From the Director

Parent-Teacher Conferences

The teachers are excited to meet with you for Parent-Teacher Conferences this month. You will be discussing your child’s developmental progress, accomplishments, and challenges both at home and in the classroom. You will also partner with the teachers to write new developmental learning goals for your child. We value parent input and observations on your child. This information helps teachers to better understand your child’s interests, development, and ways they learn best.

Teacher Strategies GOLD is the assessment used by teachers to guide curriculum planning, environment set-up and prepare for parent-teacher conferences. This assessment is research-based and proven to be reliable and valid for assessing children from birth through kindergarten.

A Child Portfolio will be shared with you that includes observations of your child in action, language samples and creative artwork. Please bring the Child Portfolio home after conferences if you would like a closer look at your child’s developmental progress.

Family Survey

Do you feel welcomed in our classrooms?
What is the Center doing right with your child’s education?
What should the Center improve upon?
Are we meeting your child and family needs?

On Wednesday, November 7 please allow an extra 5-10 minutes to complete a Family Survey on how we are meeting your child and family needs. Deb Habedank will be stationed in the main entry to the Center between 7:30-9:00 AM and then again from 4:00 to 5:30 PM handing out the survey. The results will be tabulated for our accreditation and help Center staff to identify our strengths, need for improvement and to develop goals. We ask for 100% parent participation please. This survey is anonymous and will be tabulated by a Field Experience student, then shared with Center staff. A summary of the Family Survey feedback will be shared with parents in the December newsletter.
Scholastic Book Fair

Dates: November 26-29, 2018
Time: 8:30 AM-5:30 PM
Location: Small Preschool Room

There will be many children and adult books to choose from for your purchase. Ordering books on-line is also an option. When you purchase a book you will take it with you that day. If a book has been sold out, you will receive the book before the holidays. Payment is by cash, check or credit card. The Center received 40% to 50% of the sales back in books and classroom materials for the children. A sign-up sheet for parents to help set-up the Book Fair will be posted in each classroom.

Creative Drama Workshops

Jess Jung (Eliza’s mom) and Assistant Professor of the NDSU Theater Department will be leading creative drama workshops in the preschool classroom this fall. Preschoolers will use their body, voice, and imagination to explore the rainforest and simple ways we can all help take care of the environment. Creative drama workshops will take place once each month for the remainder of fall semester. Jess will use some of the materials generated in these workshops to create a new play about the rainforest that will be performed for young audiences in the spring or summer.

Little Chefs

Cheesy Cauliflower Dippers from Healthy Ideas for Kids website

1 medium Cauliflower or (3-4 cups precut cauliflower florets) 1 large Egg
2 ounces Mozzarella cheese 1 t. Oregano, dried
1 ounce Parmesan cheese 1 t. Basil, dried
½ t. Garlic salt

Wash and clean cauliflower; remove florets from the bunch and discard the core. Place the florets in a food processor and pulse until it is of a rice consistency. In a large saucepan, heat one inch of water until it boils. Add in the cauliflower, cover with a lid, allow to steam 4-5 minutes. Watch closely so it does not boil over.

Preheat oven to 425 degrees F. Use a fine mesh strainer to drain the steamed cauliflower. Allow to cool for a few minutes, then place in a paper towel to remove excess moisture. Put in a large mixing bowl. Grate mozzarella and parmesan cheeses. Add 1/4 cup mozzarella cheese, egg, oregano, basil, and garlic salt to the cauliflower stir well to combine. Line baking sheet with parchment paper and spray lightly with cooking spray. Spoon cauliflower mixture onto pan to form into a 8 1/2 x 11 inch rectangle. Bake 30 minutes or until crust is golden brown and firm. Remove from oven and top with remaining mozzarella cheese and parmesan cheese bake for another 7-10 minutes until cheese is melted. Cut into breadsticks and serve with warm marinara sauce.

During preparation the preschoolers talked about how the raw cauliflower and steamed florets were different and the same and how each tasted. Then we looked at the different types of cheese and how they were the same and different. The children helped me put the other ingredients in the bowl and stir the mixture. They talked about the different smell of spices and how a little of the spice makes the food taste better. We tasted the cheese sticks for snack and the children said they were tasty.
Good-Bye and Welcome

Reeva is leaving our program Nov. 5\textsuperscript{th} to go back to India with her family. We wish her and family the very best! It has been a joy getting to know you Reeva.

