



EARLY CHILDHOOD

The Newsletter of the Winnetka Alliance for Early Childhood

Fall/Winter 2008-09

SIGNIFICANT! REMARKABLE! STUPENDOUS! HELPING CHILDREN DEVELOP LARGE, RICH VOCABULARIES

by Dr. Mary Frances Greene

One of the greatest gifts we can give our children in their education is to help them develop a large, rich vocabulary, along with the skills for using those words. It is impossible to overemphasize the power of words. They literally have changed the course of world history. Not only is the relationship between word knowledge and comprehension unquestionable, a large and rich vocabulary is consistently indicative of a well-educated individual. At Middlefork School, there is a commitment to this premise and to fostering awareness of and fascination for the power of words, among our youngest students. In fact, in the words of a first grader, learning new words is important "because you can use inspiring words to make interesting sentences!"

Middlefork School's vocabulary program

The vocabulary program at Middlefork is based on the research of Isabel Beck and Margaret McKeown, who classify words into a framework of three tiers and focus classroom instruction on words within one of those tiers. (Beck & McKeown, 1985). According to their framework, instruction should be concentrated on Tier 2 words, which are essentially richer, more descriptive terms for concepts already understood by children. Sample Tier 2 words would include *drowsy*,

famished, and *murmur*. These are words commonly used by mature language users across a variety of domains, and while they are unfamiliar to a child, they relate to ideas or concepts that are already part of the child's world: *tired*, *hungry*, and *whisper*. Therefore, ample opportunity exists

and McKeown's third tier. Tier 1 and Tier 2 words are no doubt essential, but at Middlefork, the real fun revolves around student interaction with Tier 2 words.

How to get young children to become excited about words

Teachers at Middlefork believe they are in a unique position to truly excite young children about words and they do so through a combination of classroom and all-school activities that are explicit, systematic, and that provide multiple opportunities for students to interact with words on a daily basis. Many of the activities used in the classroom can be easily adapted for everyday life away from school, as well. Since Middlefork students are still developing their decoding and comprehension skills, rich vocabulary instruction is primarily based on words drawn from a wide variety of quality trade books that are read aloud to students daily. While older students may rely more heavily on wide, independent reading to expand their vocabularies, young children's listening and speaking vocabularies generally far



Photo courtesy of Middlefork School

for a child to employ these words in speech and writing across multiple settings. Tier 1 words differ from Tier 2 words, in that these are basic terms acquired naturally by children and requiring little attention. Terms such as *happy*, *funny*, *talk*, and *rain* are examples. Tier 3 words, like Tier 2, require instruction, but they are usually low frequency and specific to a content area or domain. *Photosynthesis*, *satellite*, and *treaty* are representative of Beck

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Mary Frances Greene, Ed. D., is the principal of Middlefork School in Northfield. She is also an Advisory Board member of the Winnetka Alliance for Early Childhood.

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Q

PARENTING

AND

A



make your statement about saying it again in their regular voice.

Q Our daughter and first child, Grace, is almost four months old. I have never left her with a babysitter. When I talk to friends about when is the best time to leave her, I get entirely different opinions. Some people say that they never left their children as infants and toddlers, but waited until they went to school at age three or four. Others say that I must get accustomed to leaving her now. Both sets of grandparents live far away, so they are not an option. I have heard horror stories about babysitters and nannies, which concerns me, too. Help!

— New Mom on the North Shore

Advice from Barbara Monier, LCSW, on common parenting issues

Q My twin 3-year-old boys have become whiners. One in particular is constantly whining, but both do it frequently, whether whining that a toy isn't working properly or that their dinner isn't instantly on the table. They have a new sister who is now 6 months old. Could her birth have caused the whining?

— Parents of Twins

A Let's answer the last question first: could your new daughter's birth have "caused" your twins' whining? Whenever a new behavior crops up in our children, particularly if it's a sudden change, it is always a good idea to take a look at the "big picture" of their lives. We want to understand if there has been any significant change, such as a recent transition [perhaps a move, or the beginning or end of a school year], a change in their important friendships, or anything significant in their world that has shifted. Of course, a new family member represents a huge change for everyone!

So the answer to the question is: maybe! Although it is important to look for potential stressors whenever our children act differently, it is also true that normal child development is continuing all the time, bringing its own significant changes in behavior. Whereas the twins' whining *may* be a result of the baby's birth, we can never be sure if they would have begun whining at this particular age anyway. The ages of 3 and 4 are prime ages for whining, as children are learning to "use their words" more and more (a good thing!), and they experiment with different ways to use language as a means to communicate their thoughts

and emotions.

There are many techniques that work well as a response to whining. Above all, make sure that your own voice remains calm when you do respond. Many parents have great success saying something like, "I can't understand you when you talk in that voice. Can you say that again?" or, "I can see that you want something, but you need to say it in your



Photo by Betsy Kachur

regular voice if you want me to listen." Once you have made statements along these lines several times, you can often begin to ignore the whining entirely. Once you are fairly sure that you have gotten the message across that whining is not acceptable, most children will make the connection quickly if you don't respond at all, but rather just wait for them to restate, or in some cases, just fall silent.

Humor is an invaluable tool *if* it works with your individual child or children (i.e., some children love humor and respond wonderfully, while others can feel shamed and humiliated by it). Often, saying something like, "Holy cow! What was that weird noise?" will break the tension and get everyone laughing; then you can

A Welcome to one of the most important and difficult aspects of parenting there is: that being, you will find a nearly overwhelming, and very often conflicting, amount of advice and information from friends, relatives, and even professionals being tossed at you. And whereas information and suggestions can be invaluable, you and your husband must ultimately sift through it all and do what *you* deem best for *your* family.

If you are concerned about separation issues, the fact is that separation anxiety (meaning the child's!) comes and goes throughout all of early childhood. We have all read articles or seen charts which outline times of particularly strong separation anxiety in pre-school-aged children, and some of this information often holds true. But it's much more accurate to say that each and every child is on his/her completely unique timetable with separation, and that periods of calm will undoubtedly be followed later on by periods of more difficulty. Many parents decide to go out less frequently, or not at all, during periods of difficulty, and wait

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"When I sneeze, it's kind of fun for my nose," observed the four-year-old.

Barbara Monier is a licensed clinical social worker with practices in Evanston and Chicago. She consults widely with parents and educators on issues related to early childhood development.

PRACTICAL PARENTING



“THAT’S NOT FAIR!” EASING SIBLING RIVALRY WITH THE “IN CHARGE” SYSTEM

by Blakely Bundy, M.Ed.

“**T**hat’s not FAIR!” complained the four-year-old. “I NEVER get to play with that doll,” yelled her twin sister. “I want to read THIS book.” “She ALWAYS gets to go first.” Familiar sounds in my daughter’s household soon after the birth of her third child last spring. Her twin daughters were revving up the complaints, fights, and tears and she wondered how she could possibly handle it, especially with a new baby to care for, too. But those sounds were very familiar to me, the mother of four children, a former preschool teacher, and a lifelong early childhood professional, and I had a solution to recommend—namely, the “in charge” system.

While this system had brought peace to my household as my own children grew up, I couldn’t claim credit for inventing it, as my brother and I had used it growing up in the 50’s and 60’s and, back then, we had borrowed the idea from my best friend’s family, which had successfully used it to keep harmony among five kids. The in charge system was indeed time-tested. Here’s how it works.

