



# Preschool Newsletter

## 10/23/17~10/27/17



### **Cooking with Children**

Due to our recent weather, we read the book "Thundercake" by Patricia Polacco. The children got cozy in their blankets as Ms. Gemma read the story about a little girl who was afraid of thunder and is helped by her grandma to overcome her fear by baking Thundercake. The children helped to count the seconds between lightening and thunder and Ms. Gemma used a special thunder maker when we reached the number 1. At the end of the book is a recipe for Thundercake so, of course, we had to make it!

Cooking with children offers opportunities in multiple learning domains. Socially, the children are learning to take turns and help each other when they hold the bowl. Physically, they are learning about control as they crack an egg or pour just enough oil. Cognitively, they are learning about properties of matter, measuring, counting, reading symbols and using rich language. In addition, cooking is an activity that leaves an impression on a

child due to its sensorial nature. The smell of the cocoa powder; the texture of the flour on your hands; the taste of the final product! When the cakes were ready, we shared them with some of the Imua workers upstairs before eating them ourselves at snack. They were delicious despite containing the unusual ingredient of tomatoes! We also made smoothies this week using bananas from Ms. Gemma's garden and basil from the preschool garden. Next week, we will make pumpkin bread and roast pumpkin seeds .



## Drawing with Children

Children's drawings are precious. As parents, you collect them and hang them on your fridge or even frame them. We delight in the stories a child tells of their rudimentary image. However, drawing serves multiple purposes for children and there are different kinds of drawing in which children participate. This week, we exposed children to two new types of

drawing; observational drawing and theory drawing.

Observational drawing is really a scientific technique that utilizes the act of observing closely and representing what you see. Often, a child's drawings in this method are much more recognizable and focused. We asked the children to observe and draw our coconut plant. We looked with them and asked what shapes they could see. We noticed that the seed was an oval, the basket was a rectangle, and the stem was a straight line up. We counted the leaves and talked about the colors. With this type of verbal assistance, the children were able to focus and draw the coconut tree. Some children drew multiple versions and others came back for a second try.

Theory drawings are also scientific but are also more communicative. Before a child can write, they represent their ideas in pictures. Giving a child paper and asking them to draw their idea helps them to communicate their idea to others. Simply having the idea scribbled down can assist them in telling others about their theories. We use this type of drawing when we ask questions such as, "What is inside a seed?" or "Where do you think the rainbow came from?" Learning about children's theories can help us in assessing where common misunderstandings lie or assist in offering us a clue as to the direction our lesson plans should go.

Children need multiple experiences with drawing before we can expect them to write words. Offering them the time, space and materials is a good place to start. By offering genuine interest, commenting on what you see and saying, "Tell me about it," rather than asking the common, "What is it?" can help encourage your child to keep on drawing!



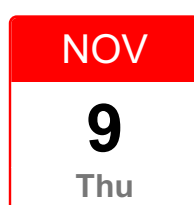
Conferences



Conferences



Conferences



Uncle Wayne sing-along  
230pm

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**NOV**  
**10**  
Fri

Veteran's Day  
NO SCHOOL

**NOV**  
**15**  
Wed

Family Workshop  
4pm-6pm

**NOV**  
**22**  
Wed

Breakfast pot-luck 8am-10am  
POG meeting 330pm-430pm

**NOV**  
**23**  
Thu

Thanksgiving  
NO SCHOOL

**NOV**  
**24**  
Fri

NO SCHOOL