Children need a place of their own where they can experience the magic of learning at their own pace, a place full of whimsy and wisdom, a space built to their size and specifications.

Early childhood educators need a place to teach and learn with their children, a place where they can find support and inspiration.

Families need a place full of color, joy and community where they can play and learn together.

The Children’s Building is designed to be such a place.

- Creating Kids Childcare Center
- Connecticut Children’s Museum
- Making Murals
- Educational Field Trips
- Saturdays at 2
- Mornings at the Museum
- Creating Readers
- A Classroom for the Community
- Puppets + Paperbacks
- ABC’s of School Readiness
- Celebration of Early Childhood Educators
- Universal Design
- Accessible Art Works
- TEXTured Literacy Story Kit Project
- PACK - Parents & Communities for Kids
- Family Childcare Tool Kit Project

dear friends ...

The Children’s Building, like the water world in the children’s classic, Swimmy by Leo Lionni, is a place where children can travel from wonder to wonder. Like Swimmy, they travel together with friends through the Museum rooms, where botanical imagery abounds as a backdrop to their discoveries and where they experience the joy of learning in their own multiply intelligent ways.

The Children’s Museum and all of its programs are part of a vast school of early childhood ‘fishes’, those organizations that travel together to make one idea a reality for all children. We are part of a community where every child is cherished for who they are and how they learn and a community that works together to provide myriad opportunities in many places for children to flourish as competent and confident learners.

At the center of our work at The Children’s Building is the Creating Kids Childcare Center. Gifted teachers introduce the marvels of the world to their young charges. They touch trees and welcome birds to their window perches. They drum and dance and make rhythms to match the indomitable spirits of children. They sing and sign and study together each day.

The Museum’s 2005 Bee … a Kid Again Party was an amazing night! Guests tallied their Silent Auction purchases on an olive abacus, snacked on edible and miniature red balloons in the great, green room from Goodnight Moon and enjoyed ‘string’ cheese with the classical violin and cello-duet that played beautiful music throughout the evening. The Silent Auction was heralded a smashing success, ensuring that we would indeed meet our fundraising goal for the 2005 year.

The third Celebration of Early Childhood Educators was held at the Museum and honored the many teachers of our youngest children. As a center point for the National Association for the Education of Young Children’s Week of the Young Child, early childhood educators from centers and family childcare homes spent an evening here together, sharing stories from their own ‘schools’ and reveling in the important role they play in children’s lives.

It has been another wonder-filled year. Swim with our little fish through this report and see the marvels of the work we do together for our children.

Sandra Malmquist
Director
Creating Kids was established in 1994 to provide a breadth and depth of childcare services unique in the community. It is an independent, not-for-profit early childhood education program which is open to the community and serving families of infants, toddlers and preschoolers. Creating Kids is licensed by the State of Connecticut and accredited by the National Association for the Education of Young Children.

Creating Kids is an ethnically and economically diverse community of families with a majority of the families coming from the city’s many neighborhoods. It is a community enriched by children with special needs; the space and the curriculum are shaped by Universal Design. It is an approved site for the New Haven Board of Education’s School Readiness Initiative and the Care4Kids childcare assistance program; which, together with the funding we receive from the United Way of Greater New Haven for our tuition fund, supports affordable, quality childcare spaces for families.

Our mission is to serve the childcare needs of area families through the development of an inclusive community and an innovative curriculum inspired by the theory of multiple intelligences.