A warm welcome to Emilia and her parents, Brittany and Jacob. Emilia is 13 months. Welcome to our Bison family Emilia!

Feelings Board

This month our Featured Family Bulletin Board will be focused on Feelings! Check it out!

Brrrr……

Please remember to have warm clothing for your child at school every day. This should include gloves or mittens, hats, warm coats, etc…….

Breakfast Time

Have your child at school by 8:30 if you wish for him/her to eat breakfast. THANKS!

Toothbrushes

We brush teeth after lunch every day and do NOT use toothpaste. If your child does not have a toothbrush, you are welcome to bring one that is labeled with your child’s name.

Your Child’s Cognitive Development

Cognitive development is how babies think and make connections in the world. Young babies enter the world ready to learn and begin immediately to acquire and process new information. One component of cognitive development is developing memory. Here are some examples to look for that show your child’s development of memory:

Birth to 8 months-

- stares intently at new faces or objects
- smiles in recognition of familiar caregiver
- shows excitement when a familiar person enters the room
- looks for toys that have been dropped or partly covered by a blanket

8 -18 months-

- brings familiar people their shoes or personal items
- uses a blanket to cover or hide a stuffed toy
- tries to follow a child
- looks for a missing toys when asked, ‘Where’s the Ball?’
- looks out the window and waits for a familiar caregiver to return
- says or signs, “Mama” or “Dada” when he sees them at the door

Adapted from ND Early Learning Guidelines-Birth to 3.
**Mittens, Hats, Coats Oh My!**

As the weather is unpredictable, please bring appropriate clothing for your child to play outdoors. Both knit gloves/mittens and waterproof mittens, warm coat and hat are essentials to keeping children comfortable while playing outdoors. As the snow begins to fly, please have snow pants and winter boots for your child. We will be going outside until the temperatures reach zero degrees. When children do not have the appropriate clothing to keep them warm and dry outdoors they are less engaged in play and exploration. **Label** your child’s items as multiple children have identical accessories.

**Annual Leave for Mary**

Mary will be taking annual leave on Friday, November 9th. Hayley will work 7:30-4:30 and Maria, the substitute, will work 8:30-5:30.

**Parent-Teacher Conferences**

Thank you in advance for signing up and taking time to discuss your child’s education at parent-teacher conferences. Teachers learn best from you about your child’s development and appreciate the information to promote growth and development.

**Holiday Attendance Schedule**

As the Holiday Season is soon approaching, teachers would like to learn more about your child’s attendance over the holidays. Mary will send an email asking for your child’s attendance plans. The schedule will include Thanksgiving through the New Year’s Holiday. If you know what your child’s attendance schedule will be, please let your child’s primary care teacher know at conference time. This helps staff plan ahead for meal numbers and their own annual leave.

**Early Childhood Indicators of Progress**

**Domain III: Cognitive Development**

Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment. This domain includes the child’s development to think and make connections. Infants and toddlers also show increasing ability to use imitation and symbolic play to represent what they are learning and understanding about the world around them.

Components: Exploration and discovery, memory, problem solving, imitation and symbolic play.

Indicators of Exploration: Pays attention to people and objects, uses senses to explore people, objects and the environment, shows interest in new people and objects, makes things happen and watches for results or repeats actions. Examples: young infant focuses on caregiver’s voice for face during feeding. Swipes or kicks at toy above the crib and repeats actions to make it move again and again. Older infants: Touches and feels person’s hair or put their hands on faces to feel skin. Puts shapes in a shape box with openings, matching colors and or shapes, turns a button to turn a TV or radio on and off.
Toddler: picks up leaves, rocks and sticks during a walk outside, does simple puzzles with different colors and shapes, matches colors and shapes when sorting toys and other objects.

Indicators of Problem Solving: Experiments with different uses for objects, shows imagination and creativity in solving problems, uses a variety of strategies to solve problems, and applies knowledge to new situations. Examples:

Young Infants: brings toy to mouth to taste it and explore it, rolls over to get a toy on the other side or just out of reach, drops toy repeatedly and waits for someone to pick it up.

Older Infants: Uses a spoon to bang on the dishes or on a table to make noise, tries many different ways, such as poking with a finger, shaking or dumping to get something out of a bottle, gets and leads an adult to obtain a cookie or bottle on a counter.

