



a cooperative preschool in South Orange County  
where children and parents learn and love together

**Upcoming Dates**

- Oct. 27- Halloween Carnival, 3-5 pm
- Oct. 30- 3day parade, 11:45 am
- Oct 31- 2day parade, 11:30 am
- Nov. 1- no school
- Nov. 1- Julian apple pie pick-up
- Nov. 8- Movie Night at Serra
- Nov. 11- no school
- Nov. 14- 2day conferences
- Nov. 14- Mrs. Nowicki's birthday celebration at Pizza Port, 5:30 pm
- Nov. 15- 3day conferences
- Nov. 16- 6 week clean-up
- Nov. 21- 2day Stone Soup
- Nov. 22- 3day Stone Soup
- Nov. 22- Mrs. Nowicki's Birthday!
- Nov. 25-29- no school



San Clemente, California

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[www.serrapreschool.org](http://www.serrapreschool.org)

**Kids' Birthdays**

- Maverick Rohm turns 4 on 11/25
- Presley Sanders turns 4 on 11/25



**Our Board**



- Cindy Parker, President [cindyparker80@gmail.com](mailto:cindyparker80@gmail.com)
- Lili Cifuentes, Vice President [cifuentes1@yahoo.com](mailto:cifuentes1@yahoo.com)
- Adrienne Matheson, Treasurer [amatheson4@gmail.com](mailto:amatheson4@gmail.com)
- Ami Walstrom, Ways & Means [ami@walstrom.net](mailto:ami@walstrom.net)
- Jamie Thrash, Secretary [jamie.thrash@hotmail.com](mailto:jamie.thrash@hotmail.com)
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- Devon Azzam, Family Growth [devonazzam@gmail.com](mailto:devonazzam@gmail.com)

Patty Nowicki, Teacher and Director [pnowicki1@cox.net](mailto:pnowicki1@cox.net)

**Sponsorship Rates**

Business Card: \$5 per issue or \$30 for the year  
¼ Page Ad: \$10 per issue or \$50 for the year  
Email your ad to Cori Preisler at [CoriPreisler@hotmail.com](mailto:CoriPreisler@hotmail.com)  
Advertisement should be in Word.doc format.

**Five Little Pumpkins**



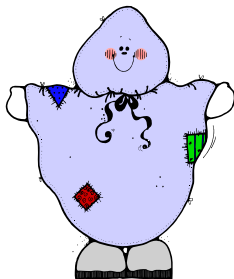
5 little pumpkins sitting on a gate,  
The first one said, "My it's getting late."  
The second one said, "There are witches in the air."  
The third one said, "We don't care."  
The fourth one said, "Let's run and run and run."  
The fifth one said, "I'm ready for some fun!"  
WOOOOOOOOOOOOOOOOOOO went the wind,  
Out went the lights,  
And these five little pumpkins rolled out of sight.

## Halloween Parade

The 2day class will have their Halloween Parade on Thursday, October 31<sup>st</sup> at 11:30 am

The 3day class will have their Halloween Parade on Wednesday, October 30<sup>th</sup> at 11:45 am

Please have your children come to school already dressed in their Halloween costumes. Feel free to come early for the parade and take pictures.



## Field Trip

Discovery Science Center in Santa Ana

**When:** Tuesday, November 5. Guided tour from 9:00 am to 11:45 am.

**What:** Featuring: The Science of Ripley's Believe It or Not!® features an extraordinary collection of intriguing objects and astonishing artifacts.

**Cost:** Child \$9, Adult \$11

**Payment:** Please leave cash or checks written to Eva Gentile in the field trip folder.

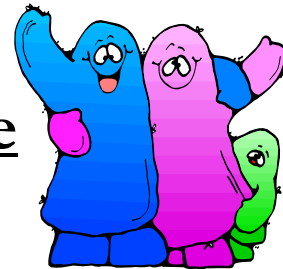
**Contact:** Eva Gentile [emgmd2@aol.com](mailto:emgmd2@aol.com)

Looking forward to a fun science day!