For Example, during Bug Week, children ... don pipe cleaner antennae and gather to watch a lot of ladybugs scurrying about the observation tank ... trailing along with their fingers as they ponder how those little critters walk upside down. Using their mathematical intelligence, and a dazzling array of dot paints, the preschoolers create their own symmetrical counting challenge, learning that ladybugs don’t always have the same number of dots, but they always have an even number! Children ask, by signing “bug” in American Sign Language, that their favorite ladybug book, *The Grumpy Ladybug* by Eric Carle, be read and then everyone scampers outside to release hundreds of lucky ladybugs into the City! Children visit the Naturalist Room of the museum to have a ladybug tea party and to peruse the vast collection of bug books.
The Connecticut Children’s Museum provides experiences for children in a multiple intelligences-based museum that honors the culture of children. When the doors open, children begin their journey through the museum’s eight rooms, immersing themselves in the exhibits which reflect their passions. Knowing that children acquire knowledge in many different ways, each exhibit is designed to provide a kaleidoscope of experiences. The museum uses Howard Gardner’s Theory of Multiple Intelligences as the inspiration and template for its design. This theory honors the myriad ways in which children are competent and creative in the world and provides families and teachers with a way to discover their young children’s passions and support their learning patterns. The eight intelligences are mirrored throughout the museum rooms: linguistic, logical-mathematical, spatial, musical, interpersonal, intrapersonal, naturalist and bodily-kinesthetic.

The museum provides a place rich in resources and unstructured time for children, parents and teachers and is open five days a week for visitors throughout greater New Haven through the educational field trip program and family visits. A free family pass project funded by the Carolyn Foundation assures all children access to the museum. Over half of the family visitors each week are returning to the museum, having come through the educational field trip program or visited on a previous weekend. With museum visits ranging from two to four hours, children wander into the exhibits they find most compelling. Tomorrow’s architects study the inclined plane, watching the walking hedgehog travel down the wooden ramp with gravity as its fuel. Small wordsmiths pen notes to distant cousins in one of our Sister Cities, using the ample materials on the envelope table, and then travel afar on the magically magnetic train set.

Children step into an imaginative and interactive experience in each museum room.

The Connecticut Children’s Museum

A magical place for...

New Haven 28%
Hamden 14%
Orange/Bethany/Woodbridge 8%
Milford/West Haven 7%
Cheshire/North Haven/Wallingford 8%
The Valley 2%
Out of state 8%
Other CT 18%
East Shoreline 8%
Making Murals

The Connecticut Children’s Museum is a place made beautiful with the art of the community. In addition to the choice of a rich and playful color palette used inside the building, the museum is decorated with a unique set of murals which emerged from the arts community.

Art students, professional muralists and 117 school children designed, planned and painted murals in the exhibit spaces of our eight community-inspired, thematic rooms.

Using the very tall walls of the museum as their canvas, artists painted the New Haven Green, with the New Haven Free Public Library as its centerpiece, scenes from the building site of the Museum and a panoramic view of East Rock and the city streets below in the view from the Spatial Room.

The museum walls became a canvas for a broad community of artists.
The Connecticut Children’s Museum provides a unique educational destination for children’s programs where both teachers and students can be inspired by the exhibits and return to their programs prepared to deepen their work. Field trips are organized so that visiting early childhood programs, family childcare homes and schools have exclusive use of the museum.

The museum’s educational field trips are part of our affirmative attendance program and supported, in part, through a City of New Haven Community Development Block Grant. On weekday mornings, the museum is reserved specifically for educational field trips, bringing thousands of children from New Haven and the region’s early childhood education programs and elementary schools to visit. Each field trip group participates in the Creating Readers literacy program. Museum staff read a high-quality children’s picture book, accompanied by American Sign Language word signs, and each child is given a copy of the book.

Through a partnership with the Connecticut Board of Education and Services for the Blind and a grant from IMLS (Institute for Library and Museum Services), the Museum organizes field trips for children who are blind and have visual disabilities. They explore the museum, finding Braille factoids to complement the hands-on exhibits and dozens of children’s picture books that have been transcribed into Braille. The Creating Readers program provides books in English, Spanish and Braille accompanied by a set of authentic props to tell the tale in a unique and textured way. The children gathered for story time surrounded by the sounds of owls hooting from a specially made CD to accompany the book, Little Owl by Piers Harper. Children brought to life the tale of the tiny owl learning to fly with their mother owl and baby owl puppets. The story props included an owl footprint mould to touch and an owl call whistle to hoot.

