

# Preschool News Letter - October 2016

**The weather is turning crisp and cool. The children are actively sharing stories about weekend adventures consisting of fall fun with their families. They are also excited about seeing colorful leaves fall and observing pumpkins and gourds.**

## Young Preschool Classroom

The young preschool children are practicing cooperative learning skills. They are working together to complete puzzles, create tall buildings that can be knocked down and built again as well as supporting each other with drawing practice. There are a number of children in the young preschool classroom that are new to the LMACCC program and the children who have been here are making new friends.



In the dramatic play area the children practice putting on and taking off dress up clothes. This skill translates to the self-help task of dressing oneself for the day, using the bathroom independently and being ready to participate in the swim program. Cooperative learning takes place in this area as the children button, zip and encourages friends with dressing.

Once dressed children use their imagination to be who they believe they are: a doctor, policeman, mom or a dad. Each child engages in play that supports his/her character and individual stories start to mix together to create a larger group story allowing children to participate in more cooperative complex play scenarios.

## Middle Preschool Classroom

The middle preschool children are exploring a variety of activities.

Sensory play is a favorite and the children are currently experimenting with water, sand, shaving cream, flour/oil, playdough, and many other messy concoctions.

They practice many skills that support development.  
*Gross motor development:* pouring and dumping

*Math:* measuring, weighing, estimating

*Science:* observations, predictions

*Social:* passing items and sharing

*Fine motor:* sorting, grasping

*Language:* describing what they see/feel, relating a story with what they are doing.



Creating with art materials is another favorite activity in the Middle Preschool Room. Recently, the children created a tree with fall leaves using finger paint and glitter paint. Children expressed curiosity about the fall sky and as a result created an impromptu night sky which currently adorns the wall in dramatic play.

Some creative art activities have happened when children have been interested in replicating something they have seen. After observing a picture of a mandala many preschoolers expressed curiosity about the design. As a result, the children worked in partners to create similar designs. Using Popsicle sticks as an outer edge, sand, glue and paint their imaginations brought colorful creations to life.

Other preschoolers have been quite industrious and have used scissors, markers/crayons/pastels, glue, paper, pipe cleaners, etc. to create such art as crowns, castles, family pictures, and self-portraits.



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Dramatic play has also kept the middle preschools actively engaged! They have been dressing up and pretending to be princesses, policeman, doctors, and race car drivers. During this type of play children have been afforded the opportunity to pretend to take active roles in real life experiences. For example, they have pretended to be physicians and administer vaccinations or various family members cooking an evening meal. Dramatic play is so important as it allows children to learn how to lead and follow, listen and share ideas, to be serious and silly, and gain a better understanding of fantasy versus reality.

## Older Preschool Classroom:

The older preschool children read the book Loggy Peck Architect by Andrea Beaty and were inspired to act as engineers. The children created structures and statues with a variety of materials. They used blocks as well as boxes to design, build, and balance. As they worked the children strategized ways to support and strengthen their creations. Children made predictions related to various design elements and experimented with alternative structural concepts.



The children are also continuing to get to know one another as well as themselves. They have shared information with their classmates and teachers related their family structure, countries of origin, and other unique qualities that are special to them. In part of this discussion each child had an opportunity to create a self-portrait.



## Save the Date!

On October 19 the children will walk to the Harvard Dental Clinic to visit. This is an opportunity to experience the dentist in a very relaxed way. It can be such fun going to the dentist with all of your friends! Once at the clinic the dental students will look at the children's teeth and talk to them about dental care. Families will be notified if there are any obvious signs of dental concerns.

**Scholastic Books:** Reading books with children is a great way to spend quiet time together before bed, increase literacy development, and foster a love of reading. If you like books and want to build your home library you might consider visiting the Scholastic Book website for access to affordable books.

## Fall Soccer:

The fall soccer program runs from November 8 – December 2. This program is a fee based activity that is instructed by the Simmons soccer team players. The children practice gross motor movement such as balance, accuracy, control, and coordination. They work on social skills: working as a group; spatial awareness: moving around others and sportsmanship: encouraging others, confidence building. Paperwork will be coming by email soon!

## Costume Parade:

On Monday October 31, 2016 from 10-11 am the children will have a costume parade at the 375 Longwood Ave.

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building. During the parade children will show off their costumes and sing some of their favorite songs for our neighbors.

## **Parent Topic: What did you do at school today?**

As children get older they are able to share more about the happenings of their time in school and at home. Some things are exciting and memorable and easy to share other times their day is just a day filled with play and friends.

If you would like to hear more than “nothing” or “I don’t know” the following are some suggestions to illicit a little more information.

\*Refer to the white boards in the classrooms to see what happened in the room

\* Take note of activities that are out when you drop off or child

\* Ask questions that are more specific and spark memory.

What did you and Charlie play today?

What did you build with the magnet tiles?

Tell me about this picture you drew?

You had pasta for lunch, who else had pasta?

How did you get this picture so shiny?

*Robin Gossels, October 2016*