

Incline Village Nursery School Newsletter

November 2018



Director's News

I'd like to start off with a big thank you to all of you who helped to make the Pumpkin Patch happen this year! It looks like we raised approximately \$22,000!! (we still have auction money coming in). We provided an outstanding community event that many families have come to love. Visitors have been telling us that they had a great time and overall the feedback has been unanimously positive.

I would like to congratulate the Deluna family and the McCarthy family for winning the tickets to the Polar Express! We hope all of you enjoy your time on this magical train ride on December 22nd.

We have an exciting month ahead of us with lots of fun projects and our annual family potluck planned. In the spirit of the season we will be spending a lot of time in class talking about what it means to be thankful, and how important it is to include giving in our lives. Discovering what our kids are thankful for and what they find meaningful in their lives can be a heart-warming experience for all of us. I'm looking forward to spending a thankful month with all of you!

Warmly,

Nicole

Upcoming Events

Daylight Savings Ends	11/4
Closed for Veteran's Day	11/12
Yoga w/ Becca	11/13 & 11/16
CrossFit Kids	11/2 & TBA
Music w/ Mark	11/6 & TBA
Usborne Book Fair	11/13-11/16
Family Food Traditions Potlucks	11/15 & 11/16
Thanksgiving Break	11/21-11/23

Family Food Traditions Potlucks

Each year we talk to the kids about what they're looking forward to eating at the Thanksgiving table, what their favorite smells are, what they like to help cook, and where they enjoy their family meals together. We know that as adults we all have a memory of Thanksgiving as a child, and what we loved about our own family's traditions. Many of these traditions are surrounding food – and whether your family celebrates Thanksgiving or not I'm sure that there is a particular dish that you're fond of from your childhood, and that you continue to make for your own children even today. Many families have their own traditional dishes that they make for their gatherings

each and every year. What is that dish in your family? This is where we want you to share it! Now is the time for our children to start creating their own fond memories of their families' traditions and we'd like to bring a bit of that into our classroom. On Thursday & Friday, November 15th & 16th we will have a potluck in each class and invite you all to prepare that special dish that's traditional in your family – and then come in to school to share our family food traditions together. We hope you all can save the date & join us. Look for an invitation in your child's cubby next week.



November Stars of the Week

Week of October 29th: TTh Class: Jackson

MWF Class: Haley

Week of November 5th: TTh Class: Monet

MWF Class: Parker

Week of November 12th: TTh Class: Keenan

Week of November 26th: TTh Class: Avery

MWF Class: Logan



Kids Ski Program at Diamond Peak

We're very excited to team up with Diamond Peak again this year to offer affordable ski lessons for our kids aged 4-6 years old on Thursdays. If you are the parent of a 4-year-old (or soon-to-be 4-year-old) look for sign-up forms in your child's cubby this month. Sign-ups are limited and are due before you leave on Christmas vacation. Cost is \$300 for 6 lessons.

November Birthdays



Lance.....November 2nd

AnastasiaNovember 5th

ParkerNovember 6th

Edith.....November 12th



We are pleased to announce that ***Incline Village Nursery School*** is holding an Usborne Books & More Book e-Fair from November 13th to November 16th. Purchases made from the book e-fair will be matched 50% to provide FREE books for your child's preschool!

To order online, please follow this link: <https://r7230.myubam.com/> and click on "shop" at the top of the website to find the books your readers will enjoy.

Let your family and friends know about this website and how they too can support your child! Online ordering is available NOW!

***Order/Shipping Methods:**

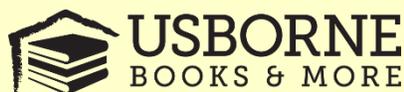
Online with paid shipping and delivery to your home by selecting your personal address as the shipping address at checkout

