



February 2016

Tuesday, February 2	2nd Session Lunch Bunch begins
Wednesday, February 3	BPA Meeting 7:00 pm (at Disch's)
Friday, February 5	Professional Day, No School
February 15-19	Winter Break
Wednesday, February 24	Board of Directors 7:30 pm

Notes from the Head of School

Since 1954, Berrybrook School has had hundreds, perhaps thousands of children, parents, teachers, directors and board members who have contributed to its success. One of our greatest contributors was a very special person who had a long career in early childhood. Elizabeth Stephani was a Berrybrook teacher from 1965 to 1981. Two weeks ago, her grandson emailed me to let me know that Mrs. Stephani had passed away on January 18 at the age of 101. Elizabeth was good friends with Katharine Mann, who founded Berrybrook, but I did not have the good fortune of meeting her in person. However, since I first started at Berrybrook in 2000, Mrs. Stephani's name comes up often, when we discuss Berrybrook traditions that she started at our school.

"In late winter when the sap was running, Mrs. Stephani would lead the children to the big maple tree near the school's front door and let them help drive the spile and hang a bucket on it. When enough sap was collected, it was brought to the kitchen for the fun of boiling the sap and enjoying the delicious aroma. This was followed by the wait for the snow and the reading of the delightful story, "Sugar On Snow," after which we would all gather on the slope behind the school. Each child would smooth a spot on the snow and a teacher would pour on the syrup. When it hardened a bit, the children would scoop it up with a fork or wooden stick. And of course, as in the story, there were pickles and school-made donuts for all, a veritable feast!"

- from the Berrybrook History 1954-1982 by Jinny Dunmore

It is clear that although some things today are different than they were during her tenure, the essence of the Berrybrook philosophy and values remain. We may put our present day maple syrup on ice cream, but we still serve donuts and pickles at our Sugar on Snow parties, and our teachers possess the same high standards of experience, commitment and caring set by Mrs. Stephani. Today, all of us benefit from her contributions to our school. I hope we can serve Berrybrook with as much love and grace.

Mrs. Keeley

Learn Your Child's Love Language

Joanne LaForest

The words "I love you" are often heard in families. However there are many languages in which love is spoken. Just as there are many languages of the world (English, Spanish, French, Italian...) there are many ways love can be translated to our children. The best way to be understood by your child is to learn their love language and speak it daily.

Gary Chapman, author of *The 5 Love Languages – The Secret To Love That Lasts*, as well as *The 5 Love Languages Of Children*, writes about how to understand the love languages of your family members. Everyone, adults and children alike, long to be loved and truly seen by those they love. Chapman says, "that kind of love requires effort and discipline...it is the choice to expend energy in an effort to benefit the other person."

The first of the 5 love languages is Words of Affirmation. Children who respond to this language place great value on the words spoken to them. Genuine recognition of their efforts when creating -"You used a lot of red in your painting, do you like that color?"- versus empty words of praise -"Great job! It's beautiful!"- goes a long way in their understanding that you see their creativity, you see their joy, you see *them*. Words you use during stressful times, such as "When you're speaking so loudly it's hard for me to understand you; your quiet voice will help me hear every word you're saying" will go much farther than, "Stop yelling! I can't even hear myself think!". As Chapman says, "when you make a request of your (child) you are affirming (their) worth and abilities. When you make demands, your (child) will feel not affirmed and belittled. A request introduces the element of choice." At Berrybrook we provide many, many ways for children to choose every day. We believe choice leads to empowerment, independence, sense of responsibility and higher self-esteem.

Quality Time is the second love language that when spoken to a child who craves this, fills them with a complete understanding of one of their basic needs. Quality time involving active listening can be most important and a challenge to some parents if this isn't their own love language. "Learning to listen may be as difficult as learning a foreign language, but learn we must, if we want to communicate", Chapman writes. Quality activities are often involved in spending time with our children and in his book Chapman states that "one of the by-products of quality activities is that they provide a memory bank from which to draw in the years ahead."

