



## Preschool Newsletter

November 2, 2006

### Integrated Curriculum

Visual arts (drawing with crayons), Language Arts (dictation, public speaking, describing the process), Intrapersonal (feelings), Drama, Music, and Social Studies (consensus building, compromise)

The process of turning a pumpkin into a Jack-o-lantern is rich with possibilities for using a variety of skills. Children 1) drew their own Jack-o-lanterns; 2) dictated their ideas to an adult scribe; and, 3) shared their ideas at circle time with words and facial expressions.



Here these five children make a convincing argument for an excited Jack-o-lantern expression.

### Important Dates

November 7  
Grade II Play  
8:30am

November 22  
Wednesday  
Grandfriends Day  
Thanksgiving Holiday Begins

November 27  
Monday  
School Resumes

December 5 & 6  
Tues. & Wed.  
Holiday Gift Sale (PTO)

December 17  
Friday  
All-School Coffee  
10:00am

Holiday Meeting for Worship  
11:00am  
Winter Holiday Begins  
11:45am Preschool

January 2  
Tuesday  
School Resumes



Reminder:  
Third Grade is collecting  
UNICEF boxes this week.

See more pictures of  
this process  
including three more  
groups of children  
who were "pulling"  
for sad, happy, and  
scary expressions  
at  
[http://geocities.com/  
fshpseyesonly4/  
oct26.html](http://geocities.com/fshpseyesonly4/oct26.html)

The process continued with a preschool meeting to look at the submission of each preschooler to generate further ideas and discussion. Because the vote was fairly evenly split between happy, sad, scary, and excited the group agreed to carve two faces into the gourd, one happy and excited and the other sad and scary.



The process carried over to Monday when the pumpkin was gutted, cleaned and carved in preparation for the Halloween Parade. The children described the sights and smells as they helped Tr. Jennifer removed the slimy, slippery, cold, seeds and fibers from the inside of the pumpkin. Carving the faces took patience, precision cutting, and the strength to pop the square, diamond, round and triangle shapes from the pumpkin's face.



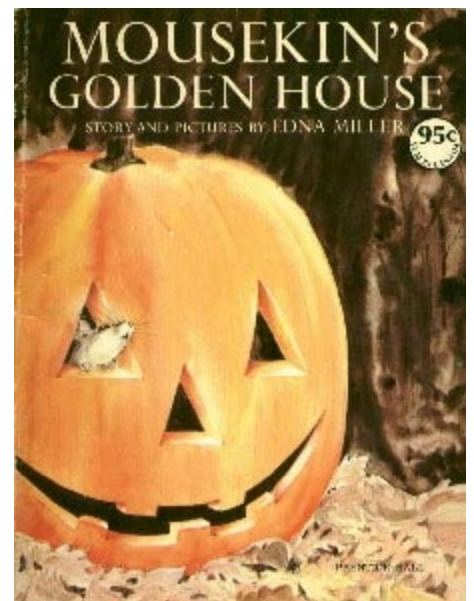
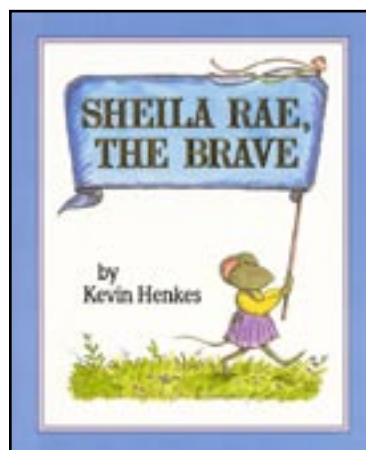
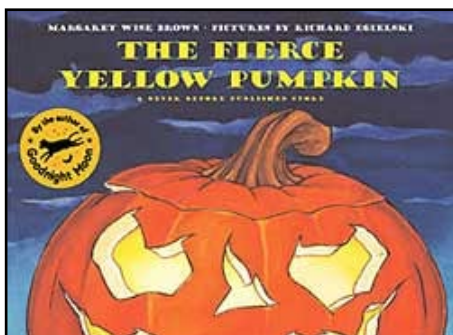
*Lions and tigers and bears... oh my!*

By 8:15 the classroom was filled with 20 excited preschoolers and teachers. We had a mermaid, a pumpkin, a monkey, a witch, a ghost wizard, Superman, a bear, a princess, Cinderella, Ariel, a ballerina, Officer Buckle, a pirate, a dinosaur, a flower, an angel, a butterfly, a fairy and a lamb. It was a peaceable kingdom. At the end of the parade it was back to play clothes and outdoor fun ... a big relief after the excitement of the morning!



Books we have read recently include:

*Sheila Rae, The Brave*, Kevin Henkes  
*The Fierce Yellow Pumpkin*, Marjorie Wise Brown  
*Mousekin's Golden House*, Edna Miller



Everyone loved the cupcakes that Noah made (with a little help from his family) for the Halloween snack. Here is the recipe:

### Quick Pumpkin Cupcakes

1 package (16 ounces) pound cake mix  
2 eggs  
1 cup Libby's Solid Pack Pumpkin  
1/3 cup water  
2 teaspoons pumpkin pie spice  
1 teaspoon baking soda  
Prepared vanilla frosting

Combine cake mix, eggs, pumpkin, water, pumpkin pie spice and baking soda in large mixer bowl; beat on medium speed for 3 minutes. Pour batter into paper-lined muffin cups, filling 3/4 full.

Bake in preheated 325 degree oven for 25 to 30 minutes or until toothpick inserted in center comes out clean. Cool in pan on wire rack for 10 minutes. Remove to wire rack to cool completely. Spread cupcakes with frosting.

We made up the ghost decorations. Melt white morsels. Drizzle ghost shapes onto wax paper-lined cookie sheet. (Or flatten with a spoon as we did when the morsels didn't melt all the way.) Use mini chocolate chips for eyes and mouth. Freeze for 5 minutes. Place on cupcakes.



### Parent/Teacher Conference Tidbits:

*At the parent/teacher conference last week Emily's mom, Patsy, described a recent occasion when her son, Cooper, made a very kind and appreciative observation about his preschool sister. Knowing how rare it is for one sibling to make glowing remarks about another, Tina exclaimed "What a great put-up!" At that point a light bulb went off in Patsy's head. "So that's what Emily was talking about in the car one day!"*

In the preschool classroom you will overhear children and teachers spontaneously pointing out "put ups" during play. "You're good at that", "I'll make room for you", "Can I help you with that puzzle?" are examples of the many put-ups heard throughout the day. The kids are developing an ear for the difference between put-ups and put-downs ("I'm bigger than you are", "You can't play", "You can't catch me") and are quick to respond appropriately to both. There is great value in providing children with the language to talk about feelings and relationships. You might consider using this language at home as the need arises. Knowing the difference between words that encourage and words that discourage is an important life skill.

During Friday's conferences the topic of sippy cups was raised. There has been much written on the topic and a sampling of articles is posted on the preschool webpage. The articles provide interesting food for thought.