***Be sure to use this link when shopping online so *IVNS* will receive credit:**

<https://r7230.myubam.com/>

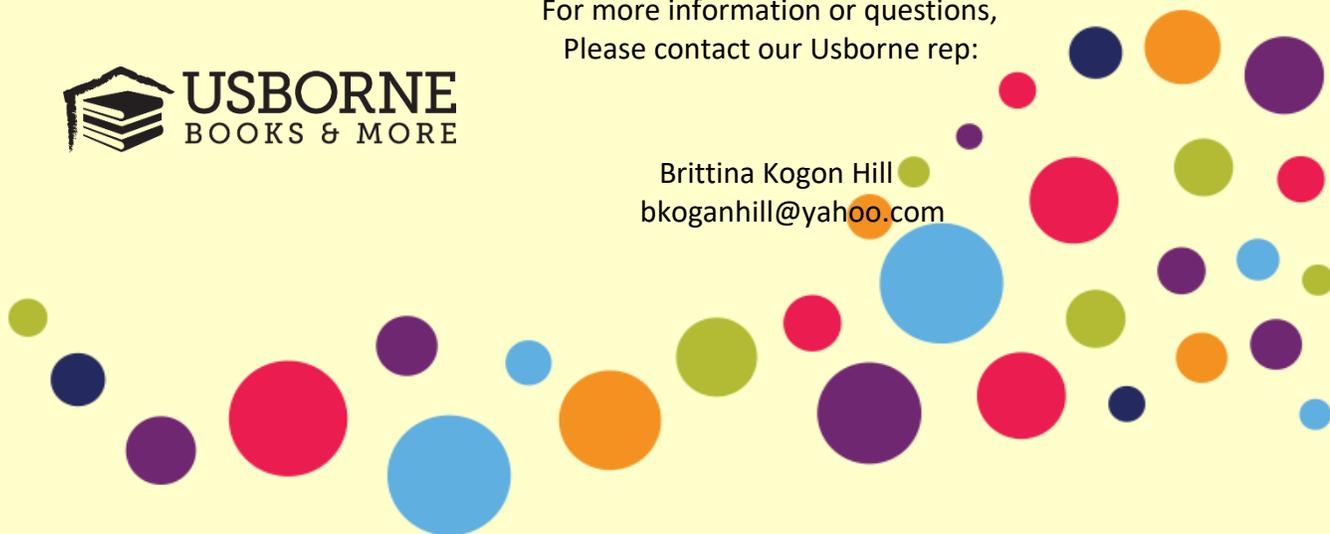
Is your family all stocked up on books at the moment? Consider purchasing a book to **donate to your child's classroom instead!** Please click on 'Find a wish list' on the top right-hand box and enter your child's teacher name.

This is the perfect way to stock up on books for holidays or birthdays all while supporting your preschool!



For more information or questions,
Please contact our Usborne rep:

Brittina Kogon Hill
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November 2018 Classroom Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Letter: G Theme: Halloween				1	2 Lance's Birthday CrossFit Kids @ 12:15	3
4 Letter: H Theme: Transportation	5 Anastasia's Birthday <i>IES Dio de Los Muertos Celebration 5:00 - 7:00</i>	6 Parker's Birthday Music with Mark @ 10:30	7	8	9	10
11 Veteran's Day Letter: G Theme: Giving Thanks & Family Food Traditions	12 Edith's Birthday CLOSED	13 Yoga with Becca @ 11:00 Usborne Book Fair	14 Usborne Book Fair	15 Family Food Traditions Potluck @ 11:45 Usborne Book Fair	16 Yoga with Becca @ 11:00 Family Food Traditions Potluck @ 12:45 Usborne Book Fair	17
18 Theme: Thanksgiving	19	20	21	22 Thanksgiving	23	24
25 Letter: I Theme: Bears	26	27	28 Board Meeting @ 5:30	29	30	



The Building Blocks of a Good Pre-K

By Shael Polakow-Suransky and Nancy Nagar
Printed: *New York Times, Op-Ed; October 22, 2014*

With the introduction of universal pre-K in New York City, we have created a new entry point into our public school system. This raises a key question: What do we want our children's first experiences in school to be? What does a good education look like for 4-year-olds?

This summer, Bank Street College of Education led training for 4,000 of New York's pre-K teachers, including both veterans and hundreds of people who started teaching pre-K for the first time last month. Worried teachers talked about how the pressure to achieve good outcomes on the third-grade state exams has been trickling down to early childhood classrooms in the form of work sheets, skill drills and other developmentally inappropriate methods.