Each child has a day that he or she is “in charge.” In the case of a two-child family, the kids are in charge on alternate days. In larger families, in charge can go in order of age (and it probably is a good idea to keep a record of who’s in charge on the family calendar). On the day that a child is in charge, he or she has first priority on anything that comes up—the first turn with

a coveted toy; the first to be pushed on the swing; or the first to choose a book to be read. If there’s a choice of whether to go to the park or the library or what restaurant to go to for dinner, the child in charge has the honor. If there’s an elevator button to be pushed, no questions asked about who does it. Picking the TV show, ordering an



ice cream cone first, sitting next to Daddy in the restaurant, talking to Grandma first on the phone—all those little things that can start a fight—are instantly resolved when the kids are reminded who’s in charge.

But the person in charge not only gets all the privileges. He or she has first priority on family responsibilities and

chores, too. Who’ll watch the baby when Mom takes a shower? Who feeds the dog? Who sets and clears the table? As the kids get older, the responsibilities can increase—answering the phone, walking the dog, putting the laundry away, cutting the grass, etc. There’s never an argument about whose turn it is with the in charge system.

There are only a handful of rules. You are, of course, always in charge on your birthday (as you can’t have another child getting the first piece of your birthday cake!). Also, in multiple-child families, if the child who is in charge is not at home, the privileges of in charge go in order, oldest to youngest (or whatever order you decide) so the next youngest sibling would be “second in charge” and so on.

The system worked so well when I was growing up that my brother and I would figure out who was in charge when we came home from college to help cut down on arguments about which TV program to watch (in the days when there was only one television in the house).

A few weeks after the baby was born, my daughter instituted the in charge system. The twins took to it immediately and peace and order were almost instantly restored. Six months later, they live by this system. One of the first things that the girls say in the morning is, “I’m in charge today!” But if the other twin has the honor, she consoles herself, certain that her turn will come tomorrow. And each is comforted, knowing that she WILL have a turn to go first or choose the book or play with the doll—at least on alternate days—and that’s as fair as it can get.



Her family used the phrase “butterfingers” when they dropped things. One day, when Julia, 3, had tripped and fallen for the third time, she got up and said, “I think I have ‘butter feet!’”

Blakely Bundy, M.Ed., has been the executive director of the Winnetka Alliance for Early Childhood since 1989.

RICH VOCABULARIES

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outpace their reading and writing vocabularies. Thus, high-quality literature read aloud to young children, accompanied by the right scaffolding, is the key to rich vocabulary instruction, regardless of the setting. In a typical primary classroom, a teacher reads an average of four to five books aloud each week. Each of those books has a multitude of rich words for which students already have a conceptual understanding. Identifying appropriate Tier 2 words in those books, providing student-friendly definitions, as well as multiple opportunities to view, hear, and use the chosen words form the basis of the Middlefork program.

Teachers use different strategies

In their classrooms, teachers use various strategies to motivate students to appreciate and learn rich, new words, and these same methods can be adapted for home. One second grade teacher selects the words she teaches from chapter books she reads aloud to students. Once identified and explained, selected words are written on a tally chart posted in the classroom. Once members of the class encounter or use a word three times, it is considered “owned” and is written on a white board outside the classroom for viewing by the rest of the school.

Another second grade teacher challenges her students to select new words from their own reading. A student encountering a new and interesting word is encouraged to write it on a slip of paper, along with the definition, the source, and a sentence containing the word. Each week children who have submitted words in this manner have opportunities to teach their words to their classmates. All words are written on the board and students vote for the class word they decide to “own” that week. As in the other second grade class, that word is posted on a white board in the hall outside the classroom for the school to view and learn.

One Middlefork third grade teacher combines both approaches described above and adds another level of challenge, one that could easily be replicated at home with similar results. Any encounter with an

“owned word” translates to a marble being dropped in a jar, and once full, the jar is traded for a class celebration. Third graders have enjoyed popcorn and popsicle parties, they have earned time outdoors, and they have brought favorite stuffed animals to school to celebrate their rich, growing vocabularies.

Even kindergarten students enjoy getting in the vocabulary game. With listening comprehension skills that far outpace their reading skills, kindergarten students are intensely curious about the meanings of unfamiliar words they hear. When students ask questions about words that fall within Beck’s Tier 2 framework (words that represent concepts students already understand

from uncooperative as a character could be!

Noting, appreciating, and playing with rich vocabulary words is not limited to Middlefork classrooms. As described earlier, once a class decides that it “owns” or really knows a word, it is written on a white board posted outside their classroom door and displayed on the school’s growing vocabulary bulletin board. This encourages interaction with the “owned” words across classrooms and among students and adults throughout the building. Upon visiting a classroom, the principal or another adult can easily inject these words into conversation with students. During the first year of the program, student “owned” words were

added to a growing *VocabuPILLAR*, a centipede of words that crawled the length of the school’s main hallway. The following year, the words were displayed in word bubbles emanating from the mouths of *VocabuLARRY*, *VocabuMARRY*, *VocabuHARRY* and the rest of the Middlefork *VocabuKIDS*. This past school year, the growing list of words wound through the hallway aboard the Middlefork *VocabuCOASTER*. In addition,



Photo courtesy of Middlefork School

and that are common among mature language users), the teacher provides student-friendly definitions and multiple opportunities to interact with the words. In one kindergarten class, the teacher is certain that students understand the meanings of new words when they connect them to their own everyday experiences or use them in a different context, as the following scenario illustrates. Students had learned the meaning of *cantankerous*, a terrific substitute for the common five-year-old’s understanding of *grumpy* or *cranky*. After working with the word for a couple of weeks in class, one little boy, intently listening to a new story, looked at his teacher and exclaimed, “Now that is so *UNcantankerous!*” And he was right; the character in the story was as far

tion, weekly Principals’ Challenges are posed to students through the Learning Center, involving them in word sorts and creative writing activities, using the “owned” words posted in the hall. Finally, in the spring, students and staff celebrate their growing vocabularies by creating word costumes for the school’s annual Vocabulary Parade. In these ways, the excitement and curiosity surrounding learning new words permeates the entire building, and multiple exposures to words outside of the classroom walls are fostered.

Families can help children increase their vocabularies at home, too

The opportunity to increase the breadth

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NOW IT'S MOM'S TURN

Raising kids on the North Shore — from a mom's point of view



GRANDPARENTS INFLUENCE YOUNG CHILDREN'S LIVES

by Jennifer McManus

My mother moved in with us last year. Not out of necessity—her health is good and she still works and travels. I view her moving in with us as more of a continuation of the generational influences that have always been a significant part of my life and of my desire to have a continuum of those kinds of experiences in the lives of our girls.

As a child, I spent a great deal of time with my grandparents and my great aunt, Beatrice. My parents were young when I was born and both of them worked. They were fortunate to have their parents (and *their* parents), as well as other members of the extended family, available to them to help care for and raise their only child. I had, as I often told my friends, five grandparents in my life. They functioned as caregivers, role models, confidants, and friends. From each of them, I learned something about the world and our place in it, including a strong sense of patriotism—both my grandfathers fought in World War II and both were of immigrant families that worked hard for the American dream, reaching success in their chosen fields.