The third and fourth love languages, Receiving Gifts and Acts of Service can be identified as spoken by your child when they consistently bring home a rock, leaf or feather they found for you that day or when they are eager to have a "job" such as sweeping the floor or wiping the table. As parents when we respond to them by also giving to them a leaf we found in the parking lot while leaving work that day shows we thought of them and kept them in mind while they were at school. When we provide them with an opportunity after lunch to wash all the plastic cups and plates in the kitchen sink with lots of bubbles we fulfill a need they have to take pride in their hard work.

Physical Touch is the fifth love language presented in Chapman's book and he expresses that for those whom physical touch is important feel "whatever there is of me resides in my body." Therefore, if your child's love language is Physical Touch, to hug them or snuggle with them is to *reach them*. To use words alone is to distance yourself emotionally from them. A gentle touch on the back when speaking to them or holding their hand as they tell you about their day, truly translates to them that you know what they need.

Chapman believes we all have a "love tank". When we speak our child's love language we fill their tank until it overflows! When they arrive home from their class Valentine's Day celebration this month of February with an overflowing box or pouch of valentines from friends and teachers, they will also be overflowing with love from you because you know how to speak their language...their *love language!*

Happy Valentine's Day!

Gary Chapman, *The 5 Love Languages, The Secret to Love That Lasts* (Northfield Publishing, Chicago 1992, 1995, 2004, 2010)

Gary Chapman and Ross Campbell, *The 5 Love Languages Of Children* (Northfield Publishing, Chicago 1997, 2005)

My Father's Valentine

I'm working on a Valentine,
My very special own design,
A heart to give my dad tonight
(It's quite a chore to get it right).

The first time that I cut it out,
One side was thin, the other stout,
And so I tried to fix it, but
I made an error when I cut.

I wasn't careful (though I tried),
And over cut the other side,
But one more snip should do it, then
Whoops! I cut too much again.

A snip off here, a snip off there,
And maybe just another hair,
It's finally done, but understand
It's somewhat smaller than I'd planned.

It's not much bigger than a bean,
The tiniest heart I've ever seen,
I guess I'll give it to him now...
I bet he likes it anyhow.

Mother's Chocolate Valentine

I bought a box of chocolate hearts,
A present for my mother,
They looked so good, I tasted one,
And then I tried another.

They both were so delicious,
Then I ate another four,
And then another couple,
And then a half a dozen more.

I couldn't seem to stop myself,
I nibbled on and on.
Before I knew what happened,
All the chocolate hearts were gone.

I felt a little guilty,
I was stuffed down to my socks.
I ate my mother's valentine...
I hope she likes the box

~ Poems by Jack Prelutsky

Beginners News

The Beginners Class would like to thank the Berrybrook Parents Association for the yoga program we enjoyed last month. We are looking forward to our February session with Miss Kim. Thank you, BPA!

In January we learned about all the things our bodies can do – move fast, move slow, balance, practice yoga poses and be strong. During the month of February we will see that with our friends we can do all these things and more... *together!* Children have been learning all year that friends can talk to each other, listen to each other and even share with each other by understanding that everyone's feelings are important, including their own.

February is a natural time to extend our understanding of Friendship. The Dramatic Play Area will become a Post Office where lots of emerging writing skills will be practiced in meaningful ways when children "write" notes to friends and family. On Friday, February 12, we will have a Valentine's Day celebration. Children may bring in simple valentines to deliver to their classmates during class time with help from the teachers. Because we have children with food allergies, please remember that valentines should not have any food or candy attached. We will have a special Valentine's Day snack!

Parents are welcome to come in and spend some time with the Beginners. There will be a volunteer sign up sheet located on our class bulletin board - and remember to check out our Shutterfly site!

Happy Valentine's Day!

Mrs. LaForest, Mrs. Piccuito,
Mrs. Rosen and Mrs. Fosdick

First Year Program News

Mother Nature has given us just enough snow for the children to be excited about. The first year teachers appreciate the families remembering to bring in their child's snow gear. Although it takes a bit more time for them to get dressed warmly, it's quite an accomplishment for them!

The children have been learning about staying warm and healthy this month. The dramatic play area has been transformed into a wellness area for the children as well as some animal friends. We have been introduced to Yoga with Miss Kim and have enjoyed all the songs she has brought with her.

