

JUNEAU CO-OP  
PRESCHOOL

# newsletter

## January 2015

## Looking

Shaving Cream Art

Snake Visit

Valentine Celebrations

Sewing

Volcanoes

Solstice Lanterns

forward prepared

### Letter from the teachers

Hello Preschool Families,

Welcome back to preschool and the other side of solstice. We're hoping for more snow along with the slowly increasing daylight since we've been a bit shortchanged on the snow side of things this winter.

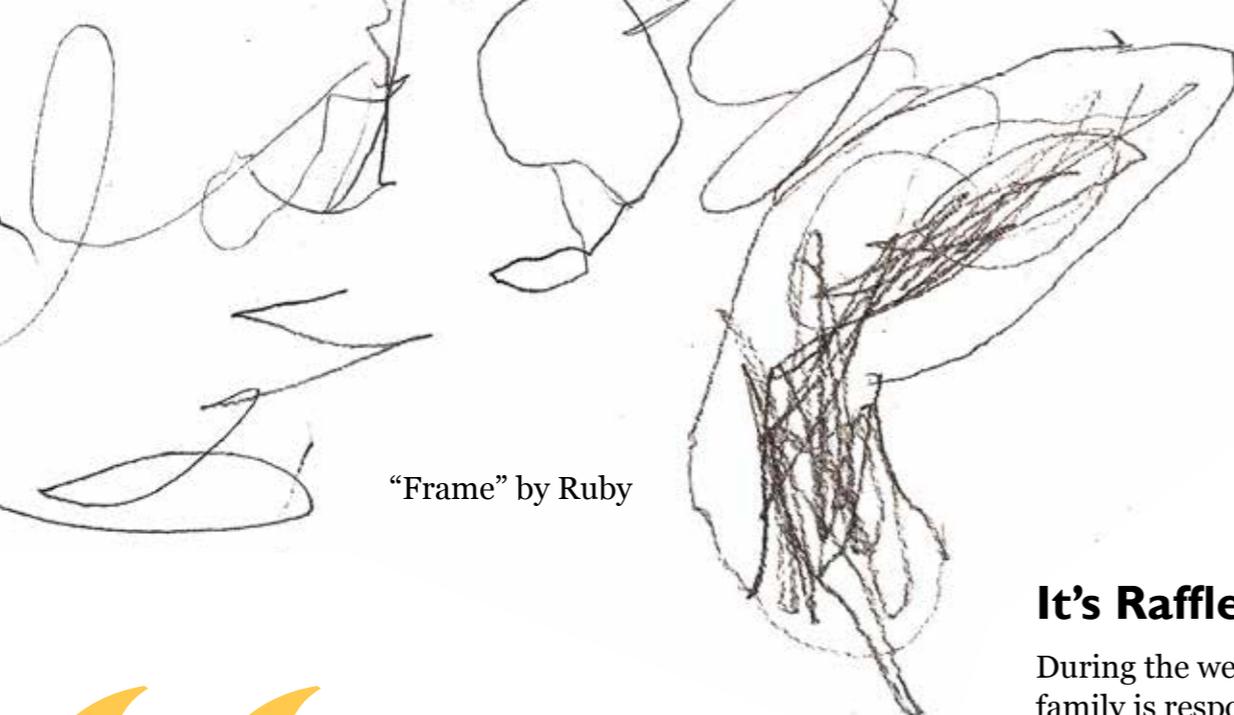
It felt good to reconnect and get right back into the swing of preschool with more solstice stories, some sewing projects and lots of dramatic play. We're pleased to welcome Sienna Lee, Warren Leask, and Fisher Goetz into the Tuesday/Thursday class. Our class reps have been working very hard to keep up with enrollment changes and scheduling parent work days. Remember to write your vacation plans on the white board in the coat room and call preschool if your child will be out so we can invite a sub to come. It benefits preschool and allows a child who is not fully enrolled to experience some preschool fun.

Within the next week or two we'll be sending home a Valentine class list. No one is obliged to bring valentines but if your child does want to bring them, we ask that s/he bring them for everyone in the class including subs. Celebrating friendship with valentines is a favorite preschool tradition and a great opportunity for emergent literacy. Dictating a message to a friend, addressing and signing valentines or matching names to deliver them embodies a meaningful literacy experience miles beyond contrived worksheets or phonics exercises. Don't insist that your child address or sign every one---judge their level of interest and be sensitive to their tolerance. The physical act of forming letters is hard work for many young children. Compliment your child's efforts instead of judging results. Some children will attempt a single letter of their name a few times, some will label a few valentines and some want to do the whole thing themselves but will need your support.

We'll celebrate Valentine's Day on Thursday, February 12th and Friday, February 13th. Valentine boxes will be set up in the woodworking room. Please assist your child in delivering their valentines on each respective morning. Instead of going outside after snack those days, we'll open our valentines. Extra readers at that time would be much appreciated.

