Results from the study suggest helpful strategies we can use during mealtimes at school and at home.

At school we can:

Empower children by giving them responsibilities, such as, setting tables, serving, passing & pouring their own food/milk and bussing their spot. Incorporate their ideas, model politeness & manners, be clear & consistent about expectations during meals, think out loud with children about the rules, and reinforce their positive behaviors. We can also engage in interesting conversations during meals, ask children open-ended questions, use “mirror talk” (verbalize what we see & hear children doing), encourage peer conversations and relate concepts being discussed to children’s own experiences. Staff needs to determine what is served, when the meal is served and allow each child to choose which food items to eat, how much and whether he/she chooses to eat.

At home you can:

Sit down together and enjoy eating –strive for at least 20 minutes together; Eat your family meals in the kitchen or dining room rather than in front of TV; Talk to each other during meals, have everyone share highlights from their day; Keep the mood positive (try not to lecture about food or eating); Turn-off TV, computers and cellphones – be present and use mealtimes to connect w/ one another; Parents can be in charge of what is served at the meal, when the meal is served and allow children to choose which food items offered at the meal they want to eat, how much and whether they choose to eat.

Healthy Eats, Active Feet:
Our health and nutrition program funded by Sequoia Healthcare District’s Healthy Schools Initiative

Family Meals: Is it enough to just sit down together? Or is there more to the story?

Findings from a new research study, conducted at Harvard Medical School, linked calm, pleasant family mealtimes with a lower risk of childhood obesity. The study revealed that certain aspects of the family meal made a difference when it came to fostering the development of healthy eating habits in children. Children who had warm, positive interactions during meals were less likely to become overweight.

At home you can:

Sit down together and enjoy eating –strive for at least 20 minutes together; Eat your family meals in the kitchen or dining room rather than in front of TV; Talk to each other during meals, have everyone share highlights from their day; Keep the mood positive (try not to lecture about food or eating); Turn-off TV, computers and cellphones – be present and use mealtimes to connect w/ one another; Parents can be in charge of what is served at the meal, when the meal is served and allow children to choose which food items offered at the meal they want to eat, how much and whether they choose to eat.
CLASSROOM A: Zip, Wham, Kaboom!

Each year as part of our annual planning process, we conduct a Program Self-Evaluation using data collected from children’s developmental profiles, assessments of the classroom environments and parent surveys. The annual plan serves as our roadmap to program improvement. This year, one of our primary focuses is in the domain of language and literacy and involves fostering those abilities children need in order to become successful speakers, readers and writers. During the past month in Room A, we have been exploring the sounds in our environment, everything from making musical instruments, sound bingo, identifying mystery sound sources, nursery rhymes and songs, sounds from nature, and vehicle sounds. This is the first step in being aware of sounds in our world. Where do the sounds come from, what changes sounds, and how can we transform sounds? These investigations lay a strong foundation for the next step in language development: focusing on speech sounds and experimenting with onsets and rhyming, the beginning and end sounds of words.

Family Connections

Katherine, Dominick’s mother reading aloud to the children at CSM’s Bookstore Event
Honoring Anthony, Austin’s Dad, Chrystina, Marlowe’s Mom and our CSM’s Veterans
Zumba with Sandra Cano, Stephanie’s Mother

Celebrating the Talented Staff in Classroom A

Six years of professional experience teaching children
Associate of Science Degree in Early Childhood Education/Child Development
Interests: Literature and Realistic Fiction Novels, Bachata Dancing
What excites you about teaching young children? “Being part of the child’s educational journey during their preschool years.”
CLASSROOM B: Blast Off into Space!

As young scientists, children actively explore & investigate, they try things out to see what happens and learn through experimentation. Our earth science project capitalizes on children’s natural interest in learning about their world through scientific inquiry. The project fosters language development, concept development, social skills and large and small motor skills not to mention their creative capacities.

The children have been exploring outer space, rocket ships, and planets. They have been intrigued with visiting the constructed space station and practicing the reversal countdown from 10, 9, 8 … As investigators, they have been learning about the properties of earth (sand, dirt, and rock) and are still grappling with the issues around gravity. They were highly engaged with the 'balloon rocket' launching. “It went up, up, up! The air pushed it!” Let’s not forget the astronaut ice cream that Elizabeth, Clark’s mom made with us. Let us not forget our visit to the campus Planetarium!

Professional Development

During Fall semester, staff from both classrooms participated in a 3 part series called “Powerful Interactions”. A powerful interaction has three steps:

1) Being Present with Children
2) Connecting with Children
3) Extending Their Learning

Step One: Be Present means to slow down for a moment so you can be intentional in the interaction with the child.

Step Two: Acknowledge and validate the child to awaken the trust and security developing between you.

Step Three: Model for the child how to learn and stretch the child’s thinking and knowledge—all in a way that is just right for the child.

These strategies support the best practices of teachers as measured on the Instructional Support domain of the Classroom Assessment Scoring System.

Celebrating the Talented Staff in Classroom B

Maiden Voyage into the field of Early Childhood Education

Associate of Science Degree in Allied Health and Liberal Studies with 15 units in Early Childhood Education/Child Development, working toward her 24 unit Early Childhood Education Certificate

Interests: Food, Hiking, and Arts and Crafts

What excites you about teaching young children? “I love the children’s innocence and their perspective on things.”
Mary Meta Lazarus Child Development Center
1700 West Hillsdale Boulevard
San Mateo, CA  94402

Phone: 574-6279
Fax: 650-650-378-7354
Email: piper@smccd.edu

SEMESTER EVENTS

September/October : Family Teacher Conferences

October 8:  Practice Fire Drill w/ Children  10:30 am
October 17:  Earthquake Shake Out Drill with Children 10:17 am
October 30:  CSM Bookstore Story-time for Children 11 am
October 31: Pajama Day and Harvest Carnival w/our friends from Middle College
November 4th:  El Dia de los Muertos Celebration 11 am
November 14:  Ready Set Go helping Your Child’s Transition to Kindergarten for Families 3:00 pm
December 4th:  Family Holiday Celebration

Ivan’s Roly Poly
Zofia’s Salt Resist Painting
Semi’s Natural Collage