



Bright Beginnings  
Child Development  
Center

# KID'S TRIBUNE

April 2010

## FROM THE DIRECTOR'S DESK

### Notable Dates:

April 11-17

Week of the Young  
Child

April 16

School Pictures

May 28

KinderPrep Graduation

Dear Parents,

There is an old saying that March is “in like a lion and out like a lamb”. Based on the weather we’ve experienced so far in April, it appears as if that saying is backward! Although the summer heat may have come a little sooner than we expected, we are constantly reminded how fortunate we are when we see your children’s smiling faces everyday!

### Child Safety

As we all know, with Springtime comes warmer weather, budding flowers and more time outside for our little ones. Since recess is such a critical component of our program, we will always take the children outside to play twice a day, weather permitting. However, with outdoor play comes the increased potential for the occasional bump or scrape.

We consider child safety to be our top priority, so we strategically place our teachers throughout the playground so all children are visible at all times and maintain our low student to teacher ratios outdoors, as well. Unfortunately, we cannot guarantee that there will never be an accident, but we strive to decrease the likelihood as much as possible.

### Parental Help

All parents have a role

to play, as well, regarding child safety here at Bright Beginnings. We ask that parents not allow children to wear flip flops to our center. Yes, the footwear may be comfortable in hot weather, but they can be health hazards on the playground.

We also solicit parents’ help in limiting the number of toys and other items students bring to the center every day. On occasion, our teachers will request that children bring items from home for show & tell or other classroom-related reasons. These are the only days when children are allowed to bring objects to school. Otherwise, please leave them at home.

### Project Enlightenment

Project Enlightenment is an early childhood education and intervention program of the Wake County Public School System, serving teachers and parents of young children, ages birth to Kindergarten. For 40 years, Project Enlightenment has offered a variety of workshops, resources, intervention, consultation and education services to the people of Wake County. Information regarding upcoming April parent workshops entitled “Positive Discipline”, “Toddlerhood: A Turbulent and Terrific Time!”,

“Understanding & Supporting The Spirited Child” and “Anger-Taming the Dragon in Ourselves and our Children” may be found at [www.projectenlightenment.wcpss.net](http://www.projectenlightenment.wcpss.net).

### Discover Arts Academy

For those who may be unaware, Bright Beginnings has opened a new trackout program in our additional building. The program, entitled Discover Arts Academy, focuses on three distinct areas – Dramatic Arts, Visual Arts and Culinary Arts—and is led by experts from the Raleigh Little Theatre, Artspace and professional chefs.

The program is open from 7am to 6pm, Monday thru Friday and the weekly tuition is \$250. Please tell everyone you know about our new program! The more the merrier!

### Thank you Knotts Family

Lastly, we owe a huge debt of gratitude to the Knotts family for their awesome contribution to our Easter Egg Hunt on Thursday, April 1<sup>st</sup>. The Knotts family donated all of the Easter eggs to the festivities and we cannot thank them enough!

Infants	April Theme	My Body
	Development Areas:	Key Activities
	Social/Emotional	Reaching out and engaging with Classmates
	Physical	Walking forward
	Cognitive	Exploring ways to make things happen
	Language	Responding to simple gestures, intonation & volume of speech
	New Student(s)	Anika Thakur
	April Birthdays	None
Toddler 1	April Theme	My Family
	Development Areas:	Key Activities
	Social/Emotional	Classroom Picnic
	Physical	Making Handprints
	Cognitive	Discuss what Mommy and Daddy do
	Language	Reading stories about families
	New Student(s)	Jayden Gayles
	April Birthdays	Travis King
Toddler 2 / Preschool 1	April Theme	Shapes, Colors
	Development Areas:	Key Activities
	Social/Emotional	Discuss favorite colors
	Physical	Basic gross motor skills
	Cognitive	Mixing different colors
	Language	Brainy's book of colors
	New Student(s)	None
	April Birthdays	Carson Talley, Davis Griffin, Yolanda Bridges
Preschool 2	April Theme	Dinosaurs, Butterflies/Frogs, On the Farm, Spiders/Insects
	Development Areas:	Key Activities
	Social/Emotional	Stand up for self rights
	Physical	Using tools for writing & drawing
	Cognitive	Using numbers & counting
	Language	Understanding the purpose of writing
	New Student(s)	Abhinav Thakur, Deborah Lui, Jamie Atkins, Tyler & Jaylen Bogan
	April Birthdays	None