Looking ahead to February, we will be exploring feelings and what makes a good friend. Valentines Day projects and a trip to the Post Office will be part of our holiday celebration. Each First year class will be meeting at the Duxbury Post Office in Halls Corner for a Valentine "Field Trip". Teachers will meet families at the Post Office at 9:00 A.M. The children will mail their own, handmade valentines and then everyone will return to Berrybrook for a regular day of school.

3 Day - Room 1

Monday, February 8th @ 9 am

3 Day - Room 3

Tuesday, February 9th @ 9 am

2 Day - Room 1

Friday, February 12th @ 9 am

All of our classes will be celebrating Valentines Day by delivering cards and enjoying a special Berrybrook snack.

We ask that the children bring a valentine for each classmate. Please remember, because we have children with food allergies, valentines should

not include candy. All candy should remain at home. Please have your child sign their name on the card but leave the envelope blank. This makes it easier for the children to pass them out, one for each cubby.

Happy Valentine's Day to all!
Mrs. Barlow, Mrs. Capasso,
Mrs. Delano, Mrs. Dunn,
Mrs. McDonough and Mrs. Savoy

Second Year Program News

The month of February invites many opportunities for writing and creating. Children will prepare valentines for their families in the classroom and valentines for their classmates at home. They will create their own valentine box with paint and decorations to hold their special valentines delivered to them by their peers, similar to how a real Post Office works. They will even practice counting money to buy a stamp to mail their family's' valentine home so check your mailbox ! ***For these activities we need your help:***

*Please donate a shoe box(es) as children will be creating their valentine boxes during the first week of February.
*A class list is attached for you to refer to as ***your child*** will write the name of the classmate to whom it will be delivered and will sign their own name on each card. We recommend having your child practice this important writing skill by doing only 2 or 3 each day leading up to Valentine's Day as writing too many at once can sometimes feel overwhelming. *The practice of recognizing and matching each name on their valentines to the reciprocating name on their classmates' boxes, and delivering them, provides a great opportunity to develop letter recognition and results in great independence and self confidence for your child.*

Children will be delivering their valentines during class time followed by a Valentine's Day celebration when they will enjoy a special snack together on the following days:

4 Day Classes - Thursday, February 11th
5 Day Class - Friday, February 12th
Due to food allergies, please refrain from adding candy or treats to valentine cards. Thank you!

At this time of year, and very fitting to the celebration of Valentine's Day, many class discussions, activities and games involve the idea of feelings and emotions. Children are now familiar and comfortable with each other. This can often result in a more complex level of interaction where the feelings of happiness, love, frustration, even anger can be experienced among classmates. It also provides a wonderful opportunity for children to practice patience, listening skills, assertiveness skills, respect, and a willingness to offer or ask for forgiveness from classmates. At Berrybrook, if a child offers an apology by saying "I'm sorry" during an experience with another child, a wonderful conversation follows where children are encouraged to understand that saying "I'm sorry" actually means they will choose to change their behavior, resulting in an opportunity for learning and building trust among their peers. Teachers are close by to help with offering words that children can use to solve problems and disagreements together. This is at the core of learning at Berrybrook and teachers utilize every opportunity provided to practice with children the idea of verbalizing one's ideas and opinions to others. We ask for your help with this ongoing learning by touching base with a teacher should your child be discussing friendships and feelings at home that we can help with in the classroom. As always,

communication between teachers and families is very important.

Thank you for continuing to pack appropriate clothing, including boots for outdoor play. We provide extra hats, mittens, snowpants and boots should a child need them, therefore we welcome any donations of these items from Berrybrook families. Thank you!

Lastly, be sure to check our Shutterfly sites to see photos representing all that your children are working on, including relationships with others.

Mrs. Caddle, Mrs. Fosdick,
Mrs. LaForest, Miss McNulty, Mrs. Neal,
Mrs. O'Neil, Mrs. Piccuito, Mrs. Rosen
and Mrs. Richardson



Berrybrook Parents Association

We survived our first snowstorm! The snow was manageable enough to keep driveways fairly clear and the power on. Here's to hoping all future storms are as kind. With the new fallen snow and slightly warmer temperatures the students have finally ventured outside! The Berrybrook playground is even more enchanting with the snow! Make sure to pack the snow pants.

