "that allow them to venture off and explore; begin to interact cooperatively with peers and slowly increase their capacity for self regulation" (NIEER Preschool Policy Matters , 2004). Standards at their best will establish content areas for children to experience in a developmentally appropriate fashion, through play and experience, with well trained professional teachers who guide curriculum based on their knowledge of their students.

Participation in the NAEYC Institute presents an opportunity for CCC to gain a deeper understanding of the Pre-K Standards initiatives through dialogue with colleagues from around the country. Professional development experiences like the NAEYC Institute supports our on-going work of integrating developments in the field of Early Education Care in a manner consistent with CCC's commitment to providing developmentally appropriate child centered early education for young children .

## Other Professional Development Supported by Annual Appeal Donations in 2014

- *The Effects Of Environmental Stress On Children Under 3*
- *The Art Of Listening And Communication Effectively With Parents, Colleagues, And Children*
- *Science Technology, Engineering And Math For Pre-Schoolers*
- *Helping Children In Our Care Develop Resiliency In The Face Of Setbacks And Challenges*
- *Increasing Teacher Effectiveness In Working With Families Who Parent A Child With Special Needs*
- *The Language Of Babies: What The Research Says*
- *Creative Approaches To Helping Children Regulate Their Attention, Energy, And Impulses*
- *The Importance Of Healthy Nutrition As A Foundation For Life Long Wellness Starting In Early Childhood*
- *The Use Of Documentation To Extend And Enhance Learning Environments*
- *Positive Child Guidance: Learning Prevention Strategies To Empower All Children*

# MASSACHUSETTS CURRICULUM FRAMEWORK FOR

## ENGLISH LANGUAGE ARTS AND LITERACY

### *Grades Pre-Kindergarten to 12*

#### *Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*

March 2011



### Reading Standards for Literature Pre-K–5

#### **Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):**

##### *Key Ideas and Details*

- MA.1.** With prompting and support, ask and answer questions about a story or poem read aloud.
- MA.2.** With prompting and support, retell a sequence of events from a story read aloud.
- MA.3.** With prompting and support, act out characters and events from a story or poem read aloud.

##### *Craft and Structure*

- MA.4.** With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
- 5.** (Begins in kindergarten or when the individual child is ready)
- MA.6.** With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.

##### *Integration of Knowledge and Ideas*

- MA.7.** With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.
- 8.** (Not applicable to literature)
- MA.8.A.** Respond with movement or clapping to a regular beat in poetry or song.
- MA.9.** With prompting and support, make connections between a story or poem and one’s own experiences.
- MA.10.** Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.

What do we mean by using developmentally appropriate experiences to meet the standards?

*Last Spring the Ripley Four Fives read and talked about several of the works of Beatrix Potter during circle time. At the end of the year the class chose **Peter Rabbit** as the subject of their “end of the year play”. The children created scenery and costumes to help tell the story and worked as group to act out the story for their families, as their teacher Dotty read. Over several weeks children and teachers became immersed in the process of learning. Direct instruction, appropriate for older children, was not present in this process. The children learned through a playful exploration of the story.*



## May-June 2014

### Free Late Spring Program Information

**Registration required for all programs: [imatthews@jri.org](mailto:imatthews@jri.org) or 978-287-0221**

**Monday, May 19 Children and Technology: How Much Media & Technology is the 7:00 to 8:30 p.m. Right Amount, and at What Age? Presented by Jeanine Fitzgerald Goodnow Library**, This seminar will review the question of how much is too much, as well as **Sudbury** other issues related to using technology in ways that will benefit our children, but not harm them as we keep pace with the modern world.

**Wednesday, May 28 Preparing for Kindergarten – For Parents! Presented by Patty Marquis 6:30 to 8:30 p.m.** This program is not town-specific and will cover changes that all families will **Gleason Library**, encounter as their child enters the public school system. Topics include realistic expectations of this transition, assuaging your own worries while simultaneously addressing your child's anxiety, concrete activities to enhance readiness skills and make the unfamiliar familiar, common stressors that affect behavior, and how to elicit your child's cooperation on self-care & self-control

### Free Parent/Child S.T.E.M. Programs Taught by Ellie Springer, M.Ed.EC

#### 4-Week Science Group for Ages 3, 4 & 5 meets on Tuesdays 2:30-3:30

This group will meet at First Connections in Concord and focus on a different area of science each week. We will begin with a short discussion and demonstration of the activity with the adults while children play. Then the caregivers will lead their children in the activity or experiment. Remaining time will be free play inside or out. Children choose a free science related book at the end of the session. **May 6, 13, 20 & 27 or June 3, 10, 17 & 24.**

#### Outdoor Playgroup at Acton Arboretum for Ages 2, 3, 4 & 5 on Thursdays from 2:00-3:00

In this group parents and children will explore the great outdoors using their senses. Short walks around the arboretum will help us explore all we see, hear, smell and feel around us. Families will borrow a backpack with materials to help children collect science-related treasures they would like to share with the group each week. We'll read a book together each week, participate in a Storywalk at the end of the session, and each child will choose a free science-related book to take home at the end of June. **May 8 thru June 26**

### Single Parent Support Group, free childcare provided

Meets **Saturdays, May 17 and June 7, 10-11:30 a.m.** at First Connections, facilitated by Laurie Ganberg, LICSW. The group gives single parents a place where they can discuss life's challenges, brainstorm with others in similar circumstances, and relax in the company of other adults who are parenting alone or co-parenting with a former partner. To receive monthly reminders, send contact information to: [imatthews@jri.org](mailto:imatthews@jri.org). To contact the facilitator: [lganberg@jri.org](mailto:lganberg@jri.org)

### Post-Adoption Topics held on Wednesdays, 10-11:30 in Concord (childcare provided)

**May 28: The 7 Core Issues of Adoption**

**June 25: Self Esteem in Adopted Children**

To be added to the monthly reminder email for Adoption Learn & Play: email [imatthews@jri.org](mailto:imatthews@jri.org)  
To contact the facilitator, Mary Rowlinson, R.N. – [mrowlinson@jri.org](mailto:mrowlinson@jri.org) or 978-287-0221, ext. 218.