I learned different skill sets from my grandparents. From my Sicilian great-grandmother, and her daughter, Bea, I learned the significance of food as an

expression of love and care. I watched and helped as they spent hours in the kitchen making “gravy,” sausages, fresh pasta, pizzelles, and the like. From my Polish grandfather, I learned to love the garden and the sea, how to grow the best tomato, and how to properly bait a hook for the elusive snook.

My memories are treasures, my indebtedness to all of them great. I learned that people such as these were to be respected and honored. Their life experiences, I somehow understood at a young age, would make my life, and me, better.

Our girls now have the opportunity to have similar experiences with my mother, made all the more real by the fact that “Gaga” lives under the same roof. She is there with us in the morning, getting breakfast and lunch together, and when the girls come home from school to hear about their day. She juggles her very busy schedule as a travel executive to be able to drive to and from soccer or cello practice. She loves working on school projects—in fact, we have a whole classification of projects, school and otherwise—“a Gaga Job.”

She gives the girls a view of the world from her travels to all corners of the globe. They spend time with her going through the vast collection of albums from her work related travel in the last thirty years.

They delight in her tales of Komodo dragons, Egyptian pyramids, Moroccan markets, and the exotic Australian outback.

She sits through the endless repeats of “Hannah Montana” and “High School Musical” with patience that neither Jim nor I can muster. She keeps track of new Webkinz releases with the authority of an avid aficionado, always knowing which one is the best option for whatever friend’s birthday party is approaching.

The truth, I now recognize, is that the generations actually have a reciprocal relationship. Our girls get my mother to do things that she never anticipated doing at her age. She has bought a new bike for the first time in thirty years. She has had to learn the rules of soccer at an age most don’t care to learn about new sports. And she *must* know the difference between Hannah and Miley when she hears a song on the radio.

Perhaps the most valuable lesson the girls are learning from our multi-generational household comes from watching how we make it work through love and respect for each other and what we each contribute to the family as a whole. It may not be what most families do these days, but it works for us. One of my great hopes for our girls is that they learn, as I did, that a family is so much more than Mom and Dad and brothers and sisters. It is aunts, uncles, cousins, friends and—perhaps most importantly—grandparents, that can define who we are from early childhood on.



“Mommy,” announced two-and-a-half-year-old Dylan, “I’m going to be an astronaut when I grow up—some of the time.”

“Really,” replied Mom. “What are you going to be the rest of the time?”

“A giraffe,” said Dylan.

Jennifer McManus, a resident of Kenilworth, is the mother of two daughters. A former preschool teacher, she currently holds cooking classes for children.

RICH VOCABULARIES

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and depth of a young child's vocabulary is not exclusive to school. First, adults should not regularly simplify their vocabularies in the presence of children. A grandparent can just as easily be *delighted* to see a child as he or she can be *happy*; a problem could be described as *perplexing* as easily as it could *confusing*. Families can also engage in entertaining activities and challenges to promote rich vocabularies, similar to those described in this article, and the payoff can be inspiring. Storybooks are a powerful source of new words. Parents and children can select a word or two from a story together and set a goal for usage outside the context of the story. Such children's classics as *Make Way for Ducklings* by Robert McCloskey include the Tier 2 terms *enormous*, *delighted*, and *beckoned*, while *The Mitten* by Jan Brett uses *commotion*, *investigate*, and *admire*.

Children can also be challenged to listen and read for richer ways of describing things than the typical *good*, *nice*, or *hard*. In fact, during the first year of the Middlefork program, the word "good" was outlawed. Over the course of several weeks, students contributed to a list of 100 words to use in place of the term "good". Upon completion of the *Good to Great* list, the entire school celebrated, and "stupendous" had replaced "good" as the most common adjective heard in the halls.

The following anecdote illustrates the simple but powerful effect of explicitly teaching Tier 2 words to young children. A third grade class was preparing individual vocabulary bingo boards by writing favorite words "owned" by their grade level in the boxes on the bingo card. One of the word choices from a different class was *melan-*

choly, so the children in this particular class needed some instruction on the word's meaning before they could use it. Using a series of examples and non-examples, the teacher explained things that would and would not make her feel *melancholy*, and then she asked the students if they could think of a synonym for *melancholy*. Within seconds, nearly a dozen hands shot up, but one student's reaction captured her attention above the others. J was a fine student, but not an enthusiastic reader, one who sometimes struggled at that developmental juncture of learning to read and reading to learn. "What do you think *melancholy* means?" the teacher asked J. Fully expect-



Photo courtesy of Middlefork School

ing a response of "sad," imagine her delight and pride when he replied, "*Melancholy* means *downbearted*." For J., *downbearted* had replaced *sad* as the common way to describe such a feeling, and THAT made his teacher feel *jubilant*.

References:

Beck, I.L., & McKeown, M. G. (1985). Teaching vocabulary: Making the instruction fit the goal. *Educational Perspectives*, 23 (1), 11-15.

Beck, I. L., McKeown, M. G., & Kucan, L. *Bringing words to Life: Robust vocabulary instruction*. New York: Guildford Press.

2008 TEACHER TRIBUTES

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- Drew Peterson, Greeley School
- Jennifer Peterson, Sears School
- Katie Philipp, Sts. Faith, Hope & Charity School
- Noreen Potempa, North Shore Country Day School
- Michele Pranno-Donkle, Winnetka Public School Nursery
- Chuck Prestidge, Sears School
- Ann Quinn, Willow Wood Preschool
- Gretchen Quinn, Willow Wood Preschool
- Ann Rice, Sears School
- Cindy Ritchell, Willow Wood Preschool
- Barb Rodriguez, Sears School
- Mia Romero, North Shore Country Day School
- Barb Rosenberg, Middlefork School
- Anthony Rowe, Skokie School
- Kelly Ryan, Greeley School
- Sally Ryan, Crow Island School
- Dale Samlan, Northfield Community Nursery School
- Meghan Scarsella, Sacred Heart School
- Jason Scheetz, Hubbard Woods School
- John Scheidt, Sears School
- Lindy Schmidt, Crow Island School
- Lindsay Schmieding, Middlefork School
- Jeremy Schoenecker, Sts. Faith, Hope & Charity School
- Jennifer Schulz, Greeley School
- Jenny Seeds, Crow Island School
- Leslie Shank, Hubbard Woods School
- Betty Ann Shanley, Sts. Faith, Hope & Charity School
- Nicole Smart, North Shore Country Day School
- Judy Smolen, Willow Wood Preschool
- Susan Stephenson, Sears School
- Mia Stompanato, Montessori School of Lake Forest
- Sheri Styczen, Middlefork School
- Dan Sweeney, North Shore Country Day School
- Eva Tarini, Crow Island School
- Three Day Preschool Teachers, Winnetka Covenant Church Preschool
- Joyce Toan, Sears School
- Laura Tolbert, Willow Wood Preschool
- Katie Toth, Crow Island School
- Carolyn Tripp, Baker Demonstration School
- Jen Unger, Skokie School
- Chris VanderPal, All Things Bright & Beautiful Preschool
- Kelli Walton, Washburne School
- Debra Wechter, St. Elisabeth's Nursery School
- Farida Weller, French School
- Stacey Wellman, Greeley School
- Stephanie Welter, Washburne School
- Jan Wennberg
- Laura Wettersten, Sacred Heart School
- Pam Whalley, North Shore Country Day School
- Melissa Wimer, Crow Island School
- Carolyn Wing, Winnetka Public School Nursery
- Jill Witt, A Joyful Noise Preschool
- Kavan Yee, Washburne School
- Deana Youkhana, Sacred Heart School



Mom mentioned to four-year-old Ryan that he would be starting piano lessons at the Music Institute soon.