Enrichment Yoga is officially underway for the entire school. It is amazing to see the smiles on the first year students when they see Miss Kim in the big room and learn that she is there to teach them. The first year students are just beginning their yoga journey but the second year students are now proficient at many yoga poses. The second year students will continue to learn how yoga is beneficial to their bodies. Make sure to ask your child about their yoga experience.

This month Claire Reilly, a Community Dental Health Educator from Dentistry for Children in Weymouth will also visit Berrybrook. Mrs. Reilly has visited Berrybrook for many years and is wonderful with the children. She presents great information about dental health in a developmentally appropriate way.

Family Fun Fridays Worried what to do during Berrybrook's professional development day on the fifth? Join other Berrybrook families at Jungle Jakes, in Pembroke from 10-12:30. The cost is \$6.99 a child. Watch the kiddos bounce on the inflatables or check out the five and under mini-jungle zone. Don't forget to pack a lunch because Jungle Jakes has graciously offered us the use of their party room. The children may eat their bagged lunch after playing. Similar to Berrybrook, Jungle Jakes is a nut free facility so please pack accordingly! Sign-up sheets are located on the BPA table. Stay tuned for information about an upcoming FFF at My Gym for March!

Join us Wednesday, February 3rd at **Disch's Rt. 53 Tavern** in Pembroke for our next BPA meeting! We always love to see new faces! Join us for a relaxed night out while we plan future enrichment activities, 2016 BPA officers, finances, a winter community service project and Berrybrook's Spring Fling! Also we will brainstorm ideas for the 2015-2016 BPA gifts to Berrybrook.

As always thank you to those that have already paid their BPA dues! If you have yet to do so forms are available at the BPA table. There are also cookbooks, magnets and adorable Berrybrook apparel for sale at the table as well.

We look forward to seeing many of you at our meeting on February 3rd! Thank you!

Jill Cooney & Danielle MacKinnon

Berrybrook Board of Directors

It Takes a Village

We have all heard the expression "It takes a village to raise a child". I'm not sure if it's ever been more true than it is now. We rely on teachers, nannies, friends, babysitters, and family to help us get through the busy days. Whether you are a stay at home parent or a full time working mom or dad, you still find yourself trusting the care of your little one to others almost daily.

Many of you know my full time childcare provider: Susa. She has been a fixture at Berrybrook for three years now ever since my nephew started in the beginners program. She volunteers in the classroom, participates in the Nature's Classroom Planning meetings, and never misses a performance or school function.

What you may not know is that she retired as an oncology registered nurse when my nephew was born. Over the next four years Susa would become a proud grandmother and full time care giver to three more grandchildren. My father, Papa as many of you know him, retired from Johnson and Johnson two years ago to help after the fourth and final grandchild arrived. Even with all of the magic that Susa has in taking care of the little ones, the third grandson proved too much of a challenge for her (he will be enrolled in the Beginner's Program next year...look out Berrybrook!).

I am grateful to have such wonderful, dedicated parents that are willing to put their retirement on hold in order to watch their four grandchildren. They prepare two meals a day, oversee constructive play, do arts and crafts, keep everyone on schedule, somehow manage to get all four kids down for naps each day, and of course cart the older two to Berrybrook for school each day. They rarely take time off for themselves and even with ongoing health issues, have somehow managed to rally and maintain a normal routine with the kids.

I hope that my fellow Berrybrook parents have someone equally as amazing in their children's lives. If so, take the time to stop and say thank you...really thank you. Send a hand written note, take them to lunch, have a bouquet of flowers delivered just to say THANK YOU! In today's hustle and bustle and the type of on the go society we live in we certainly couldn't do it all without these people. Now more than ever it truly does take a village to raise a child. Make sure your village knows just how much they are appreciated.

Amy Goldberg, Berrybrook Board of Directors



The Berrybrook Summer Nature Program is offered during June and July on Tuesdays, Wednesdays and Thursdays from 9:00 – 1:00. Children must be 4 by September 1st , (or Berrybrook Beginners!) to register. We also welcome siblings up to 7 years of age. All families will receive complete information about the program and registration the week of February 22, 2016.

