



4401 Roger Stover Drive, Fairfax, VA 22030

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Let's leave this winter behind and SPRING forward into March! Are you ready for what we have in store for your children this month? The teachers at Chesterbrook Academy Fairfax are soooo ready to leap into spring! It's been a rough end of the winter and we want to thank you for your patience with the snow. We hope to be enjoying some spring weather soon!

Links to Learning

The children will be having lots of fun during the month of March learning about Dr. Seuss, Nursey Rhymes, Eric Carle and Fairy Tales.

Spring Break Camp-Leaping into Action

We will be having so much fun the week of Spring Break! Please see our attached flyer and participate in our spirit week! Spring Break week is 3/21/16-03/25/16.

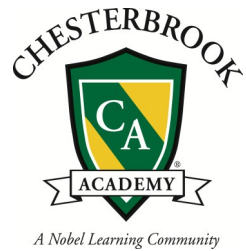
2016-2017 Pre School Registrations

Discounted priority enrollment for current families who attend programs will end March 11th. Last year, I am proud to say we had a 95% re-enrollment rate! If you are new to Chesterbrook and have questions about next school year, Before and After care options for school agers or Summer Camp Programs, please reach out to Ms. Sydney or Ms. Jessica.

March

02.16.16	Early Bird Registration Begins for Fall 16-17
03.02.16	Dr. Seuss' Birthday & End of Read Across America
03.02.16	Picture Day! Inf.-Beg.
03.03.16	Picture Day! Inter- PREK2
03.04.16	READ ACROSS AMERICA
03.13.16	CELEBRATION @ 4 Daylight Savings
03.17.16	Time: Spring Forward!
03.20.16	Saint Patrick's Day
03.12.16	First Day of SPRING Summer Camp Open House Sat. 10-1pm
03.11.16	Last Day for Early Bird Registration
03.18.16	Discount
03.21.16	LTL Progress Reports Distributed
03.25.16	Spring Break Camp-Spirit Week
03.27.16	Easter Sunday
03.28.16	FFX County-Closed

"A person's a person, no matter how small" – Dr. Seuss



2016 Chesterbrook Academy — Spring GAP Camp

Information & Enrollment form For School Age Children



GAP CAMP HIGHLIGHTS:

- ACTIVITIES
- LITERACY FOCUS
- WINTER GAMES & WELLNESS
- QUALITY STAFF :
MS. ERINN, MS. SREE, MS. MAGGIE,
MS. TAGHREED, MS. AMY
- LOCAL COMMUNITY OUTREACH
- TEAM BUILDING
- EXPLORING SCIENCE
- ART & CRAFTS

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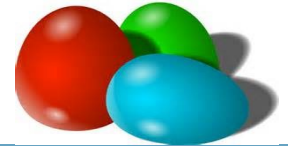
Sydney Ashman— Principal

Come build Camp memories with us!

Spring GAP Camp is all about sharing our experiences and creating lasting memories with friends. Our campers will develop new skills while participating in exciting GAP Camp activities. Our Spring GAP Camp offers top-notch instruction, leadership development and fun. Spring GAP camp provides your child with character development, valuable life skills, new friends, and new interests. Lunch and Snacks are provided. **Enjoy our flexible schedule!** Choose your days by checking the appropriate boxes on the enrollment form.



Spring GAP Camp Activities Snap - Shot!



Mon. March 21 - Sorting and Planting - We will be learning about flowers and seeds. First we will start with sorting different types of garden seeds out. After we have finished sorting we will plant some seeds and watch them grow throughout the week.

Tues. March 22 - Splatter paint flowers - with a cutout shape of a flower the children will splatter paint on the flower adding a design. They will

add a stem to make the flower complete.

Wed. March 23 - Wacky Tacky Wednesday - Mix match/ reverse your child's clothes; crazy hair and face painting fun will be taking place all day!

Thurs. March 24, - Tie Dye Thursday - Please bring in a plain white T-shirt to have your child participate in a tie dye activity. They will be

making shirts for Earth Day Celebration. Babies, bring in a white onesie to be part of the fun!

Friday March 25 - Egg-static Friday— Campers will make different fun projects using eggs. Campers will create egg maracas, race in egg relays, test out egg experiments and participate in an egg hunt. Please bring in **four** plastic eggs filled with both safe and age appropriate items. Please no peanuts or nut products!