## Director's Message

### Friendships in Preschool



Four-year-olds Nathan and Mike are playing with dinosaur models in the dinosaur habitat. They are deeply engrossed in their activity, moving the figures from place to place and actively communicating their ideas for the scenario with each other. Jimmy walks over, picks up a dinosaur, and tosses it into the middle of the play area.

"Hey," says Nathan " you can't put it here. "That's the water hole."

"Yeah," adds Mike. "Besides you're not on our team!"

"I am so if I wanna be," Jimmy asserts, angrily standing up with his hands on his hips.

"No, you can't," Nathan responds.

"Teacher, they won't let me be on their team!" wails Jimmy.



Conversations about being a friend or not being a friend and if you can play or not play are part of what goes on in the preschool classroom every day. Having some knowledge of where children are developmentally helps adults understand children's behavior when it comes to playing with and making friends.

Children in the early stages of friendship, call friends those peers with whom they play most often or who engage in similar activities at a given time. This was evident in 4 year old Sara's answer to a

given question about her friendship drawing: Why are they your friends? "Because we play dollies together and all wear pink dresses." Children also define friends by proximity, "He's my friend, and he lives next door." Friends are also valued by their possessions, "She's my friend; she has a Barbie doll." Lastly friends can be valued for their visible physical skills, "Mary is my friend; she can climb the tree really high."

Because children of this age are egocentric, they think only about their side of the relationship. Consequently, they focus on what they want the other child to do for them. They have no thought of their own duties to the relationship and so do not consider how to match their behaviors to the other child's needs. Moreover, it is common for young children to assume that friends think just the way they do. If this proves false, they can become very upset.

Young children in the beginning stages of friendship are much better at initiating an interaction than they are at responding to others' attempts to join in the play. They may inadvertently ignore or reject another child's attempt at joining the play. This happens most often once the game or play has already begun. By that time, a solitary player or group of children has centered on carrying out a play episode in a particular way, which includes only those kids already involved. It then becomes difficult for them to expand their thinking to envision how the newcomer could be included. Their refusal to allow another child access to their play is a cognitive dilemma, not a deliberate act of cruelty. Teachers and parents can accomplish much by helping children become more successful with their friendship strategies.

To start a potential friendship, one child must first approach another. If the friendship has any chance of success, the second person must respond positively. How this contact is carried out influences each child's perception of the other. Children who are cordial, that is who smile, speak pleasantly, offer greetings, and seek information, tend to elicit positive responses from others. Another successful strategy for breaking the ice is imitation. Very young children feel flattered when others mimic their actions by playing nearby or using the same materials, and then they tend to welcome more direct involvement by the imitator.

When adults notice what children are doing and then comment or reflect on what is they see, it helps children learn appropriate ways to interact and how they can play together.

For example, two kids are playing side by side with cars.

What could we say to facilitate a conversation about friendship and extend their play so they are playing together or working towards a common goal?

"Bill and Pete, you are both playing with the cars, friends often play with toys together."

I wonder if you have a garage for the cars." "Let's use these blocks to build one. That's what friends do, they work together." By speaking this way to children we give them information on what friends do and how they play together.

Many young children fail to recognize that even the seemingly simple strategy of acting friendly will gain friends. They may have the correct idea, but their timing may be off, or their actions may be misapplied.

We can help children by pointing out the child's behavior and its effect on others by using specific, observable terms rather than generalizations. Adults can demonstrate the appropriate skill and explain the rationale for why it is effective. Children then need to practice these skills and hear how well using a particular skill worked.

How could we help the boy who threw the dinosaur into the middle of the table learn another way to enter into the play?

The first thing we need to do is ask ourselves, what just happened here? Did this boy do that to be mean or ruin the other children's play? Probably not. It could be that Jimmy simply wants to play but lacks the skills to do so in a way that makes sense to the kids already playing. We need to help him learn more appropriate ways to approach children and begin playing. I might ask myself what words can I give Jimmy so his interactions are more successful and friendly. How can I help Nathan and Mike see that Jimmy wants to play and how can they find a place for him.