Curriculum Evening

Thank you to everyone who was able to attend our curriculum evening! The goal was to let families to visit Berrybrook Classrooms and see through the children's work, how our curriculum presents developmentally appropriate experiences across several cognitive domains. The progression of learning builds from Beginner to First Year, and the Second Year builds on those skills to prepare children for kindergarten. For those who were unable to attend, Curriculum information handed out during the evening follows...

Berrybrook Curriculum

When planning curriculum, teachers adhere to standards of the National Association for the Education of Young Children and the ***Guidelines for Preschool Learning Experiences*** adopted by the Massachusetts Department of Education in April of 2003. The Guidelines cover learning in English Language Arts, Mathematics, Science and Technology/Engineering, History and Social Science, Health Education, and the Arts. They recommend learning through play and meaningful activities in a developmental sequence and many opportunities for children to:

Plan: children consider what they are going to do with materials and how they are going to do it.

Play: children use materials and equipment in ways that best suit their personal curiosity and understanding.

Reflect: children recall things that happened to them, reinforcing or questioning their understandings.

Revisit: children practice skills and replay experiences in many different ways, with each activity refining or modifying previous understandings.

Connect: children, with the help of teachers, connect new knowledge with past experiences, creating links among subject areas and areas of skill development.

The Guidelines for Preschool Learning Experiences are based on the standards for PreK-K in the approved revisions of the Massachusetts Curriculum Frameworks, and are primarily needed for aligning curriculum from preschool into kindergarten. Although the Learning Guidelines reflect individual content areas, they are used in an integrated way for curriculum planning and pedagogy:

Guiding Preschool Learning in English Language Arts

The foundations for learning in the English Language Arts are critical to all other curriculum areas as well as to the child's social and emotional development. Children develop the basis for verbal communication in early childhood, beginning with nonverbal social exchanges. They begin to appreciate literature and the joy of reading by being read to in family and early care/education settings. A solid foundation in language development in the years before a child enters school promotes success in reading and writing in the future. A well-planned program will encourage children to learn about the world around them. Preschoolers are more likely to want to read and write when their imaginations have been regularly stimulated by being read to.

Guiding Preschool Learning in Mathematics

Mathematics relates to ideas and concepts about quantity and addresses logical and spatial relationships. At the preschool level, the foundations of mathematical understanding are formed out of children's concrete experiences. Mathematical experiences should not be limited to "math time." They can be embedded in almost all daily classroom activities, challenging teachers to be alert to opportunities for facilitating mathematical understanding. Mathematical thinking can be incorporated into block play, dramatic play, sand and water play, and outdoor play. Children can also make connections between mathematics and musical experiences or art when they explore rhythmic or visual patterns or symmetry.

Preschool children can learn to recite numbers in order, compare quantity, comprehend position, and match objects in one-to-one correspondence. Number concepts become significant to children when they develop out of experiences that are functional in their world. Preschool activities can build their understanding of number concepts, and also build foundations for understanding characteristics and properties of two- and three-dimensional geometric shapes.

Guiding Preschool Learning in Science and Technology/Engineering

Young children are naturally curious. They wonder what things are called, how they work, and why things happen. The foundations of scientific learning lie in inquiry and exploration — these are the tools of active learning. Fostering young children's sense of curiosity about the natural world around them can promote a lifelong interest in it. Scientific learning should not be limited to a particular "science time." Early childhood teachers should look for opportunities to develop children's understanding of scientific concepts in all content areas. To do so, children need to observe things first-hand as much as possible. The younger the children, the simpler and more concrete the activities need to be. Classrooms need to have scientifically accurate books about animals and their environments such as field guides, as well as fictional stories. In all activities, teachers should make sure they use, and encourage children to use, the precise language of science.

The skills and processes of inquiry and exploration are fundamental to all the sciences. At the early childhood level the processes of experimentation may require preparation of the classroom environment, routines and materials as well as attention to how children operate and utilize materials.

The Earth and Space Sciences describe the properties of the earth, ocean, atmosphere, and universe (what things are called; what they do; how they look, act, and react to various stimuli). It includes geology and astronomy.

Geology deals with the formation of the earth, its layers, forms and substances. Although young children can observe, discuss, and visit features of the earth such as mountains, lakes, beaches, oceans, rocks, and fossils, their concepts are limited to those things they experience repeatedly.