Central to the field trip program, and an integral part of our mission, is outreach to families. Families of children who visit learn about the museum in four related ways: (1) Parents often accompany their child’s early childhood education program or school group to the museum and participate in the field trip experience firsthand. (2) Each child receives a book for his or her home library through the Creating Readers literacy program. (3) All families receive written information about the Connecticut Children’s Museum directly through a bi-lingual brochure. (4) Teachers encourage families to visit with their children and participate in the weekly Creating Readers Saturdays at 2 literacy program.
To enrich family visits, the museum organizes the Saturdays at 2, arts-based, Creating Readers program. This program offers an opportunity for children to listen to a story be read, danced, dramatized or presented in American Sign Language. Local artists and educators are invited to come to the museum to read a children’s book aloud and use the book as a base for an entertaining rendition using their particular artistic expertise.

Each week, a book is chosen which integrates reading with the museum’s exhibits. The reader invites the children to gather around as they read aloud descriptively and interactively, techniques shown to increase interest and retention. After listening to the story, each child receives a Spanish, English or Braille copy of the book-of-the-week to hold and to have, an addition to their library. For example...

…on a day in the Musical Room, children gather around the upright piano to hear the story of Duke Ellington, the Piano Prince and His Orchestra by Andrea Davis Pinkney. Our reader traces the life of Duke Ellington with the lyrical words from the text while the pianist plays excerpts from the different musical genres loved by the Duke … taking the children on a biographical journey of ragtime, jazz and swing. Music, and the melody of this book’s extraordinary prose, link to create readers.

…or a day in the Intrapersonal Room where puppeteer Daniel Barash uses the ancient art of the shadow puppet and the elegance of the simple shadow to tell the story of Swimmy by Leo Lionni. Children watch as Swimmy, and his school of fish friends, travel together amongst the ocean’s wonders and grapple with their deep sea fears, conquering their nemeses with teamwork. Shadow puppetry and storytelling meet on the screen of light … bringing the book’s images to life for children. Saturdays at 2 is supported by funding from the Community Foundation for Greater New Haven and the Connecticut Commission on Culture and Tourism.

Our readers are rooted in the community; the Saturdays at 2 program draws talented artists, actors and musicians, storytellers and educators, to tell the tales and read the books. All model a love of reading; Creating Readers gives them a place to put this passion to work in the lives of children.
Mornings at the Museum is an ongoing project which brings inner-city, center-based childcare programs, family childcare programs and informal childcare providers to the Connecticut Children’s Museum. The program provides access for childcare providers to the resources they need to support early childhood education and to help the children in their care acquire the skills and knowledge they need to be ready for school.

Family childcare providers from the City, and the young children they care for, participate in a series of bi-weekly field trips as part of Mornings at the Museum. This program supports childcare providers with the experiences and resources they need to provide quality early care and education and to help the children in their settings acquire the skills and knowledge they need to be ready for school.

Mornings at the Museum brings together family childcare providers from the City’s many neighborhoods. Staff from myriad programs working with this important group of early care educators, such as the New Haven Public Schools Family Resource Centers, All Our Kin Family Childcare Network and Casa Otoñal, join them for a morning at the Children’s Museum.

At each Morning session, providers, and each child enrolled in their program, are given bilingual children’s picture books and, to enhance the childcare setting, literacy props are provided to complement the stories. One snowy January day, the children and their family childcare providers arrived to spend the morning playing in the Museum. With delight and in recognition of the weather, we read our book for the morning, A Snowy Day or Un Dia de Nieve by Ezra Jack Keats in English and Spanish. Each childcare setting was given a curriculum bag with books for each child to take home and a copy for the provider with the makings for art dough snow people, snow sticks and ample white paper and scissors to create snowy likenesses.