Jimmy needs to hear that when he threw the dinosaur in the middle of the table it made Nathan and Mike angry because it destroyed the scene they had created. Throwing toys does not help kids know that you want to play. What message can we give them so they know you want to play? We have to give the children the ideas and the words and help them to find ways to use them. We can say, "Jimmy when you want to play you can walk over, smile and then ask to play." "You can share your ideas as well." "Let the kids know what you like about dinosaurs." "Ask the kids what they are playing." Sometimes children cannot say the words. It is ok to say it for them. You can ask children if they would like help saying the words. If so say it for them. "Nathan and Mike, Jimmy wants to play dinosaurs with you." "He does not know where to start." "He has a T Rex, where can the T Rex live?"

"Jimmy, you have ideas about dinosaurs. What are they?" "Let's tell Mike and Nathan about them." "That's what friends do, they share ideas."

My purpose for giving you this information is to help you understand some of the interactions between the kids as they are working on learning and developing friendship skills. This is something that will take them through their teen years. They are beginning this work now. We see it in the classroom every day. We can support them and help them grow in their skills by reflecting our understanding of what we see happening. By changing our views on what we see, we can realize that they are not rejecting a particular child because they are being mean. The child who is doing the rejecting and the child being rejected need our help and guidance. We can help kids who want to play enter the play scene by asking the kids already playing what it is they are doing. We can also do this by helping them think of ways to give the child who wants to play a role.

Creating games for groups of kids to play together gives kids a chance to participate, playing together as friends. The other day a clever Mom came up with an idea for playing in the Harvest Market. She made a shopping list for the kids. She drew pictures and the kids had to find what was on the list. She created an opportunity for kids to do the same thing together, to work as friends do. We could reflect on that by saying, "I see two friends shopping at the Market." "What are you getting from the list?" "Who will get the apples and who will get the pumpkins?" "Where will you put your food?" "What can Presley shop for?" "Can you use the cart together?" It is very kind and friendly of you to let Presley use your cart."

Lastly I invite you to share your thoughts with me as we work together in the classroom with the kids about what you see or hear as the kids work on being a friend. This is something they are intently working on. There are many "friendship" interactions going on, giving us plenty of material to work with.

Fondly,  
Mrs. Nowicki

## Scholastic Book Club

If this is your first time ordering online:

- REGISTER at [scholastic.com/readingclub](http://scholastic.com/readingclub)
- ENTER the Serra one-time Class Activation Code: MFML4 to link your child with Serra preschool

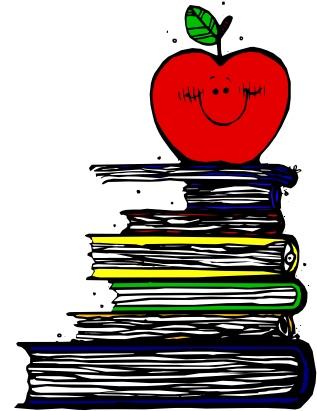
If you are already registered with other children in your family:

- Add your Serra student by clicking on add a child
- Link your child to Serra with the one-time Class Activation Code: MFML4

THEN:

- CHOOSE your books by adding them to your cart
- PAY online with a credit card
- SUBMIT the order to me online by the due date listed on the website

Questions? Contact Kate Vojtus at [lenkoski@yahoo.com](mailto:lenkoski@yahoo.com)



## Halloween Carnival



Sign-up sheets for the Halloween Carnival are up and are for RSVPs, volunteering, and goodies needed.

The carnival will be Sunday, October 27th from 3-5 PM at Serra. It will be \$10 per child that will be participating or \$25 per family if there are more than 2 children. The price includes: all the activities, popcorn, snow cones, bottled water, and a goodie bag of Halloween goodies to take home at the end.

Beer and wine will be in the kitchen for the adults. A "donation" of \$5 per glass of wine or bottle of beer is appreciated.

Contact Ami at [ami@walstrom.net](mailto:ami@walstrom.net) for any questions.

## Announcements



We are still accepting donations for our Harvest Market.

