



## Preschool Newsletter

[CLICK HERE](#) to Visit the Preschool Webpage

September 10, 2008

This is the first edition of the Preschool Newsletter. In this and future issues you might find:

- A recap of the week's activities
- A list of books that have been read with the children
- Calendar announcements and updates
- Plans for future events
- Parent/Teacher Conference information
- Parent development articles
- Teacher and parent "Musings"



The letter will help to explain some of the more intriguing pictures that you will see on the preschool webpage:

*Why is my child drawing with broken crayons?*  
*Why did my child come home with paint between his/her toes?*  
*What's making all those kids laugh?!*

### Important Dates for Preschool

September 23  
 Tuesday  
 Curriculum Night  
 7:00pm

September 27  
 Saturday  
 4:00pm-7:00pm  
 Family Fun Night

October 2  
 Thursday  
 First Thursday @ FSH  
 8:30am

October 7  
 Tuesday  
 FCO Meeting  
 8:15am

October 10  
 Friday  
 PUPIL HOLIDAY

October 13  
 Monday  
 SCHOOL HOLIDAY

October 16  
 Thursday  
 FSH Community Book Club  
 7:00pm

October 21  
 Tuesday  
 Picture Day

October 23  
 Thursday  
 Quaker Fest

October 24  
 Friday  
 Parent/Teacher Conferences  
 PUPIL HOLIDAY

October 25  
 Saturday  
 Footsteps for Friends  
 Fit with Friends  
 7:30am



This week the children will begin to explore a variety of art media. They will be discovering the power of color mixing and the joy of spreading color across a page of paper.

Exuberant exploration of art materials can result in paint getting on body parts, clothing, even shoes. Even though paints and markers are labeled "washable", there are some colors and some fabrics that resist easy stain removal. Please dress your child accordingly.

We have had a very happy start to school. The School knows that the gradual opening schedule can be very trying on families' schedules; we appreciate your help in making this gentle start possible for the youngest children as they transition to their new preschool environment.

The opening days of school are always filled with lots of excitement. During these first weeks of school we focus on classroom routines, learning where equipment belongs, personal care/hygiene, safe use of indoor and outdoor spaces, learning each others' names and using the language of taking turns. So much to discover!

Summer can be a hard habit to break!  
Those mornings of lolling in bed and lounging  
in pajamas 'til noon are distant memories.

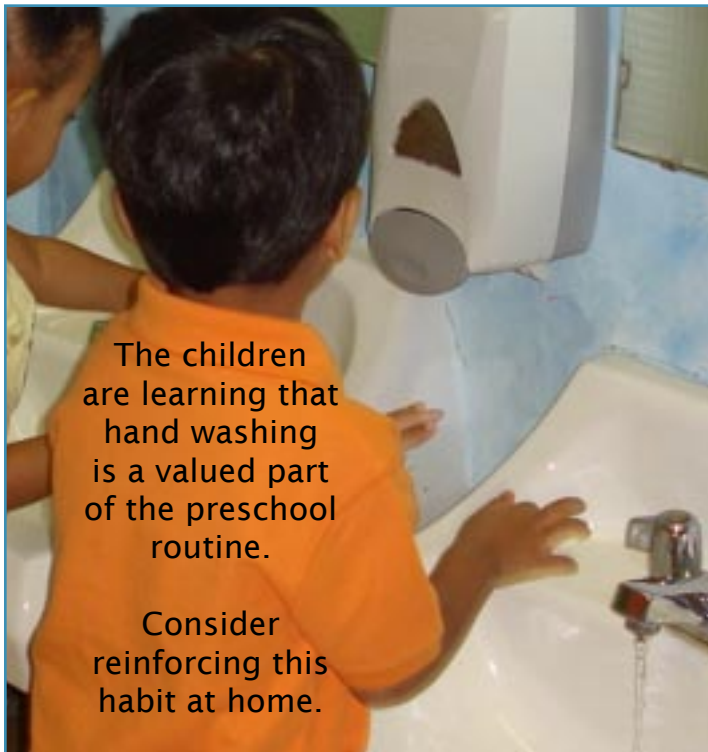


Preschoolers begin arriving in the classroom at 8:00am and all children should be present no later than 8:15am. The preschool program gets rolling promptly at 8:15am. The opening moments of the morning set the tone and expectations for the morning and are crucial for children who are establishing play and are being introduced to special activities.

Special programs, nature walks, visits with other classes and classroom projects will be scheduled for first thing in the morning.

It is reasonable to expect that there will be occasional mornings when a timely arrival is just not in the cards. When that occurs, please follow these procedures.

- 1) If you know that you are going to be late, please call or e-mail Tina to let her know that your child is on the way.
- 2) Drop your child off at the classroom door.
- 3) Walk over to the School House to notify the Office staff that your child has arrived. This important step will eliminate the need for the staff member in charge of attendance to call your home.



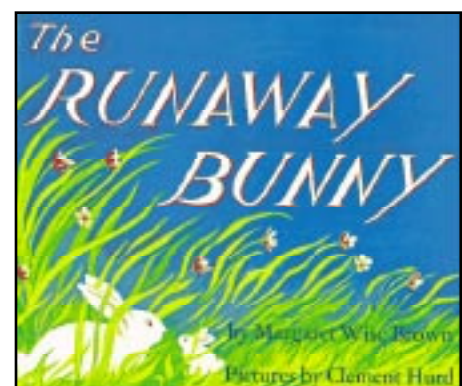
The children are learning that hand washing is a valued part of the preschool routine.

Consider reinforcing this habit at home.

