Greetings Parents,

Some exciting events will take place in Early Years between now and the winter vacation.

**Book Fair**

ACS will be hosting a book fair on Wednesday 18th through Saturday, December 21st. Please read the attached letter for more details.

**Open House**

On Friday, November 20th, you are invited to join your child in the classroom. The Early Years will have their first Student-Led Conference (Open House). You will get to see your child in action and get to hear them talk about what they have done and what they have learned. It is a chance for you to see your child in their school setting. This interaction between the children and their parents creates a whole new level of communication with the child at the center engaging in dialogue about learning. It is an opportunity for all of us to celebrate the children’s growth. Today your child’s teacher will send you an appointment time for November 20th. We look forward to celebrating with you!

**Mini NESA Day**

Research shows us that professional development has a significant positive impact on how and what children learn. Professional development for teachers is a lifelong process and continues until retirement. Human beings and their learning are very complex and new discoveries about how the brain works at certain stages in our lives is ongoing.

ACS believes strongly in the role of professional development to enhance the growth of the learning within the school. On November 13th, there will be no school for children as ACS will hold Mini NESA where educators within the school will present their learning to their colleagues within the school and to visitors who come from other schools in Lebanon. In the Early Years Ingrid Thornton, Jesse Schlabach, Diana Rishani and Summer Turfe will be presenting workshops on Critical Thinking, Curiosity & Cultivating a Desire to Know, and Meeting the Learning Standards in a Reggio Inspired Classroom.

**Parenting**

A parent approached me at the gate one morning to share an amusing conversation that took place between her and her Nursery child.
Mother: You have an early dismissal next week.
Child: No mommy I don’t have ‘Mismissal’.
Mother: Yes mommy you do.
Child: No mommy, I only have Miss Daniele and Miss Mili and Miss Amal. I don’t have Miss Missal.

This conversation will definitely draw a smile on the face of everyone reading it as it did on mine when I heard it. However, it made me reflect on our interpretation of children’s words. Something that I encourage you to do when your child is so sure of what he’s saying while we think that he/she is wrong is to avoid correcting them and to dig deeper instead and ask them what they mean as they are learning new words each day and every kid goes through that phase of mispronouncing words.

**Early Years Used Terms**

Like all professionals, Early Years teachers use language that is familiar to other early childhood educators, but perhaps new to families. The following is a glossary of some terms frequently used in Early Years.

1. **Approaches to learning**: how children become curious about learning new things. It is also how children think about what they have learned.
2. **Cognitive development**: how children learn to think, make decisions, and solve problems.
3. **Constructive play**: when children use blocks, legos or other materials to make buildings and structures.
4. **Environmental print**: the letters and words that are all around us, such as store signs, a menu board, or a poster with the daily schedule.
5. **Exploration**: when children discover how materials work to make sense of the world around them.
6. **Dramatic Play**: when children pretend to be someone else such as firefighter or doctor, and they make up scenes and dialogues.
7. **Print awareness**: when children understand how print works. For example, after listening to lots of stories, children notice that letters make words, words make a story and reading goes from left to right in English.
8. **Physical and motor development**: how children use their bodies to make large movements with their legs and arms (gross motor) and small movements with their fingers and hands (fine motor). Children learn with their legs and arms when they run, climb, or ride a tricycle. They learn with their fingers and hands when they cut with scissors, use a pencil, or put together a puzzle.
9. **Developmentally appropriate practice (DAP)**: teaching strategies that are based on knowledge of how young children develop and learn, what makes each child unique, and the child’s community and family culture and home language. DAP activities are not too difficult or too easy, but just right. For
example, in most cases it is developmentally appropriate to introduce a 4-year-old to the letters in his name, with the expectation that over time he will learn to write his name on his own. It is not developmentally appropriate to ask a 4-year-old to write letters over and over again on worksheets.

10. Social and emotional development: how children learn about feelings. It helps them feel good about themselves and understand the feelings of other people.

Respectfully,
Sawsan Yaseen
01374370 ext. 2101
syaseen@acs.edu.lb

**Upcoming Events & Dates to Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 13</td>
<td>Mini NESA—No School</td>
</tr>
<tr>
<td>Nov. 18-20</td>
<td>Book Fair</td>
</tr>
<tr>
<td>Nov. 19</td>
<td>Independence Day Celebration</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>EY Open House</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>12:00 Dismissal &amp; School Closes at 1:00</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Thanksgiving—No School</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Project &amp; Teachers’ Reflection Work—No School for EY Children Only</td>
</tr>
</tbody>
</table>