Astronomy deals with the universe beyond the earth's atmosphere. Children can observe the cycle of day and night, the movement of the sun, the waxing and waning of the moon, and the stars in the sky.

The Physical Sciences investigate natural forces and the basic elements in natural substances. Physics is the study of matter, energy, motion and force. It deals with speed, leverage, balance, gravity, and mechanical systems. Young children can grasp these concepts through exploratory play — they drop a toy and watch it fall to the floor; their unbalanced tower of blocks falls over; a cork floats in the water table while a rock sinks. Many repeated experiences help children grasp that these are predictable phenomena.

Chemistry deals with the composition, properties, and transformations of substances. For example, earth combined with water makes mud; play dough disintegrates in the water table; oil separates from salad dressing; sugar dissolves in liquid; food coloring combines with water. Through cooking, mixing, and art experiences, children can observe how chemical transformations take place through heat, moisture, and combining substances.

The Life Sciences include the study of living things (what they are, how they survive, their life cycles, how they change). Young children need concrete experiences that enable them to observe, categorize, compare, and contrast living things. The three major components of the life sciences are biology, physiology, and ecology.

- Biology is the study of plants, animals, their structure, origin, growth, and reproduction.
- Physiology deals with the processes and functions of living things. Children learn about these concepts by identifying parts of their bodies, learning about their five senses, and observing a variety of living creatures and plants.
- Ecology deals with relationships between living things and their environment. Children can be taken on nature walks to see how living things have adapted to different environments.

Technology/Engineering involves finding out how things are constructed and work, and thinking about what can make them work differently/better. Science tries to understand the natural world; the goal of engineering is to solve practical problems through the development of technologies. Technologies developed through engineering include the systems that provide our houses with water and heat; roads, bridges, tunnels, and the cars that we drive; airplanes and spacecraft; cellular telephones; televisions and computers; many of today's children's toys, and systems that create special effects in movies.

Preschool children can begin to develop concepts in engineering as they design, build, and test solutions through their play — as they construct sand castles and build cities out of blocks. They can also begin to understand that tools help people do things better or more easily, or do some things that could otherwise not be done at all.

Guiding Preschool Learning in History and Social Science

At the early childhood level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. Preschoolers can explore beginning concepts of history and social sciences with questions that are important to their lives such as "Who are the members of my family?" "Where do we live? Who are our neighbors?" Teachers should be alert to and ready to build on children's immediate interests. Meaningful topics around social studies often emerge spontaneously out of children's play and conversations, and teachers can provide materials and resources to help children further explore their interests or questions.

One purpose of the preschool curriculum is to help children to acquire the knowledge, skills, and attitudes needed in community life, as they learn to cooperate, share, and respect the rules of their classroom. They can also learn about the basis for a democratic society when they participate in simple decision-making for the group.

A second purpose of the preschool curriculum is to begin the development of their civic identity. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols. Even before they can read, young children can be exposed to maps and globes, pictures of the President, and the American flag. Holidays should be presented in ways that are meaningful to three- and four-year olds. Holiday celebrations should be reserved to a day or two before, and after.

Guiding Preschool Learning in Health Education

In the preschool years, brain and body development are critically linked. It is through physical activity and body movement that the brain internalizes the foundations of laterality (left, right), directionality (up, down, in, out), and position in space (over, under, behind). These concepts are critical to mathematical thinking as well as to beginning reading and writing. They lay the basis for the child to “see” how letters are formed and put together in patterns called words, and to translate this understanding into symbols on paper in the form of writing. Children should be encouraged to engage routinely in block building, or other spatial and manipulative activities, as well as in music, art, dramatic play, and language activities, in order to stimulate both sides of the brain.

At the preschool level, there should be strong emphasis on both gross and fine motor development activities. Developing the large muscles will give support to the small muscles in the hands and fingers. Outdoor play should be an integral part of the daily curriculum, all year and in all seasons, and should be viewed as an opportunity for learning. Activities that promote sound physical development help children develop both skills and confidence in using their bodies and the equipment they play with.