Mornings at the Museum is supported by multiple funding streams and provides hundreds of children and their teachers annually with the opportunity to spend quality time learning at the Connecticut Children’s Museum. This year, the program was funded by the School Readiness Quality Enhancement grant, the Carolyn Foundation, a City of New Haven Community Development Block Grant and through the ELS (Early Learning Success) grant awarded to the School Readiness Council.

Mornings at the Museum was featured on NBC Channel 30’s Connecticut Discoveries: Destination Education.

When the kids leave Mornings at the Museum, they each get a brand new book and I get curriculum materials with the same book to build my activities around. It’s great!

Winsome Hayden, family childcare provider

Miss Pat Evans and the children from Rosa’s Family Home Daycare
creating readers

The museum’s distinct footprint is Creating Readers, its literacy program. Creating Readers is a diverse and inclusive literacy initiative that recognizes that all children need strong literacy learning skills to succeed in school and in life. All are poised to become, with support, accomplished readers.

To help ‘create readers’ we: (1) integrate children’s picture books into the Museum exhibits, creating a tapestry of literature to support children’s diverse learning styles, (2) read aloud to children in English and Spanish and using American Sign Language so that they hear and see vibrant vocabularies, (3) infuse family visits and educational field trips with interactive and enriched, arts-based literacy experiences and (4) provide each visiting child with a book in English, Spanish or Braille.

Every week, musicians, dancers, actors, educators or puppeteers come to read at the well-attended and much-anticipated Saturdays at 2 Creating Readers Program. The Museum has partnered with the New Haven Symphony Orchestra for a complementary series called Creating Musical Readers. On a day in the Intrapersonal Room, a space dedicated to exploring feelings, children gather to hear a professional jazz trio from the New Haven Symphony Orchestra reading and playing the award-winning children’s picture book, Ben’s Trumpet by Rachel Isadora.

The story stars a young boy who longs to become a trumpeter at the Zig Zag Club, and the jazz trio takes the children on a musical and emotional journey with Ben. We feel Ben’s yearning and watching, his aspiration to be a trumpet player finally realized and heralded with the joyous notes of the trumpeter celebrating Ben’s musical success. Each visiting child shares in the feelings evoked through the beautifully rendered jazz story and receives their own copy to read and read again, an addition to his or her home library.

Children need books of their own and early childhood settings need ample and varied literacy resources. Through Creating Readers, the number of books in both children’s home libraries and the book collections in their early childhood programs are increased, and reading opportunities are broadened, by the gift of 5,500 picture books annually. This program is funded through a multi-year grant from the Community Foundation for Greater New Haven, NewAlliance Foundation and the City of New Haven Community Development Block Grant, the Connecticut Commission on Culture and Tourism, community supporters and the museum’s operating budget.

Jasiah Barnes is inspired by Ben’s Trumpet.
The Museum has emerged as a community classroom for college students, high school students and early childhood educators enrolled in professional development workshops.

High school students study learning styles using the multiple intelligences platform to understand their own strengths as learners. These young adults explore the Museum exhibits by ‘being a kid again’, reflecting on what they discover about themselves through their studious play in the themed rooms.

Community college courses, specifically designed for early childhood educators, are offered to help support adult learning. By coupling theoretical lectures with the exhibits, a children’s literature course uses the Museum’s vast collection of bi-lingual children’s picture books, and its weekly literacy program, Creating Readers, to add early reading resources to educators’ skill sets.

Another college class focused on inclusive teaching to accommodate children with disabilities in early childhood education. Using the Museum’s award-winning exhibits and accessible elements deepened the experience for early childhood educators as they explored Universal Design for children and how to infuse this concept into their classrooms.

The Museum’s theoretical scaffolding, Howard Gardner’s Theory of Multiple Intelligences, complements the many Professional Development workshops offered in this space. Classes in American Sign Language, hands-on mathematical workshops and curriculum development courses are enriched when participants explore their practical application through the design of the Museum’s exhibits.