Toddler: asks for names of new objects or people with, “what is that?” or “who is that?”, combines materials together to solve problems, such as using a stick to use to reach a ball under a chair, turns puzzles pieces in many different ways to complete a puzzle.

Resource: Early Childhood Indicators of Progress, 2007

Minnesota’s Early Learning Guidelines to Birth to 3, Minnesota Department of Health.

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**Preschool Happenings by Monica & Robin**

**Brrrrr…… the weather is getting colder!**

Mornings outside have been a bit chilly on the children’s ears and hands. Please keep a light hat and gloves for outside play as well as a warmer jacket until the snow comes. Bring winter clothing such as snow pants, boots, warm coat and waterproof mittens (labeled with your child’s name) as soon as the snow fly’s to keep your child warm and dry. We do go outside every day when temperatures are 0 degrees or above.

**Indoor Clothing**

Please consider the clothes your child wears to school each day as temperatures drop. A sweatshirt or fleece in your child’s cubby will help keep them warm. Dresses without tights/leggings and ½ sleeve shirts may not keep your child warm and comfortable especially when walking in the hallway or during quiet play.

**Our Student Teacher Allison**

During the past 10 weeks, we have gotten to know Allison from MSUM as a part-time she teacher in our classroom. Beginning November 6th Allison will teach full days through the end of the semester. She will plan and teach many lessons to the children. Allison will head teach December 3-7, 2018 as part of her learning experiences. Robin and Monica will serve more as an “Assistant Teacher” to allow Allison the opportunity to learn about leadership and decision making based on the children’s interests and needs. Feel free to ask her questions about the children’s curriculum, your specific child’s day and upcoming classroom events. If you have any concerns please talk directly with Monica & Robin.

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Happy Birthday to You
November 5th Zaid turns 5!
November 16th Aaron turns 5!
Caring & Sharing Community Giving Project--GOT NO MILK

Excellent participation in the donation of money for the Fargo Public School GOT NO MILK fundraiser. We collected lots of money and the children really enjoyed using the mini milk cartons to collect their coins. Some children talked about using their own piggy bank money to put in and some children took the carton to their parents’ office to explain what we’re doing and ask others to join in helping. Other things the children learned included:

- Discussed how milk gets from the cow to us drinking it. Children sequenced the steps.
- Talked about why we help others and how this makes us feel to be helpful.
- Discussed how there are things everyone needs and some things we just want and how they differ.
- Explored what it would be like to have no milk for a meal (snack) when we see our friends get milk. The children learned that some children don’t have extra food to have for snacks and just have to drink extra water while others get some milk or juice.
- We discussed why parents have jobs and what they do with the money (buying food). What would happen if a part of the sequence of going to a job – getting money – shopping for food – making food – eating food, were missing and how that would feel.

Stages of Children’s Writing

Adapted from Family-Friendly Communication for Early Childhood Program by Diffily and Morrison

Educators look at writing very differently than they did a generation ago. The things that young children seem to do naturally when given paper and markers are now viewed as true forms of writing. There are at least six different stages of writing:

- **Drawing.** Children draw and “read” their drawings as a form of communication. They may draw an unrecognizable form and say, “I played in the home living center today with my friends.” Or they may draw a treelike form and say, “This says remember to take me to the park.”

- **Scribbling.** Young children believe they are writing when they scribble and often “read” what they have just scribbled. Children often will move the pencil like adults, making their scribbles from left to right.

- **Invented letters.** Many children make up their own letters. A circle with a line drawn down from the bottom (resembling a lollipop) is a common invented letter. Again children believe they are writing.

- **Random letters.** As children become more aware of the alphabet, they often write the letters in long strings, usually at random.

- **Invented spelling.** Invented spelling takes many forms but is related to the sounds the child hears in each word. At the beginning of this stage, children may write one letter to represent one word. Later words are represented by two letters, the initial and ending letter sounds. As the child’s writing continues to mature, most sounds are represented in their invented spelling.

- **Common spelling.** The child begins writing more and more words spelled as adults spell.

Giving Thanks!

Robin and Monica would like to express many thanks to all parents for allowing us to be a part of your child’s life. This month of giving thanks helps us think about all you teach us about your child and family. We are so thankful you have entrusted us with your child’s education.