## Classrooms (cont'd)

KinderPrep 1	April Theme	Farm animals, Butterflies, Easter
	Development Areas:	Key Activities
	Social/Emotional	Easter Egg Hunt
	Physical	Creating farm animal puppets
	Cognitive	Learning how crops grow
	Language	Developing letter "F" pictures
	New Student(s)	Jadyah Dancy, Aayush Koradia
	April Birthdays	Madison Hudnett, Gracie Griffin
KinderPrep 2	April Theme	Signs of Spring, Flowers & Planting
	Development Areas:	Key Activities
	Social/Emotional	Planting vegetables and flowers
	Physical	Nature walk
	Cognitive	Observing different flower shapes and smells
	Language	Discussions about signs of Spring
	New Student(s)	None
	April Birthdays	Isaiah Dockery, Drashti Golavia, Aidan Carballo
KinderPrep 3	April Theme	Things that grow
	Development Areas:	Key Activities
	Social/Emotional	Taking care of plants
	Physical	Writing, recording plant growth in notebooks
	Cognitive	Sorting seeds, observing seed growth
	Language	Read books, listen to stories, learn new vocabulary
	New Student(s)	None
	April Birthdays	None

**Feature Article**

Excerpt from *The Building Blocks of Reading and Writing*, the National Institute for Literacy

From several decades of research, we have learned a lot about how children learn to read and write. This research tells us that to become skilled and confident readers over time, young children need lots of opportunities:

- Build spoken language by talking and listening
- Learn about print and books
- Learn about the sounds of spoken language (this is called phonological awareness)
- Learn about the letters of the alphabet
- Listen to books read aloud

### **Talking and listening**

Remember the old saying “children should be seen and not heard”? Research tells us that for children to become readers, they should listen and talk a lot.

By the time children are one year old, they already know a lot about spoken language—talking and listening. They recognize some speech sounds. They know which sounds make the words that are important to them. They begin to imitate those sounds. Children learn all of this by listening to family members talk. Even “baby talk”, which exaggerates the sounds and rhythms of words, makes a contribution to children’s ability to understand language. Children who do not hear a lot of talk and who are not encouraged to talk themselves often have problems learning to read.

### **Print and books**

Even though books don’t come with operating instructions, we use them in certain ways. We hold them right-side up. We turn the pages one at a time. We read lines of words starting at the left and moving to the right. Knowing about print and books and how they are used is called print awareness.

Print awareness is an important part of knowing how to read and write. Children who know about print understand that the words they see in print and the words they speak and hear are related. They will use and see print a lot, even when they’re young—on signs and billboards, in alphabet books and storybooks, and in labels, magazines and newspapers. They see family members use print, and they learn that print is all around them and that it is used for different purposes.

### **Sounds in spoken language**

Some words rhyme. Sentences are made up of separate words. Words have parts called syllables. The words bag, ball and bug all begin with the same sound. When a child begins to notice and understand these things about spoken language, he is developing phonological awareness—the ability to hear and work with the sounds of spoken language.

### **The ABCs**

Singing the alphabet song is more than just a fun activity. Children who go to kindergarten already knowing the shapes and names of the letters of the alphabet and how to write them, have an easier time learning to read. Knowing the names and shapes of letters is sometimes called alphabetic knowledge.

### **Reading aloud**

Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading. Reading aloud, with children participating actively, helps children learn new words, learn more about written language and see the connection between words that are spoken and words that are written.



Phone: 919-367-0009

Fax: 919 - 367 - 0906

Email: [loveandlearning@brightbeginningsofcary.com](mailto:loveandlearning@brightbeginningsofcary.com)

123 Bright Beginning Way  
Cary, NC 27519

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