Educational tours for early childhood educators and elementary school teachers study child development and the role of the teacher in developing individualized instruction and integrated curriculum for their classrooms. The Museum tour serves as an inspiration to teachers, who often return for educational field trips with their young students.

When thinking of the usefulness for college students—both graduate and undergraduate—the field trips to the Museum have been field trips ‘of the mind’, so to speak, providing theory in action and giving teachers, and prospective teachers, ideas on how to differentiate and apply Gardner’s theory to all students. Bravo!

Ingrid Ellinger-Doviak, College Instructor
Puppets + Paperbacks is an early childhood literacy project designed to broaden the literacy skill set of early childhood educators. The unique and innovative professional development workshop series covers child development and puppets, the history of shadow puppetry and literacy. Participants choose a paperback book, make puppets and develop a shadow puppet performance. Participants receive credits that can be applied to their CDA portfolio or fulfill their annual professional development requirements.

Using simple shadow puppets and paperback books, children are provided exciting literacy experiences in their classrooms, in their homes and with their families at the Connecticut Children’s Museum. Each participating classroom and family childcare home is provided with an educational field trip to the Museum that includes a shadow puppet theater performance. Children each receive the book featured in the performance and a shadow puppet of their own. Children enrolled in the participating classroom receive a free pass to return to the Museum with their family for a Saturdays at 2 Shadow Puppet Theater performance.

Through Puppets + Paperbacks, 36 teachers have received professional development in literacy tools. 300 children participated in the Educational Field Trip program and 300 families were provided with free passes to the Saturdays at 2 arts and literacy programs where they received high-quality children’s picture books and shadow puppets. Puppets + Paperbacks is funded by the United Way of Greater New Haven’s Success By 6® Initiative.

“I’ve never had so much fun at a workshop and this will add a new and valuable dimension to our work with children.”
Betty Baisden early childhood director/teacher

“An excellent learning experience that I will keep and expand.”

“This workshop gave me a whole new avenue for exploring children’s books with kids.”

Anne Olcott early childhood educator
The ABC’s of School Readiness©

...an alphabetical action plan to help get children ready for school

The ABC’s of School Readiness© is a bilingual community engagement campaign to raise awareness of the importance of early childhood care and education. It is designed for families and early childhood educators and is part of a broad outreach and education campaign to improve the school readiness of each child. Using the alphabet as a framework, the ABC’s of School Readiness© highlights twenty-six important ideas that support children’s development. It makes an innovative contribution by blending child development and policy issues and by providing an alphabetical action plan for school readiness.

The New Haven School Readiness Council has been awarded grants from the United Way of Greater New Haven, through its Success By 6® campaign, and the Community Foundation for Greater New Haven to fund the ABC’s of School Readiness Family Engagement Project. Together with its partners, the Fair Haven Community Health Center, the New Haven Free Public Library and the Connecticut Children’s Museum, the Council hosts ABC’s training for early childhood educators and Family Play Dates at the Fair Haven Branch of the New Haven Free Public Library and in early childhood settings. Children and their families participate in the ABC’s by interacting with the staff and playing in the letter centers and taking home high-quality children’s pictures books and props to continue the family learning.

WTNH News Channel 8 has created a media spot for each letter to broaden the impact of the ABC’s of School Readiness campaign. United States Surgical generously printed 10,000 copies of the ABC’s of School Readiness booklet for the parents and children of our community. Marga Varea and Kica Matos, Executive Director of JUNTA for Progressive Action, translated the ABC’s of School Readiness into Spanish.

The mission of the New Haven School Readiness Council, which is appointed by the Mayor and the Superintendent of Schools, is to ensure that every child in the City of New Haven has access to quality, affordable early care and education and arrives at school with the skills, knowledge and support that prepare him or her to succeed.