"Boy!" remarked Ryan, "We're going to need a bigger car to bring the piano with us to the lesson!"



OCTOBER

- 22 French School Open House.** Parents interested in learning more about the French School and the immersion program. 7 p.m. at the French School, 562 Green Bay Rd., Winnetka. Call 847-501-5800 to make a reservation.
- 23 St. Elisabeth's Nursery School Open House.** 6-8 p.m. Also, Friday, Oct. 24, 1:30-3 p.m. Applications accepted for 2009-2010 school year. For more info, call Deb Wechter, 847-835-0609.
- 24 "Where Do the Children Play?"** This 2003 video was first shown on PBS. Teachers, directors, and principals (as well as interested parents) are invited to watch the screening and discuss this important topic. 1-3 p.m. in the upper room at Winnetka Covenant Church Preschool, 1200 Hibbard Rd. (corner of Hibbard and Illinois). Sponsored by the Winnetka Alliance for Early Childhood. For more information, call Blakely Bundy, 847-441-9001.
- 24 Northfield Park District's Trick or Treat at Clarkson Park.** 7-8 p.m. \$5 per child. For ages 7 and younger. Children must be accompanied by an adult. For more info, call 847-446-4428.
- 24 Winnetka Park District's Halloween Hayride.** Free family event. 7-9 p.m. Meet at Skokie Playfield. Volunteers needed. 847-501-2040.
- 25 The Volunteer Center's Donation Day at Indian Hill Train Station.** Items requested by 10 social service agencies include food, sports equipment, clothing, and glasses. 9-12 noon. For more information, contact Barb Tubekis at 847-441-7665.
- 25 Winnetka Park District's Halloween Party on Ice.** 1:40-2:55 p.m. Free admission with a canned food item. Skate in costume at the Winnetka Ice Arena. 847-501-2060.
- 25 Richardson's Corn Maze Trip in Spring Grove, IL.** Sponsored by the Northfield Park District. Bus will depart from the Northfield Community Center at 5 and return at 10 p.m. Bring a flashlight! After solving the maze, we will roast marshmallows. 847-446-4428.
- 28 Sacred Heart School Open House.** Prospective students are invited to come visit the school, 9:30-11 a.m. or 1-2:30 p.m. For more information, call 847-446-0005. Also, Nov. 7.



NOVEMBER

- 2 North Shore Country Day School Admissions Open House.** 2-4 p.m. For JK-12. Atrium of the Louis Conant Science Center. Junior and Senior kindergarten application deadline is Jan. 15, 2009. 310 Green Bay Rd., Winnetka. 847-446-0674.
- 3 Willow Wood Preschool Registration.** Registration for new families for the 2009-2010 school year. For more information, call Cindy Ritchell, Director, at 847-441-6393.

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6 A Joyful Noise Preschool Registration. Open House and new parent meeting, 7-8 p.m. Also, on Nov. 8, preschool registration and summer school registration will be held from 9-10 a.m. and on Nov. 10 from 7-8 p.m. For more information, call 847-853-2100.

7 Sacred Heart Open House. Prospective students are invited to come visit the school, 9:30-11 a.m. or 1-2:30 p.m. For more information, call 847-446-0005.

8 & 9 Junior League of Evanston-North Shore Sponsors American Girl Fashion Show. A fun-filled time for girls, their families, friends, and favorite dolls! Michigan Shores Club, Wilmette. Saturday's show at 2 p.m. Sunday's shows at 12 noon and 3:30 p.m. Tickets at 847-441-0995 or visit www.jle-ns.org.

10 Joseph Sears School Fall Book Fair. 8 a.m.-4 p.m. and 5-7 p.m. Also Nov. 11, 8 a.m.-4 p.m. and Nov. 12, 7:30 a.m.-12 noon. 542 Abbotsford Rd., Kenilworth. 847-256-5006.

12 St. Joseph's School Open House. 9:30-11:30 a.m. 1740 Lake Ave., Wilmette. 847-256-7870.

16 Family Admission Open House at Baker Demonstration School. 11-12 noon. All are invited. Also, beginning Oct. 21, school tours available on Tuesdays, 9-10 a.m. Please RSVP for tours and open house. 847-425-5813 or admissions@bakerdemschool.org.

18 Christian Heritage Academy's PK-8 "Tour Day." 9-11 a.m. Visit classrooms, meet administrators and enjoy an informative tour. Childcare is provided. To register, please call 847-446-5252, visit www.christianheritage.org, or email admissions@christianheritage.org. New families may submit applications Nov. 15-30 for PreK 3, 4, and 5 year old preschool classes.

20-21 Winnetka Community Nursery School's Book and Toy Sale. At The Book Stall and the Village Toy Shop in Winnetka. Thursday, 9:30 a.m.-8 p.m. & Friday, 9:30 a.m.-5 p.m. 20% of your purchase will go to WCNS. For more information, contact Ginny Burnstine, 847-835-1956.

21 North Shore Country Day School's "Come See Us In Action." In the Louis Conant Science Center. 9 a.m. 847-446-0674.

22 "National Family Volunteer Day." Time together, time to act. For families across America to work together in volunteer service to strengthen their families and their communities. Call The Volunteer Center for info. 847-441-7665.

27 Winnetka Park District's Turkey Skate Day. 10:30 a.m.-2 p.m. \$2 per person. Winnetka Ice Arena. 847-501-2060.

DECEMBER

1 French School Applications for 2009-10 School Year Due. For more information, visit our website at www.FrenchInstituteNS.com or call the French School at 847-501-5800.

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5 Kindergarten Registration at Greeley, Hubbard Woods and Crow Island Schools. 9-11 a.m. in each K-4 building. Please bring your child's birth certificate. Crow Island School, 1112 Willow Rd., Greeley School, 275 Fairview; and Hubbard Woods, 1110 Chatfield Rd., Winnetka. 847-446-9400.

6 Northfield Community Nursery School Registration for 2009-10 School Year. Current family enrollment on Saturday, Dec. 6, 8-10 a.m. New family enrollment on Monday, Dec. 8 from 7-9 p.m. 400 Wagner Rd., Northfield. 847-446-1116.

6 Winnetka Park District's Polar Express. Meet at Hubbard Woods train station and board the train on its way to the North Pole (a.k.a. Waukegan) where there will be a special friend. The ride includes carols and goodie bags for the kids. \$12 per adult; \$8 per child. No online registration. 847-501-2040.

7 Winnetka Chamber of Commerce Annual Holiday Sale. Call 847-446-4451 or visit our website, www.winnetkachamber.com.

13-16 St. Joseph's School Book Fair. 9 a.m.-4 p.m. Book Fair is held at the school. 1740 Lake Ave., Wilmette. 847-256-7870.

JANUARY

19 Martin Luther King Day of Service. Projects to be determined. Contact Barb Tubekis at The Volunteer Center, 847-441-7665.

22 North Shore Country Day School's "Come See Us In Action." In the Louis Conant Science Center. 9 a.m. 847-446-0674.

27 Winnetka Community Nursery School's Summer Camp Registration. Current families may register on Jan. 27 in the WCNS lobby. New family registration is Feb 3. For more info, contact Jennifer Fetterolf, 847-446-4676.

