



JBS NEWS

FROM THE DESK OF

JULIA BROWN

What can be more difficult than saying no to your child? I recall that when my three daughters were young, saying no was something I tried to avoid. However, after further study I concluded that when we always yield to our children’s wants, we rob them of the opportunity to find solutions by adapting what they already have. Children who learn from denial realize at an early age that they won’t always have the perfect tool for every job. They might not know something, have something, or be something. But that’s not the end of pursuing goals — it’s the beginning of activating their resourcefulness to find another way.

Youngsters are naturally resourceful. Give toddlers a frying pan and all sorts of uses come to their minds. However, as adults, we use it for one purpose.

Many years of chasing after things we don’t need erodes our own ability to make more out of what we already have. It also sets a bad example for our children. In one study, re-



CALENDAR

OCTOBER

10/9

**JBS CLOSED -
Columbus Day**

10/10

In-Class Observations
Begin

NOVEMBER

11/14

Columbia JR Parent
Event

11/15

Laurel JR Parent Event

11/16

Silver Spring JR Parent
Event

11/17

Olney JR Parent Event

11/23 & 11/24

**JBS CLOSED -
Thanksgiving Break**

11/27

Conferences Begin

(Continued from page 1)

searchers asked elementary school children to help Bobo the Bear, a stuffed animal, reach his toy lion using some materials: building blocks, a pencil, an eraser, a ball, a magnet, a toy car and a wooden box. As children grow older, their brains develop in ways that should make it easier for them to solve this type of problem. Indeed, the oldest children in the study (6- and 7-year-olds) reached the correct solution (i.e., using the wooden box to prop up the building blocks) faster, on average, than the younger participants, who were 5 years old.

But there was one condition in the experiment when the younger children ended up outperforming the older kids. And it had nothing to do with innate talents or artistic tendencies. The researchers made a subtle change in how they displayed the materials. Instead of laying them all out on the table, the researchers used the wooden box as a container to store everything else, such as the magnet and pencil. Upon seeing the box acting like a container, the older children struggled to expand it to anything beyond a container. For the younger children, the box remained just as flexible a resource as it was before.

Each time we acquiesce to our children's latest request to buy something, we subtly condition them that their resources have limited uses. An occasional veto will compel them, in this case literally, to think outside the box. In American culture, abundance tends to be seen as a symbol of success, prompting some parents to say yes to things they can't really afford. Witness the elaborate coming of age parties people across cultures and income levels throw for their children, even if it means going into debt. Many people who grow up without much recognize resourcefulness as an essential skill to get by. Those of us fortunate to live in relative abundance can benefit from occasionally experiencing scarcity.

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To be sure, I'm not suggesting denying children a generous supply of things they actually need like healthy meals, warm clothes and love. But plenty of wishes we cater to teach the wrong message. By having children occasionally experience scarcity, we can help them solve problems more effectively. In one study, a set of participants wrote a brief essay about a time in childhood when they didn't have much, while a second set wrote about growing up having a lot. Afterward, the researchers presented both groups with a problem that required using Bubble Wrap in different ways. People assigned to the scarcity group had better solutions compared to the abundance group.

Why might thinking about scarcity lead people to view their resources more expansively? With abundance, people treat resources as what they appear to be on the surface, utilizing them in traditional ways. But when embracing scarcity, they give themselves freedom to use resources in new ways. Resourcefulness and inventiveness are both characteristics that many studies have shown lead to more successful and productive adults. Encouraging our children to experience these challenges will produce these significant benefits.

By rarely saying no or acquiescing to a request that in our gut we feel isn't necessary, we deprive our children of this invaluable learning experience.

REMINDERS

In Class Observations will start in October.

Please sign up to observe your child in action! Sign up sheets will be posted on October 2nd. We look forward to having you with us.

Regarding Uniforms: As autumn approaches, cooler temperatures will drive us to break out sweaters and cardigans. As a reminder, please put your child's name in any clothing brought to school.

We will be making sure, as best as we can, that the students keep their own sweaters with them throughout the day. We will also do our best to check, as the children leave, that they each have their own sweater with them. However, this task will be nearly impossible if there is not a name and/or label in it.

Questions/Concerns? As our staff are busy working with the children, please feel free to contact the Administrator with any questions or concerns that you may have. Thank you!

Drop off times: Morning classes start promptly at 8:30am. Please arrive between 8:15 and 8:30am. The Afternoon class begins at 12:30pm. Please arrive between 12:15 and 12:30 pm.

Adhering to these arrival times will assure a smooth transition to class and allow the class to proceed without distractions. Thank you for respecting the peaceful environment we strive so hard to provide for the children.

Thank you for making our Fall Celebration a wonderful experience for the students!

“As soon as children find something that interests them, they lose their instability and learn to concentrate.” - Maria Montessori

STAFF SPOTLIGHT



Ms. Penn,
JBS - Silver Spring

MS. PENN

Ms. Penn joined JBS this past Spring as a teacher's assistant at our Silver Spring location. She holds a Bachelor's Degree in Adolescent Studies from Bowie State University.

Although she has been with JBS for less than a year, she has already made an impact in the school. Ms. Penn enjoys introducing interesting crafts and games to the children in the afternoon.

Her calm and peaceful nature has created a very nurturing environment for the children. The children enjoy being with her in the classroom.

Please join us in welcoming Ms. Penn to JBS.

FROM OUR JUNIOR CLASS



We use the Small Bead Frame to calculate addition and subtraction equations. This material can help solve static and dynamic equations; every student can use it!

We are also busily preparing for our Fall Program to present to our parents.

- Courtesy of the Laurel Junior Students

The Small Bead Frame is a more abstract procedure for the addition process, the number categories of 1, 10, 100 and 1,000 line up on a wooden frame, top to bottom, in the style of an abacus. A grasp of the addition tables and an understanding of the carrying process support this work. Following introduction of the techniques, several exercises increase the student's skill level in addition and subtraction. The special paper used for notation reinforces the technique of columnar adding and subtracting. (as seen in The Pink What?)

SPELLING TEST CALENDAR

| |
|-------------------|
| 10/6 - Lesson 1 |
| 10/13 - Lesson 2 |
| 10/20 - Lesson 3 |
| 10/27 - Lesson 4 |
| 11/3 - Lesson 5 |
| 11/10 - Lesson 6 |
| 11/17 - Lesson 7 |
| 12/1 - Lesson 8 |
| 12/8 - Lesson 9 |
| 12/15 - Lesson 10 |
| |
| 1/5 - Lesson 11 |
| 1/12 - Lesson 12 |
| 1/19 - Lesson 13 |
| 1/26 - Lesson 14 |
| 2/2 - Lesson 15 |
| 2/9 - Lesson 16 |
| 2/16 - Lesson 17 |
| 2/23 - Lesson 18 |
| 3/2 - Lesson 19 |
| 3/9 - Lesson 20 |
| 3/16 - Lesson 21 |
| 3/23 - Lesson 22 |
| 4/13 - Lesson 23 |
| 4/20 - Lesson 24 |
| 4/27 - Lesson 25 |
| 5/4 - Lesson 26 |
| 5/11 - Lesson 27 |
| 5/18 - Lesson 28 |
| 5/25 - Lesson 29 |
| 6/1 - Lesson 30 |
| 6/8 - Lesson 31* |
| 6/15 - Lesson 32* |

*Spelling lists will be provided to Grades 2 & 3, when book lessons end.