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| A ... is for ASK | T ... es de TREPAR |
| B ... is for BUILD | "¿Sabía usted que los niños que se atreven a trepar son estudiantes más seguros de sí mismos?" |
| C ... is for CLIMB | • Trepar promueve la coordinación. |
| C ... is for CLIMB | • Trepar crea auto confianza. |
| D ... is for DRAW | • Trepar desarrolla niños sanos. |
| E ... is for EAT | • Climb builds confidence. |
| E ... is for EAT | • Climb grows healthy kids. |
| E ... is for EAT | • Climb promotes coordination. |
| F ... is for FEELINGS | • Trepar ayuda a formar buenos hábitos. |
| G ... is for GRANDPARENTS | • Trepar ayuda a valorar la familia. |
| H ... is for HEALTH | • Trepar ayuda a formar buenos hábitos. |
| I ... is for IMMUNIZE | • Trepar ayuda a formar buenos hábitos. |
| J ... is for JOKES | • Trepar ayuda a formar buenos hábitos. |
| K ... is for KINDNESS | • Trepar ayuda a formar buenos hábitos. |
| L ... is for LIMITS | • Trepar ayuda a formar buenos hábitos. |
| M ... is for MUSIC | • Trepar ayuda a formar buenos hábitos. |
| N ... is for NUMBERS | • Trepar ayuda a formar buenos hábitos. |
| O ... is for OOPS | • Trepar ayuda a formar buenos hábitos. |
| P ... is for PUPPETS | • Trepar ayuda a formar buenos hábitos. |
| Q ... is for QUIET | • Trepar ayuda a formar buenos hábitos. |
| R ... is for READ | • Trepar ayuda a formar buenos hábitos. |
| S ... is for SLEEP | • Trepar ayuda a formar buenos hábitos. |
| T ... is for TEETH | • Trepar ayuda a formar buenos hábitos. |
| U ... is for UPSIDE DOWN | • Trepar ayuda a formar buenos hábitos. |
| V ... is for VOICE | • Trepar ayuda a formar buenos hábitos. |
| W ... is for WATER | • Trepar ayuda a formar buenos hábitos. |
| X ... is for XYLOPHONE | • Trepar ayuda a formar buenos hábitos. |
| Y ... is for YES | • Trepar ayuda a formar buenos hábitos. |
| Z ... is for ZIPPER | • Trepar ayuda a formar buenos hábitos. |

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© 2020

...an alphabetical action plan to help get children ready for school

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universal design

The Connecticut Children’s Museum believes that access for people with disabilities is created through thoughtful design. We have created a learning environment where inclusion is an expected and ordinary part of the Museum’s design. The result is a children’s museum and programs that are deeply accessible, that imbued inclusive elements into all its programs and goes beyond the legal requirements of the ADA.

Helping children live inclusion — with a community of peers having different interests, abilities, passions, skills and attributes while exploring and experiencing accessible exhibits together in a children’s museum — challenges exclusion and strengthens the community agenda of inclusion.

The Connecticut Children’s Museum was awarded the 2005 Universal Design for Learning Award from the Association of Children’s Museums and VSA Arts. This award identifies “model children’s museums that demonstrate learning standards for inclusive practice.”

The Museum was recognized by the Connecticut Developmental Disabilities Network, in collaboration with the Americans with Disabilities Act Coalition of Connecticut, for going “above and beyond the requirements of the law to make [its] programs accessible and usable to children with disabilities.” The Spirit of ADA Award was presented on July 26th, the 15th anniversary of the passing of the Americans with Disabilities Act.

The Connecticut Children’s Museum was selected to receive the 2005 Northeast AER Distinguished Service Award. The Association for Education and Rehabilitation of the Blind and Visually Impaired recognized the contribution of the Museum in developing partnerships and creating services for blind and visually disabled children through its programs and the innovative TEXTured Literacy Story Kits.