28 Middlefork School Kindergarten Registration. Registration for Sunset Ridge District 29 kindergarten will be held in the lobby of Middlefork School between 2-4 p.m. and 6-7 p.m. All children must be 5 by Sept. 1, 2009 to be eligible for the 2009-2010 school year. Please bring a copy of child's birth certificate. 847-881-9500.

28 Winnetka Alliance for Early Childhood's 19th Annual Networking Event. Dr. Samuel Meisels, President of Erikson Institute, will speak. Winnetka, Northfield and Kenilworth educators and other early childhood professionals are invited to gather for dinner and conversation. 5-7:30 p.m. Winnetka Women's Club. \$23. 847-441-9001.

31 Winnetka Public School Nursery Hosts Musicfest with Justin Roberts. At Skokie School auditorium, 520 Glendale Ave., Winnetka. 10:30 a.m. Tickets may be reserved in advance. For more information, call WPSN at 847-446-5153.

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DATES AHEAD

Feb. 7 Christian Heritage Academy's Preschool Snowflake Festival. 9 a.m.-12 noon. You are invited to our annual community celebration of winter. Bring your preschoolers for a delightful morning of storytelling, crafts, cookie decorating, Kindermusik, and lots of fun. For reservations, call 847-446-5252 or visit www.christianheritage.org.

Feb. 22 Willow Wood Preschool's Snowflake Festival. Find a flurry of fun at this wonderful indoor winter carnival. Games, rides, and refreshments. 11 a.m.-3 p.m. in the Skokie School Gym. 847-441-6393.

Feb. 25 Christian Heritage Academy's PK-8 "Tour Day." 9-11 a.m. Visit classrooms, meet administrators and enjoy an informative tour. Childcare is provided. To register, call 847-446-5252, visit www.christianheritage.org or email admissions@christianheritage.org.

March 1-7 TV Tune Out Week! Join over 5,500 kids and their families as they enjoy a week without television or other screens during the 15th annual TV Tune Out Week. Dozens and dozens of alternative activities available throughout the week. For more info, call 847-441-9001 or visit www.winnetkaalliance.org.

March 5 Avoca West Kindergarten Orientation. 6:00 p.m. in the ITC. For parents only. Please bring your child's birth certificate and proof of residence with you. 847-724-6800.



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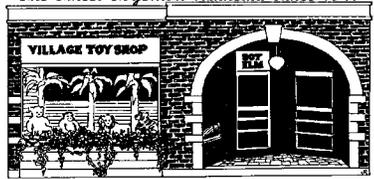
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B. J.'S BOOKS



B. J. Kass discusses books for and about young children

BEYOND MOTHER GOOSE: POETRY FOR YOUNG CHILDREN

Jack Prelutsky, the first Children's Poet Laureate, believes that young children have a natural love of poetry, but that something changes as they grow older and the love is lost. He doesn't know why and neither do I. Lucky children are introduced to poetry through Mother Goose rhymes when they are very young. But only the really, really lucky children continue to be exposed to poetry from their preschool years onward. Many parents are uncomfortable with reading or explaining poems, so they stop sharing poetry with their own children. Teachers barely have enough time to do the teaching they want or have to do and so poetry falls by the wayside. It is all sad.

My own analysis is that if more children were read more poetry for more years, starting at the earliest opportunity, we would have a generation that listened better, imagined more creatively, and loved language so greatly that we would have a more literate population. That may sound lofty, but I believe it to be true.

A simple definition of poetry is almost impossible. We do know that poems children enjoy and remember use sounds, images, and insights. Sounds in poetry mean rhythm, rhymes, and alliteration. During the preschool years, children's auditory skills are developing every day in every way. They giggle at nonsense rhymes and repeat random collections of words, just to have their brains register the sounds. When they "get" rhyming, it is like a revelation. Images appeal to our senses. By using clear details, we can visualize how things look, sound, feel, smell, and taste. They can reinforce experiences or have the poems convey new information. Insights provide fresh or wise observations and give the listener a feeling of new

knowledge—the "yes!" factor.

Tips on choosing poetry for young children

Take a trip to the library. Go directly to the 811-818 non-fiction shelves. Randomly pull out books and look inside. Are there illustrations? Do they appeal to you? Is there one poem per page or lots per page? Read a poem or two: boring, exciting or funny? Choose several to check out for home. **Warning!!!!** Most poetry collections are not read from page one to the end. The illustrations or the title may appeal, so you and your children will like some more than others. Start by choosing a few poems from one book. Read them several times with your child and, when he or she is familiar, then add some more. In many cases, after several readings, your child will be able to finish a line or part of the poem. It will belong to them and to you. Expand your choices and interests on future trips. There are so many choices and types of poetry books, even I am surprised sometimes at what I find or what I notice that I missed.

I cannot suggest strongly enough for you to make poetry a part of your child's reading and listening routine. If you are not so comfortable reading poetry—practice. Remember, your child or students will love your reading, even if it is not perfect, because they love your voice and you. Teachers who have heard me beg about including poetry in their curriculum know that I feel that every effort you expend working with poetry will be returned to you and your children by tenfold.

I could fill the entire newsletter with suggestions of poetry for you to see, but I am going to make a limited number of

POETRY COLLECTIONS

- DePaola. *Tomie DePaola's Book of Poems*. Charming illustrations; simple poems.
- Kennedy, X.J. *Talking Like the Rain: A First Book of Poems*. Jane Dyer's illustrations. Lovely poems.
- DeRegniers. *Sing a Song of Popcorn: Every Child's Book of Poems*. Caldecott Medal Artists illustrations.
- Prelutsky. *Read-aloud Rhymes for the Very Young*. Marc Brown's illustrations.
- Koch. *Talking to the Sun*. Illustrations from The Metropolitan Museum of Art.
- Kuskin. *Moon, Have You Met My Mother?* Line drawings.
- Kennedy, C. *Family of Poems: My Favorite Poetry for Children*. Jon Muth's illustrations. Sophisticated poems.
- Yolen. *Here's a Little Poem: A Very First Book of Poetry*. Best and most accessible for young children!

annotated suggestions. Besides the list of collections in the box on this page, here is a small sampling of poets to experience:

continued on page 12

B. J. Kass is a children's literature consultant who has worked at Greeley School and The Book Stall at Chestnut Court.

PARENTING Q AND A

continued from page 2

for signs that their child's separation fears have abated before resuming more frequent times away.

Then there's the issue of the parents' comfort level! I notice that one of your friends said that *you* needed to get accustomed to leaving. This is your decision! Some parents feel ready to go out and be away from their infants quite early; others are simply not comfortable leaving until later. Of course many parents must work, or choose to, and they need to adjust to leaving their babies and children early and often. If, however, you have more choice in this matter, you should do what feels most comfortable, considering the needs and temperaments of everyone concerned, meaning both parents and your child/children. Do not automatically assume that if you are uncomfortable leaving when your child is a young infant, that you will remain so later on. Many parents find that the time comes quite naturally when they feel ready and eager for time away.

Finally, we have all heard horror stories about nannies and sitters, but the fact remains that the vast majority of childcare workers are loving, dedicated people who genuinely want to give wonderful care. Always give your sitters detailed instructions about your child's needs and preferences; good sitters will welcome this!