Introducing Your Preschooler to the Fascinating World of Non-Fiction

When you think about children’s books, you might envision princesses in castles, talking animals or a flying magic school bus. Although it’s fun to read these types of stories with your child, it’s important to also introduce him to non-fiction books. You may be surprised to learn that he’s fascinated with exploring real people, places and things!

Non-fiction is not only interesting to children, but it also creates an important foundation for learning. It helps children build new vocabulary, develop critical thinking skills, fuel their curiosity and gain a better understanding about the world around them.

Below are ways we integrate non-fiction in the classroom, as well as activities you can try at home.

INFANTS:

In the classroom: Infants love to look at faces, so our teachers choose non-fiction books that include photographs of people, such as *Global Babies* by Global Fund for Children. Afterward, they show the baby a photo of his own family and talk about the people in the photo. For example, “Look, Ben. Here’s your mom. Who’s she holding? That’s you.”

At home: Read multi-sensory picture books with your child. Choose non-fiction books with different textures and bright colors to help stimulate his growing sensory awareness.

Recommended reading: *Families* by Rena D. Grossman, *Bathtime (Baby Touch & Feel)* by DK Publishing

TODDLERS (ages 1-2):

In the classroom: Toddlers learn the names of different animals and vehicles and the sounds they make. While singing songs with students, our teachers ask, “What does a pig say?” or “What sound does a fire truck make?”

At home: Point out photographs of familiar animals and vehicles in magazines or books. Ask your child to mimic the noise that each item makes. This can also be done in the car as you’re driving around your neighborhood.

Recommended reading: *Baby Animals* by National Geographic Kids, *Noisy Trucks* by Tiger Tales

BEGINNERS (ages 2-3):

In the classroom: Teachers and students read non-fiction books by going on picture walks. A picture walk motivates children to rely on pictorial clues to decipher the story’s plot and make predictions. Before reading the story, they flip through the book, and the child is encouraged to make predictions about the characters and plot. The teacher then reads the book aloud to the student. When finished, the teacher asks questions to start a conversation about the text.

At home: Visit a library with your child, and let him choose a book. Take a picture walk through the book with him. When you’re finished, ask the librarian to recommend a non-fiction book about the same topic. For example, if you read *Clifford the Big Red Dog*, your child might also be interested in *Puppies, Puppies, Puppies*, a non-fiction book by Susan Meyers.

Recommended reading: *My First Baseball Book* by Sterling Children’s, *Everything Spring* by Jill Esbaum

Recommended reading: *Diary of a Worm* by Doreen Cronin (fiction), *Wonderful Worms* by Linda Glaser (non-fiction)

INTERMEDIATES (ages 3-4):

In the classroom: Our Intermediate teachers combine non-fiction reading with dramatic play. After reading a book about farm life, children create their own farm in the dramatic play center and pretend to be farmers. Children gain a better understanding of the book, practice problem solving skills, and use new vocabulary.

At home: Select a book with large photographs or illustrations. Flip through the book, and let your child stop on pages that interest him. Don't worry about reading every page. Ask him to tell you what is going on in the pictures, and encourage him to make comparisons to experiences he's had in real life. For example, if you pick a book about weather, you might ask, "Where do we go in the summertime when it's hot?" or "Why do we use an umbrella in the springtime?"

Recommended reading: *Watching the Seasons* by Edana Eckart, *Wings* by Melanie Mitchell

PRE-K/PRE-K2 (ages 4-5):

In the classroom: Our older preschoolers read a non-fiction book paired with a fiction book, and compare and contrast the two stories. After reading *Stella Luna* and *Bat Loves the Night*, the teacher might ask, "In *Stella Luna*, the bat slept upright. Is that how a real bat sleeps?" Students may also create a Venn diagram that shows similarities and differences in the two books.

At home: Read various forms of non-fiction with your child, including books, brochures and flyers. Challenge him to find sight words in the text. Afterward, ask him to write in his journal what he would like to learn about next. Use that information when choosing another piece of non-fiction.

By introducing children to both fiction and non-fiction texts in the preschool years, they become comfortable with a wide range of subjects and acquire the skills needed to comprehend important information in kindergarten and beyond. They are better able to tap into their interests and enjoy learning about real world people, places and things.

- Lauren Starmer, PhD – Director of Early Childhood Education