Sandra Malmquist, Director of The Children’s Building, was a Teaching Through Touch panelist at the Art Beyond Sight Multi-Modal Approaches to Learning Conference hosted by The Museum of Modern Art and Museum Access Consortium (MAC) in October 2005.

The Museum received a grant from IMLS (Institute of Museum and Library Services) to implement the Museum Multiple Intelligences Inclusion Project. This project will make functional improvements in accessibility to the physical plant and enhance exhibits by adding more integrative elements.

celebration of early childhood educators

As part of the National Association for the Education of Young Children’s Week of the Young Child, the Museum hosts the annual Celebration of Early Childhood Educators. This festive event honors the educators working in School Readiness center-based early childhood programs and family childcare homes throughout the City. Over 150 teachers gather for a celebratory evening, each are given a gift of appreciation and feted as ‘stars’ in the world of young children.

Early childhood programs are provided with a curriculum box that makes a unique contribution to their ongoing work. Early childhood settings receive teacher resource books, high-quality children’s picture books and curriculum materials. The 2005 box, Including Everyone, highlights the inclusion of children with disabilities in early childhood education. Including Everyone Workshops were offered where educators learned American Sign Language, how to meet the needs of children with disabilities and how to create curriculum that is accessible to all children.

Events for the Week of the Young Child are organized by the New Haven School Readiness Council and supported through gifts from the NewAlliance Foundation, the Community Foundation for Greater New Haven and the United Way of Greater New Haven.
accessible art works

Accessible Art Works is a series of arts-based events presented as part of the Museum’s popular Saturdays at 2 Creating Readers literacy program. Artists become readers and art becomes a tactile literacy experience for children. Each program is American Sign Language interpreted and copies of the featured children’s picture book are available in Braille.

Accessible Art Works: A Tactile Weaving Literacy Project featured weavers who are blind from The Hartford Artisans’ Center, where weavers are trained on beautiful wooden looms and where extraordinary woven goods are produced. As the book, Charlie Needs A Cloak by Tomie dePaola was read, children watched as the story dramatically unfolded and as the weaver wove Charlie a new cloak on her authentic floor loom. Each child participated in a group weaving wall project and received a small loom and a book, in print or Braille, of their own.

Accessible Art Works: A Tactile Bird Sculpture Exhibit featured touchable bird sculptures. Local artists contributed bird sculptures in metal and fabric as well as a large mixed media sculpture—all available for hands-on exploration by visitors to the Museum.

Following the animated story reading of Feathers for Lunch by Lois Ehlert, children were invited to participate in a feather-rich sculpture workshop creating tactile birds of their own.

Accessible Art Works expands the Connecticut Children’s Museum’s ongoing effort to ensure that its programs are inclusive and accessible for everyone, regardless of disability.

TEXTured Literacy Project© story kits

The Connecticut Children’s Museum creates custom-made, tactual TEXTured Literacy Project© Story Kits for children who are blind or visually impaired. The Story Kit contains a high-quality children’s picture book that has been transcribed into Braille, or a large print book, depending on the needs of the child. Included is a specially selected collection of real objects and interactive activity items that illustrate the concepts and give dimension to the story line of the book. Many kits also contain a custom-recorded CD with sound effects from the story.

The story kit for I Am a Leaf by Jean Marzollo features realistic leaves on a vine and perfectly scaled leaf moulds for touching and tracing. A baby squirrel finger puppet and feathered cardinal bird provide dramatic options for story reading and seeds to grow a leafy plant are provided. A CD of the wind blowing through the leaves, a chirping squirrel and tweeting cardinal lend an audio dimension to this TEXTured Literacy Project© Story Kit.
The Family Childcare Tool Kit project is designed to advance the work of the New Haven School Readiness Council in supporting the development of licensed, quality, home-based childcare. The Connecticut Children’s Museum produces the Tool Kit boxes.