Q *As the mother of four young children, ages 10 to 2, I am overwhelmed by the amount of activities that are available for my children. One child's violin lessons require four days of practice, if we are to follow the teacher's recommendations. Soccer has weekly practices and games. Language school, swimming lessons, tennis, being in a play – the options are*

unlimited and the commitments are many. Sometimes I'd just like to lock up the kids in the house and let them play. How is a parent supposed to know when to sign them up and when to draw the line?

- RBF

A As with the previous question and answer, you ultimately need to determine what feels most comfortable to you and your family. You are certainly correct that in our communities, the options for young children are vast and the pressure from all sides – other parents, coaches, friends, and even our children themselves – can feel overwhelming. In addition, the level of competition in many activities has risen dramatically, and even very young children can feel quite stressed about their level of performance rather than being able to relax, enjoy and explore.

With that said, you can and should try to achieve a reasonable balance, both for each child, and for your family overall, keeping some general considerations in mind. First of all, think about each of your children individually. Some children thrive with more structure and activities, while others crave more time at home either alone or with friends/siblings engaged in unstructured free play. Keep in mind that a child who is gung-ho to join a large number of activities may well need to be limited; and a child who is reluctant to join structured activities may need to be gently nudged to try a few different things as they get a bit older (not until after age six or even eight).

Many families are attempting to escape the whirlwind of activities by declaring a "family home night," where nothing is scheduled and the family eats dinner and remains home together for the rest of the evening and bedtime at least one time each week. In fact, it's not a bad idea to *start* by deciding how much "down time" you want

to have both for your children and as a family, then work backwards from that, only scheduling things which allow you to preserve that priority.

Many larger families [try to!] restrict each child to one activity outside of school- and church-related ones; families with three or fewer children often feel that two activities can be manageable. Many parents also insist that if a child wants to add a new activity they must consider giving up a current one. Remember, always think through any new, additional activities before you say "yes" to your child. Make sure you weigh all the "costs," for both your child and your family, in terms of the financial cost, potential stress, loss of free play time, and last but not least, your own emotional stress in attempting to juggle another addition to your schedule. It can be difficult for parents to say "no," but it is excellent modeling for our children to work towards balance in our lives, and not bow to pressure!

POETRY

continued from page 11

- ◇ A.A. Milne – More than Winnie the Pooh!
- ◇ Eve Merriam – Thoughtful and fun.
- ◇ Jack Prelutsky – Too many titles to mention. Explore!
- ◇ Nikki Grimes – Poems about children are the best.
- ◇ Robert Louis Stevenson – ***A Child's Garden of Verses!***
- ◇ Langston Hughes – Multi-cultural poems as fresh as when written over 50 years ago
- ◇ Eloise Greenfield – Poems about young African-American children
- ◇ Paul Janeschko – For older children

If you have children in second grade or above, check out Jeff Moss, Dean Koontz and Bruce Lansky. Like Shel Silverstein, all write witty, humorous, irreverent poetry, but the "yes!" factor is dependent on life experiences most preschoolers do not have. Try not to share their poetry too soon because the enjoyment is from getting the punch lines.



On a frantically busy day with her three young boys, Mom muttered to herself that she was "living in crazytown."

A few days later, Mom was quizzing her four-year-old, Ryan, about his address. She asked him where he lived, and was surprised when he didn't say "Winnetka."

"I live in 'Crazytown'," piped up Ryan.

TO YOUR FAMILY'S HEALTH

Advice and commentary on medical issues by Michelle Liu, R. N.



HEAD INJURIES: HOW TO TREAT THEM AND HOW TO PREVENT THEM

by Michelle Liu, R. N.

If you have watched any sporting event, in person or on television, you have seen a player take a hit to the head. Unfortunately, this can be a common event on and off the field for young children. Most often, one can “shake it off” as they say at sporting events. How do you know when it is more serious, when you should seek medical help? What are the most common injuries and how to prevent them?

In parenting, it is inevitable that your children will get bumps on the head at some point. A toddler learning how to walk falls from playground equipment or, during a soccer game, two children bump into each other. It is important to know when it is a concussion or just a minor bump.

The Congress of Neurological Surgeons (CNS) reports that sporting injuries cause the most incidences of concussions per year. Bicycle accidents and falls in and around the home also commonly cause concussions. According to Dr. Arthur J. DiPatri Jr., MD, Assistant Professor of Neurosurgery, Children’s Memorial Hospital, they are seeing an increasing number of pediatric head injuries due to golfing accidents.

A concussion is a temporary loss of brain function. Symptoms include headache, dizziness, ringing in the ears, nausea, vomiting, and slurred speech. Symptoms may last for a few seconds or as long as a few hours. Nonverbal clues of concussion would be crying for longer than 10 minutes and loss of balance.

After the injury

After the injury has occurred, check to see if there are any external signs of injury, such as bleeding or bruising. Most likely, if there is a cut, it will just need to be washed

and bandaged. If there is any bruising or swelling, a cold compress for 20 minutes or so will help control those symptoms. The child may cry for a few minutes. If the crying lasts more than 10 minutes, it’s a good idea to call your pediatrician. Then



the child will need to be watched carefully for 24 hours after the injury.

Call your child’s pediatrician if your child experiences such symptoms as a headache that is increasing, excessive sleepiness, slurred speech, dizziness that is not going away, irritability, overly sleepy, vomiting more than two times, unsteadiness when walking, or clear fluid draining from the nose or ears. Your child’s doctor may want to check the child to evaluate if anything further needs to be investigated.

If there is a loss of consciousness, you should always call the doctor, as he or she will want to evaluate your child.

If the doctor feels a trip to the hospital is needed, it will be to rule out more seri-

ous problems. Dr. John C. Liu, MD, associate professor of Neurosurgery, Northwestern University, reports the test done most commonly to view the brain after an acute head injury is a CT scan or computer tomography. The CT scan lasts only a few minutes, as a donut-shaped machine moves over the head of the child. The scan takes many x-rays which can show the brain in a two-dimensional image. These images will indicate if there is a more serious injury, such as a tear in the covering of the brain, swelling in the brain, or a blood clot. The CT scan can also see a skull fracture.

Fortunately, these are not the norm for most injuries that a child will have. Most of the time, the child will be fine with just some rest, some ice, and maybe some acetaminophen (Tylenol). After the first 24 hours, your child will be back to normal activities.

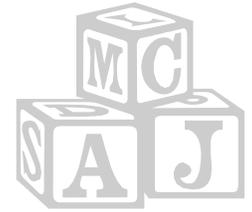
Prevention of head injury

There are many easy ways to prevent head injury. Always place your child in the appropriate car seat for his or her age and height. Always use recommended safety equipment for sporting activities, such as a bike helmet for biking, scooters and skateboarding. Make sure that surfaces are appropriate for the type of play.

It is almost a sure thing that every child will bump his/her head on something before they are 18 and, more often than not, the injury will be minor with no intervention needed. But we, as parents, can help reduce injuries by making sure we provide for safe activities with proper equipment.

Michelle Liu, R.N., is a former school nurse and the mother of four children. She has also worked in neurology and neurosurgery at Northwestern Memorial Hospital.