Books we have read recently include:

*The Kissing Hand*, Audry Penn  
*Will I Have a Friend?*, Miriam Cohen  
*Katherine Goes to Nursery School*,  
Jill Kremetz

*Quick as a Cricket*, Audrey Wood  
*The Runaway Bunny*, Margaret Wise  
Brown



## Early Literacy



Each day, preschoolers spend time selecting books from the classroom shelves. In a few weeks, all of the books on the shelves will be those that the children have heard read aloud by a teacher earlier in the month. Looking at familiar books is a valuable pre-reading activity; it allows a child to think and talk about what they know about the book. Using the illustrations as cues, the child can re-tell the story in his/her own words or recite some text verbatim. In time the child will be encouraged to think of alternate plot twists, narration, and/or endings.

Preschoolers learn to handle books with care -- turning pages from the bottom right-hand corner. (Using a pointer finger to turn pages near the spine often causes small and not-so-small tears in the pages.) Books are stored where children have easy access to them throughout the day. The books that teachers read with the children will be posted in the *Preschool Newsletter*. Consider visiting your local library to bring these books home. Preschoolers love re-visiting "school" books at home hearing them read in a different voice and shared with a new audience.

Good reading habits start early. Enjoy!



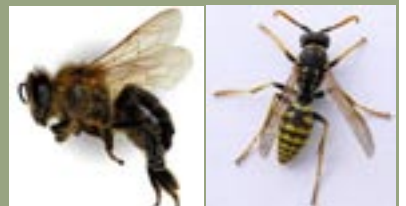
It is the time of year when bees, wasps, and hornets become ubiquitous. It is not uncommon for some children to become frightened by their presence. In preschool, we will work hard to live peacefully with all of the creatures with whom we share our space.

Children learn to become statues when a wasp or bee approaches.

Children learn that swatting at the bee is a poor strategy for cohabitation

Children learn the difference between bees and wasps and the roles they play in our world.

Miss Bee made her first appearance in preschool on Monday morning. She flew up close to each child to see if their colorful shirts and floral designs were real flowers. The children stood very still while she took a good look before flying off.



## Apples

*Integrated Curriculum: music, language (literature, vocabulary), science (life cycles, composting), bodily kinesthetic (creative movement), art (print making), math (whole, half, quarters)*

Songs about apples, describing apples, apples for snack, moving like an apple tree, learning about the life stages of an apple, composting apple scraps, making apple prints...

To hear the many apple songs we have been singing this week, click on the [MUSIC LINK](#). (Make sure that your speakers are turned on)



Wash an apple, cut it up, put it in a pot. When you taste it you will find, it's applesauce you've got!

Applesauce for Thursday snack!





### *Music*

Tr. Britt made her first visit to the preschool this week. During music class we tried passing the tambourine silently before we passed it around a second time, tapping out the beat of a simple song. Children moved their bodies like stars floating in the sky, dancing with other "stars" and creating interesting arches under which other "stars" could float. We will meet with Tr. Britt twice a week during the school year.



## HAVERFORD COLLEGE



Friday's children headed down Quaker Walk and tromped over the foot bridge that crosses over College Avenue. There are many landmarks that the children will come to recognize as they make this trip regularly throughout the year. [CLICK HERE](#) to learn how to get to the Climbing Tree This Osage orange has held generations of Friends School students in its branches and it continues to draw them back as high school students, parents, and grandparents. The climbing stone is a relatively new addition to the climbing tree play area. It is a work by Peter Rockwell, son of illustrator Norman. As an artist in residence at the college in 1989-90, Peter spent weeks on perfecting the enchanting faces that fill the stone. On one occasion, Peter allowed the preschoolers who were playing at the tree to help him with his work. It is always a pleasure to go back to the stone and remember its creation and the hundreds of preschool feet that have worked at climbing to the top. To learn more about Peter Rockwell [CLICK HERE](#). (In his bio Peter mentions teaching at FSH!)

## What Do Children Learn from Sand Play?

(excerpted from Sheila Milnes *Web Based Learning Units*, PSU)

Imagine the feeling of dry sand pouring through your fingers, or packing wet, hard sand into a bucket, or wet sand dripping from your fingertips. Sand play delights the senses, but sand play is far more than simply pleasurable for young children. This type of sensory play is very important for the development of young children. Sand play gives children a chance to explore science concepts like wet and dry, volume, pouring, and sifting in a hands-on way.

Sand play helps children develop in three areas: physical, cognitive, and social-emotional. Following are some of the many ways that sand play fosters development:

### Physical Development

- Improves fine motor skills
- Improves eye-hand coordination

### Cognitive Development

- Lets children explore changes, like how sand is different when it is wet or dry.
- Increases vocabulary - children learn words like wet, dry, molding, pouring, and sifting.
- Allows children to discover that the same amount of sand in different containers looks different.
- Lets children explore cause and effect - what happens when dry sand is added to wet sand, when water is added to dry sand, when wet sand is dumped out of a bucket, when dry sand is dumped out of a bucket.

### Social-emotional Development

- Gives children a chance to imitate the play of others - children learn new ways to explore and build.
- Lets children explore what adults do through dramatic play.

### Age and Experience Affect Play

Children play with sand differently and learn different things from sand play as they grow. Sand play is valuable for children from toddlerhood through the school-age years.

The first stage is called functional play. At first children explore sand with their senses, discovering what sand is like, and what can be done with it. Toddlers often use functional play.

The next stage is constructive play. Now children can use what they know about sand to create. They might get the idea to build a tunnel or a building. This is often what young preschoolers do.

Then comes dramatic play, as children use their creations to imagine a miniature world. You will often see four- and five-year-olds doing dramatic play.