The Tool Kit project is a set of four boxes, each with a notebook outlining, step-by-step, the process to achieve State of Connecticut licensing as a family childcare home. The boxes contain all the paperwork needed for licensure and supporting materials to complete those requirements. The boxes include a collection of high-quality children’s picture books and curriculum materials. A family childcare coordinator distributes the Tool Kit Boxes and provides staff support to family childcare providers seeking licensure.

Thirty-nine providers, representing 34% of all licensed family childcare settings in the City, have become licensed through the Tool Kit Box Project. This means that over 230 children benefit from care in high-quality settings that meet State standards for safety and health.

The implementation of the Family Childcare Tool Kit Project is a partnership of All Our Kin and the Connecticut Children’s Museum and is funded by the New Haven School Readiness Council, United Way of Greater New Haven’s Success By 6® Initiative, Community Fund for Women and Girls, Empower New Haven and the Annie E. Casey Foundation.

PACK parents and communities for kids

PACK, Parents and Communities for Kids, is an initiative to promote learning in family and community settings supported by a partnership of the Community Foundation for Greater New Haven, the Wallace Foundation and the William Caspar Graustein Memorial Fund.

The Museum’s PACK Project is a partnership with the Welch Annex School in the Hill neighborhood of New Haven, a school that has a strong bi-lingual education program. The project begins with a school-based field trip to the museum. Each of the 300 kindergarten, 1st and 2nd grade children is given a bi-lingual children’s picture book and a literacy ‘prop’ that is coordinated with the book to encourage him or her to read and enact the story at home.

Reminiscent of a visit to the alphabet-rich Linguistic Room, each child receives a collection of alphabet pasting letters, glue and cards to accompany their colorfully illustrated, bi-lingual book, Alphabet Fiesta by Anne Miranda. Their new book, and accompanying take-home activity, extends the learning experience and gives the children a way to share their Museum visit with their families.

They also receive a pass to visit the Museum on the weekend with their family. During the subsequent family visits, the children, as experienced museum visitors, lead their families through the different rooms, sharing knowledge of the museum exhibits and inviting their families to play with them.

Welch Annex Family Field Trips are scheduled in the evening to give working parents an opportunity to visit the Museum with their child and their child’s teacher. These popular events draw over 100 families each year for a night of play and an entertaining book reading.

When we go on a field trip, especially when it’s something as engaging as the Children’s Museum, it motivates students both in and out of the classroom. Children loved receiving the bi-lingual book, Moon Rope, and their very own plush mole hand puppet. They talked excitedly about reading the story at home.

Kim Fulton
Welch Annex Teacher
Based on an annual budget of $638,965 for the fiscal year ending August 31, 2005 as reflected in the year end financial statement.
Our many programs are funded by our many donors. We are honored by the support of individuals and community donors to local corporations and funding organizations for recognizing the work of The Children’s Building through direct financial support and the development of partnerships of purpose.
board of directors 2005

The Board of Directors of The Children's Building is a working board. They are: Grant readers. Party planners. Exhibit experts. Budget caretakers. Early childhood educators. Organizational overseers.

Sigal Barsade Chair
Jennifer Carlo
Katharine Goodbody
Ruth Koizim
Vanette Lloyd
Sandra Malmquist

Marsha McCoy
Elizabeth McArthur
Phoebe Styron
Paul Wessel
Creating Kids teacher

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The staff of The Children's Building are marvels in their own right. They view children as itty-bitty intellectuals and as their own inspirations. They cherish children and work to ensure that every day is filled with wonder. Children on field trips are drawn to the magnetism of the Museum's exhibits … encouraged by the staff to immerse themselves in the experience, to travel to another place on the strength of their imaginations. Our early childhood teachers help children see the treasure in the everyday … where, under their tutelage, a simple request is spun into the beautiful hand shapes of American Sign Language and where each child’s lunch becomes a song. Creating Kids is accredited by the National Association for the Education of Young Children through its rigorous accreditation process. We honor our teachers for their commitment and their care … we recognize them as the professionals they are … marvelous magic makers all.

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