C **IN OUR** COMMUNITY



What's happening in our community that affects young children and their families

THE VILLAGE TOY SHOP CELEBRATES ITS 60TH ANNIVERSARY

Liz Berwanger is the fifth and current owner of The Village Toy Shop. She bought the store from her mother, Pat Berwanger, in 2003, although Pat is still very much involved in its every day operation. Pat joined Liz to answer the Alliance's questions, on the occasion of the toy shop's 60th anniversary.

The Village Toy Shop opened in 1948. What were the early years like?

The store has always been in the same location, but it was originally called The Surprise Shop. The name was changed in the 1960s, when Nancy Vaniman owned it. Many toys that you can still find on the shelves today were available 60 years ago, such as erector sets, Steiff stuffed animals, Skaneateles wooden trains, and Madame Alexander dolls. Early photos show the shelves stocked with many fewer toys. "That wouldn't fly in today's market!" observes Liz.

Have you noticed a change in children and their play over the years?

"Of course, all kids now play much more on the computer," agreed Liz and Pat, "but another change that we've noticed is that children are playing with certain toys at much younger ages. For example, Legos used to be mostly for kids starting at age 7 or 8. Nowadays, pre-schoolers often play with them."

The Berwangers report that what hasn't changed is the sight of children arriving on their bikes and emptying their pockets of change in order to buy a special toy for which they have been diligently saving.

"Parents are comfortable, knowing that we will take care of the kids and help them take some steps toward independence in a safe place. They trust us and that is rewarding," comments Liz.

Once in a while, a child won't have enough money for the coveted toy and will announce that he'll have to go home and do some more chores in order to earn what he needs. "It's wonderful that children in the community are still learning the value of a dollar," says Pat.



Pat and Liz Berwanger plus some furry friends at The Village Toy Shop.

What are the most popular toys now?

"We are happy to report that the classics are still wonderful," beams Pat. "For the most part, our customers are still looking for toys that spark imagination, like Lego or Playmobil sets." Then there are variations on old favorites. The shop still carries classic Monopoly sets, but also available are Cubs Monopoly, Bears Monopoly, and many others.

Webkinz were introduced less than two years ago and have really taken off. Although each Webkinz can be connected to the Internet, allowing the child to "play" with it online, many kids enjoy their Webkinz primarily as beloved stuffed animals. Many children collect them.

What makes for a good toy?

"A good toy is primarily one that allows

the child to play with it, not a toy that 'plays' with the child," advises Liz. Sometimes an adult will look at a toy and ask, "What does it do?" We always recommend that the child gets to choose what the toy does! "We encourage children to use their imagination when playing with any toy," suggests Liz. A toy that can be used in many different ways, such as blocks, has much greater play value than a toy that can be used only one way, such as a mechanical toy which a child uses by turning on the switch and watching it. "In fact, we just don't stock the store with every trendy toy," says Liz.

Who is your competition?

The Internet. Ordering online is more convenient, but, of course, we can still offer the personal touch when a customer comes in and asks, "What do you recommend for a six-year-old boy's birthday?" or "My granddaughter loves horses! What do you suggest?" Most of our staff are former teachers, parents, and/or grandparents, so they have a connection and an interest in what children like and what is good for children.

You recently opened a second store at the Kohl Children's Museum in the Glen. How is that store different from the Winnetka store?

The Kohl store opened in October, 2005. Much of the inventory is the same as in the Winnetka store. "However, we try to tie into the exhibits at the museum," notes Pat. "For example, the museum is planning an exhibit on trains, so we will carry more items having to do with trains."

The Village Toy Shop is located at 807 Elm St., Winnetka and at the Kohl Children's Museum, Glenview. Visit them on their new website at www.villagetoyshopil.com.

15th ANNUAL TV TUNE OUT WEEK TO BE SUN., MAR. 1–SAT., MAR.7

Mark your calendars for the 15th Annual TV Tune Out Week. The dates are Sunday, March 1 through Saturday, March 7. When screens are off, there are dozens of alternative activities going on all week long, from arts and crafts to sports, shows, and storytimes. All activities are listed in the 52-page *TV Tune Out Guide*. For more info about TV Tune Out, please call 847-441-9001 or visit www.winnetkaalliance.org.



WELCOME TO NEW BOARD MEMBERS!

The Winnetka Alliance will remember 2008-09 as a “bumper crop” year for new board members! The Alliance welcomed 19 new board members in September. Fourteen new members come on to the board as representatives from member schools and organizations. They include: Sarah Hepner, A Joyful Noise Preschool; Judy Bayley, Christian Heritage Academy; Gina Mathews, Crow Island School; Andrea Carolus, French School; Roni Nuemann, Greeley School; Lynn Finneke, Hubbard Woods School; Liz Hayward, Middlefork School; Dana Palmer, Northfield Community Nursery School; Tev Bond, North Shore Country Day School; Meghan Burns, Sts. Faith, Hope & Charity School; Katie Swanson, Joseph Sears School; Brooke Wanzenberg, Willow Wood Preschool; and Jenn Matuska, Winnetka Community Nursery School.

New At Large members include: Katie Devereaux; Julie Erst; Louise Holmberg; Elizabeth Lane; and Leslie McGranahan.

Welcome to the Alliance!

BOARD OF DIRECTORS 2008-2009

A Joyful Noise Preschool	Sarah Hepner
All Things Bright and Beautiful	Tracey McDowell, <i>Co-Secretary</i>
Christian Heritage Academy	Judy Bayley
Crow Island School	Amy Blesi & Gina Mathews
Family Service of Winnetka-Northfield	Dr. Robert Mardirossian (Advisory)
French School	Andrea Carolus
Greeley School	Roni Nuemann
Harkness House for Children	Kellye Bryant
Hubbard Woods School	Lynn Finneke
Josselyn Center for Mental Health	Avital Peres
Junior League of Evanston-North Shore	Jennifer Lahti
Middlefork School	Liz Hayward
Music Institute of Chicago	Gilda Barston (Advisory)
Northfield Chamber of Commerce	Nada Becker (Advisory)
Northfield Community Nursery School	Dana Palmer
Northfield Park District	George Axeloff (Advisory)
North Shore Country Day School	Tev Bond
PACT	Lynn Kelso (Advisory)
Sacred Heart School	Sara Sullivan
Saints Faith, Hope & Charity School	Meghan Burns
Joseph Sears School	Katie Swanson
The Village Club	Jennifer Lahti
The Volunteer Center of New Trier Township	Barb Tubekis (Advisory)
Willow Wood Preschool	Brooke Wanzenberg
Winnetka Before and After School Program	Kelley Fead (Advisory)
Winnetka District #36 Board of Education	Nancy Fehrenbach
Winnetka Chamber of Commerce	Cicely Clarke Michalak (Advisory)
Winnetka Community House	Patti Schmidt (Advisory)
Winnetka Community Nursery School	Kathy Hardy & Jenn Matuska
Winnetka Covenant Church Preschool	Linnea Johnson & Robin Magnusson
Winnetka/Northfield Public Library	Bronwyn Parhad
Winnetka Park District	Liza McElroy (Advisory)
Winnetka Public School Nursery	Michelle Liu, <i>Co-Secretary</i>
Winnetka Public Schools	Dr. Mary Herrmann

At Large

Cindy Brady, *Vice-President*
 Katie Devereaux
 Julie Erst
 Stephanie Figlioli
 Elizabeth Fuller
 Mary Clare Gourley
 Stephanie Graves
 Mary Herzberg
 Louise Holmberg
 Joni Johnson
 Jenny Keller
 Betsy Kochvar
 Erika Kreisa, *President*
 Elizabeth Lane
 Leslie McGranahan
 Jennifer McManus
 Gwen Oelerich
 Ann Quinn
 Susan Schmitt
 Melissa Smith, *Treasurer*
 Tracy Souder
 Jennifer Tucker
 Dale Wyant
 Julie Zimmerman

Associate Member Schools

Baker Demonstration School, Wilmette
Glenview Community Church Nursery School, Glenview
Rose Hall School, Wilmette
St. Elisabeth's Nursery School, Glencoe
St. Joseph's School, Wilmette
Wilmette Community Nursery School, Wilmette

Staff

Blakely Bundy, *Executive Director and Editor*
Elizabeth Joyce, *Director of Operations*



Please send me a subscription to *Early Childhood*, the 16-page newsletter of the Winnetka Alliance for Early Childhood, published twice a year, in the fall and spring.