The problem is real, and it is not unique to New York City. Earlier this year, Daphna Bassok and Anna Rorem, educational policy researchers at the University of Virginia, found strong evidence that current kindergarten classrooms rely too heavily on teacher-directed instruction. Their study, "[Is Kindergarten the New First Grade?](#)" revealed that the focus on narrow academic skills crowded out time for play, exploration and social interaction. In a 2009 report for the Alliance for Childhood, "[Crisis in the Kindergarten,](#)" Edward Miller and Joan Almon reported that kindergarten teachers felt that prescriptive curricular demands and pressure from principals led them to prioritize academic skill-building over play.

This is a false choice. We do not need to pick between play and academic rigor.

While grown-ups recognize that pretending helps children find their way into the world, many adults think of play as separate from formal learning. The reality is quite different. As they play, children develop vital cognitive, linguistic, social and emotional skills. They make discoveries, build knowledge, experiment with literacy and math and learn to self-regulate and interact with others in socially appropriate ways. Play is also fun and interesting, which makes school a place where children look forward to spending their time. It is so deeply formative for children that it must be at the core of our early childhood curriculum.

What does purposeful play look like? When you step into an exemplary pre-K classroom, you see a room organized by a caring, responsive teacher who understands child development. Activity centers are stocked with materials that invite exploration, fire the imagination, require initiative and prompt collaboration. The room hums.

In the block area, two girls build a bridge, talking to each other about how to make sure it doesn't collapse and taking care not to bump into the buildings of children next to them. In an area with materials for make-believe, children enact an elaborate family scenario after resolving who will be the mommy, who will be the grandpa and who will be the puppy. Another group peers through a magnifying glass to examine a collection of pine cones and acorns. On the rug, children lie on their stomachs turning the pages of books they have selected, while at the easel a boy dips his brush into red paint and swoops the paint mostly onto his paper.

The teacher observes and comments. She shifts from group to group, talking with children about their work ("I see that you made a big red circle."); helping children resolve a conflict ("You both want to be the mommy. What should we do?"); posing an open-ended question to stimulate exploration and problem-solving ("What do you notice when you use the magnifying glass that is different from when you use your eyes?"); and guiding children to manage themselves ("When you finish your snack, what activity would you like to choose?").

Barbara Biber, one of Bank Street's early theorists, argued that play develops precisely the skills — and, just as important, the disposition — children need to be successful throughout their lives. The child "projects his own pattern of the world into the play," she wrote, "and in so doing brings the real world closer to himself. He is building the feeling that the world is his to understand, to interpret, to puzzle about, to make over. For the future we need citizens in whom these attitudes are deeply ingrained."

Earlier in the 20th century, the Russian psychologist Lev Vygotsky made the related argument that children's thinking develops through activity-based learning and social interactions with adults and peers. When teachers base their curriculums on Dr. Vygotsky's ideas, there are significant benefits for children's capacity to think, to plan and to sustain their attention on difficult tasks.

Play has long-lasting benefits. What is referred to as self-regulation in preschool becomes resiliency in high school. The University of Pennsylvania psychologist Angela Duckworth has found that this trait, which she famously calls grit, can make or break students, especially low-income students. Over the past three years, the New York City Department of Education developed a framework to support the core behavioral elements that drive college and career readiness. Many of them — persistence, planning, the ability to communicate and the capacity to collaborate — have their roots in early childhood.

Next fall, there will be more students in pre-K in New York City than there are in the entire school system of Atlanta or Seattle. To his credit, Mayor Bill de Blasio has not only pushed for expanding access but has also insisted on improving quality and put real money into training and materials. This is a strong start. But we still need to help parents, administrators and policy makers see what the children themselves know intuitively: Classrooms that pulse with meaningful play are our smartest investment.

Shael Polakow-Suransky, who served as senior deputy chancellor of the New York City Department of Education from 2011-14, is the president of Bank Street College, where Nancy Nagar is a professor of education and child development.