Socially, preschool children are moving into a wider circle of relationships with peers and with adults other than family members. Many children need to learn how to play in a group setting. Three-year-olds are egocentric and have a hard time waiting for a turn. Four year olds who have had some experience in groups may be aware of group expectations but still need to be reminded of rules and routines. Preschool children need guidance to develop the ability to share, take turns, lead, follow, and be a friend.

Emotionally, the young child’s growing independence involves taking gradual steps away from the security of an adult’s presence and protection and fulfilling the drive toward separateness and individuality. Preschoolers’ drive for independence needs to be supported by adults who set reasonable limits for them and give them security. The foundations for children’s confidence in themselves, their relationships with other children, as well as their trust in the adults who teach and care for them, are influenced, if not established, in early childhood. Children need to feel safe in order to feel free to explore, and they need meaningful feedback from significant adults who delight in their successes and reassure them in their failures. As they begin to exercise independence, it is important to allow children sufficient time to work on tasks until they are satisfied with the results. These guidelines will help preschool teachers address these needs.

Note: The guidelines for physical development, neurosensory development, social/emotional development, and health education do not align directly with the Health Framework or reflect its sections. Some guidelines have been added or expanded for social/emotional development, gross/fine motor development, and neurosensory development because of their particular significance at the preschool level. Others have been incorporated into other content areas (e.g., the Arts or History and Social Science) in an effort to reduce repetition.

Guiding Preschool Learning in the Arts

The goal of arts education for young children is to develop and sustain the natural curiosity, expressiveness, and creativity that very young children often display. Arts education begins with a foundation that emphasizes exploration, experimentation, and engagement of the senses, and discussion as paths to understanding. Young children use the arts to explore sensation and their understanding of real and imagined events. They try to find out all they can about the expressive qualities inherent in different forms of communication. Through what they choose to dramatize, sing, or paint, children let others know what is important, trivial, appealing, or frightening in their lives. Depictions of faces and forms develop fairly predictably in young children. Although “realistic” products should not be the goal, preschool-age children can learn some basic techniques and begin to develop aesthetic preferences.

A portfolio of children's artwork can be started at the preschool level, to be expanded throughout the early elementary years to produce a wealth of evidence about a child's profile of emerging artistic preferences and strengths. The arts also often serve as a vehicle for children to demonstrate their understanding in other content areas, and teachers should be alert to children's artwork as potential evidence of learning in mathematics, science, and other subject areas. To promote challenging and stimulating art experiences, teachers should be able to say "yes" to the following four questions:

- Are children able to experiment freely with art materials and explore what happens?
- Will each child's work look different from the others?
- Is the goal of the activity the children's enjoyment rather than a product to please adults?
- Will the child's effort lead to something that is satisfying to the child at his or her level of development?

At Berrybrook, the Massachusetts Guidelines for Preschool Learning Experiences are implemented with the following principles in mind:

- All young children are capable of learning. All children are capable of positive developmental outcomes. Berrybrook teachers hold high expectations for all young children.
- Children show individual differences in development. Although children develop skills and competencies through a generally predictable sequence of milestones, they do not develop them in exactly the same way or at exactly the same time.
- Knowledge of child growth and development is essential when making decisions about appropriate curriculum for groups of children and for individual children, and also based on careful observation of children at play.
- Children's language skills are the best predictors of academic success. Early childhood is a critical time in the development of vocabulary and other language skills. These skills provide the foundation for learning to read and write and for later academic achievement.
- Developmental domains are highly interrelated. Development in one domain influences the development in other domains. For example, children's mathematical learning may occur on the playground, in dramatic play, and while using sensory materials.
- Young children learn by doing. Teachers provide opportunities for children to explore materials, to engage in physical activities, and to interact with peers and adults. A balance of child-initiated and teacher-selected activities will maximize children's learning.
- Families are the primary caregivers and educators of their young children. Program staff must give families the information they may need to support their children's learning and development. Program staff and families should also work together to ensure that children are provided with the best learning experiences possible at home and at preschool.

Snow Cancellation Reminder

Berrybrook will cancel school if **Duxbury Schools** close due to a snow or other emergency. Please watch 7NEWS (NBC) for cancellation notices. Parents may call the school to check the voice mail message if they are unsure about a snow cancellation.