One year at \$10

Two years at \$18

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For professionals, current school and grade taught: _____

Please send your check to: Winnetka Alliance for Early Childhood
 1235 Oak St., Winnetka, IL 60093

Fall-Winter 2008-09

Please note that the families of children enrolled in the Alliance's 19 member schools and 6 associate member schools, listed on page 15, as well as staff members in those schools, will receive **free copies of EARLY CHILDHOOD**, distributed through their schools, and only need to fill out a subscription form if they would also like to receive a copy by mail. All others are invited to subscribe to **EARLY CHILDHOOD** and receive a mailed copy.

2008

TEACHER TRIBUTES



The following have been honored as early childhood educators who have made a special difference in the lives of young children. They were nominated by parents and other educators with a \$75 or more donation to the Winnetka Alliance for Early Childhood.

The Alliance pays tribute to these extraordinary individuals and thanks them for the exceptional education and care that they have provided to the youngest members of our community.

These are Teacher Tributes received as of Oct. 8, 2008. This is the sixth year that the Winnetka Alliance has offered its Teacher Tribute program.

- **Steve Adams**, Winnetka Alliance for Early Childhood and Winnetka Public Schools Board
- **Kathleen Al-Basit**, Skokie School
- **Joanne Amaral**, Hubbard Woods School
- **Jodi Andel**, Crow Island School
- **Paula Anderson**, Sacred Heart School
- **Dodi Bailen**, Middlefork School
- **Marie Barraud**, French School
- **Chris Basten**, Hubbard Woods School
- **Mary Bell**, Winnetka Public School Nursery
- **Rachel Berkhof**, Middlefork School
- **Lee Block**, North Shore Country Day School
- **Lea Bradley**, Willow Wood Preschool
- **Lisa Brumwell**, Middlefork School
- **Dana Bulan**, Hubbard Woods School
- **Todd Burlison**, Hubbard Woods School
- **Karen Byrnes**, Middlefork School
- **Kerry Castino**, A Joyful Noise Preschool
- **Debbie Cataland**, Sacred Heart School
- **Terri Chamberlin**, Sears School
- **Deidre Churchill**, Crow Island School
- **Colleen Clark**, Sacred Heart School
- **Kristin Clendenin**, Greeley School
- **Susan Cornelo**, Willow Wood Preschool
- **Laurel Cravens**, All Things Bright & Beautiful Preschool
- **Pam Darnall**, Northfield Community Nursery School
- **Sidney Dechovitz**, Crow Island School
- **Melanie Diakakis**, Ronald Knox Montessori School
- **Marie Dickey**, Crow Island School
- **Jay Dillon**, Hubbard Woods School
- **Meredith Dodd**, Winnetka Public School Nursery
- **Patty Dodson**, Hubbard Woods School
- **Liz Donnelly**, Sacred Heart School
- **Michael Dugo**, Crow Island School
- **Kate Edwards**, North Shore Country Day School
- **Cathy Fansher**, Sears School
- **Anne Feeney**, All Things Bright & Beautiful Preschool
- **Elyse Ferdinand**, Little Bits at the Winnetka Community House
- **Mary Fisher**, Little Bits at the Winnetka Community House
- **Steve Flamich**, Washburne School
- **Sarah Fleischer**, Skokie School
- **Veronica Frehe**, Crow Island School
- **Sara Friedman**, Greeley School
- **Erik Fritzsche**, Greeley School
- **Daphne Fugate**, Winnetka Community Nursery School
- **Annie Gentithes**, North Shore Country Day School
- **Jeff Gerdin**, Sears School
- **Cecelia Gigolio**, Washburne School
- **Alison Gilchrist**, Sears School
- **Paige Goettel**, Hubbard Woods School
- **Barb Golumb**, Middlefork School
- **Judy Gould**, Sears School
- **Allison Greer**, Hubbard Woods School
- **Tammy Grippo**, Hubbard Woods School
- **Caroline Gu**, Greeley School
- **Katherine Hall**, Winnetka Community Nursery School
- **Vicki Handwerk**, Sears School
- **Molly Happ**, Sts. Faith, Hope & Charity School
- **Kathy Hardy**, Winnetka Community Nursery School
- **Winder Holeman**, North Shore Country Day School
- **Connie Horner**, All Things Bright & Beautiful Preschool
- **Susan Hugebeck**, Greeley School
- **Kathy Irvin**, A Joyful Noise Preschool
- **Katarina Jaksic**, Greeley School
- **Lisa Jarvis**, Winnetka Community House
- **Leslie Jenner**, Greeley School
- **Marianne Jennings**, Sts. Faith, Hope & Charity School
- **Joanna Johnston**, Willow Wood Preschool
- **Libby Joyce**, Winnetka Alliance for Early Childhood
- **Justyna Kalinowska**, Sears School
- **Sherry Kaufman**, Winnetka Public School Nursery
- **Tammy Kerovac**, Hubbard Woods School
- **Amy Kinsella**, Sears School
- **Mary Korte**, Winnetka Public School Nursery
- **Maria Kurt**, French School
- **Chris Lambros**, Skokie School
- **Trish Lapkus**, St. Joseph School
- **Jennifer Latala**, Greeley School
- **Laura Lieberman**, Greeley School
- **Mary Lind**, Skokie School
- **Katie Lodge**, Winnetka Community Nursery School
- **Allison Lopuszynski**, Sears School
- **Kathy Lowell**, Sears School
- **Jami McCormack**, Winnetka Community Nursery School
- **Kate McLellan**, Hubbard Woods School
- **Jennifer McManus**, All Things Bright & Beautiful Preschool
- **Phyllis McMillan**, Hubbard Woods School
- **Sheila Medow**, Crow Island School
- **Sheila Meenan**, Winnetka Public School Nursery
- **John Miller**, Crow Island School
- **Tawanda Moore**, Harkness House for Children
- **Joann Mucci**, Willow Wood Preschool
- **Maria Munro**, French School
- **Ola Muszynski**, Winnetka Public School Nursery
- **Jean Nadick**, Crow Island School
- **Laura Norris**, Crow Island School
- **Amey O'Donnell**, Sears School
- **Pascale Oger**, French School
- **Megan O'Neal**, Sts. Faith, Hope & Charity School
- **Trish Parenti**, Winnetka Public School Nursery
- **Robert Pasquesi**, New Trier High School

continued on page 6



The Winnetka Alliance
FOR EARLY CHILDHOOD

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