See you at preschool,

**Mary, Rhonda and Melissa**



“Frame” by Ruby

# Fundraising

## Raffle tickets

### It's Raffle Time!

During the week of 1/12-1/16 each Co-Op family will sign for a book of raffle tickets with instructions. Each family is responsible for selling or buying their book of 10 tickets. I will have more available for anyone who needs them.

There are some really great prizes to be won including tours by Allen Marine, Era Helicopters and North Star Trekking. Also, some treats from local favorites like Heritage Coffee, Silverbow Bakery and Capital Cafe! There's even a Kindle!

All ticket stubs and money (cash or checks made out to Juneau Coop Preschool) will be collected no later than February 23rd. The drawing is to be held February 28th.

You will find an envelope labeled “RAFFLE” hanging in the coat room and I will check it frequently for any deposits.

This is our biggest fundraiser of the year! Your time and effort is very much appreciated.

If you have any questions regarding the raffle, please call Amanda Landvik (503) 857-2140

Mira (whispering to Mary who is meeting with the other teachers): “You’re our neighbor and our house is over there.” (pointing to tree).

Mary: “Oh good. I love having nice neighbors.”

Mira: “No! You’re the neighbor! We’re not.”

Mary: “Oh. I see. Well who are you then?”

Mira: “I’m a teenager.”

Juneau Co-op Preschool newsletter, January, 2015. This newsletter publishes important information and keeps all pre-school families up to date to current issues. Published seven times a year. Compilation and design by Inari Kylänen (Saana’s mother). Articles in this issue are written by Mary, Rhonda, Melissa, and Amanda.

# Upcoming events

## thank you gracias merci danke kiitos köszönöm

Many thanks this month to the following:

First and foremost the teachers would like to thank all of you for your gifts. Our holidays were healthier, more stylish, more delicious and more prosperous because of your generosity.

**Debbie Gillespie** (Seamus' mom) for excellent care of Pebbles during the winter break.

**Emily** and **Demian Schane** for leading and hosting a small group of city builders to the Federal Building for a 9th floor view of Juneau.

**Colette Costa** of the Gold Town Nick for her generous support of our family movie fundraisers.

Everyone who baked treats for and/or attended the December family movie.

**Evelyn Bass** (Maddie's mom) and Melissa Patterson (beloved teacher, Ginger's mom) for their work at the movie fundraisers.

**Paige McGuan** (preschool alumni) for fleece fabric donation.

**Heather Ridgeway** and **the JDHS Art Club** for lending their talents to our mask making workshop.

**Angela Goodhope** (Forrest's mom) for her good ideas and hard work on our "Artist for a Night" fundraiser.

**Brad Robbins** for playing Santa at our December movie fundraiser.

## Blues Dancing Workshop

Saturday, January 24th, 6:00 – 8:00 p.m.

Preschool Classroom

## February JCP Board Meeting

Monday, February 9th, 6:00 p.m.

Preschool Classroom

All Welcome

## JCP Valentine Celebrations

Thursday, February 12th

Friday, February 13th

We're currently looking for donations of standard size, empty Kleenex boxes to use for Valentine mail boxes and a crib mattress in decent shape.



# Ways you can help

## Offering guidance

*Jack is using the broom. Maggie wants it and grabs it away. Jack hits Maggie and the battle is on.*

This sort of a thing, or variations of it, can happen on an almost daily basis at preschool and there are several possible ways to react to such a scenario. We could take the broom away from both children, putting it up so they don't argue over it. We could require apologies for hitting and/or for grabbing, depending on which part of the altercation is witnessed or whose story is believed. But this, to borrow from **Dan Gartrell**, a contributor to *NAEYC's Beyond the Journal: Young Children on the Web*, would miss the opportunity to offer guidance, "teaching children how to solve their problems rather than punishing them for having problems they haven't learned how to solve."

We already discussed the pitfalls of forced apologies in a previous newsletter. Solutions imposed by adults teach children that an adult (or authority figure) is needed to arbitrate disagreements between children (or people) and that they, themselves, do not have the ability to work out a solution on their own. They will not gain the skill or confidence to work out conflict on their own if not given the opportunity to practice. Children cannot learn to regulate their own behavior as long as others are regulating it for them.

So what is a helpful response? For starters, get down on the children's level, giving the message of being with them, not over them, and showing them respect. You might need to take the broom away for their safety rather than as a punishment and to allow the children to cool down, reassuring them that it will only be held until they, the children, can work something out. There is already an assumption that they can do it, and that you are there to help. Help them to look at one another to see how the other is reacting and, if they are able, letting them express their feelings for themselves. Considering each child's level of maturity, you might need to guide them to notice with statements like, "**Look at \_\_\_\_\_'s face. He looks mad.**" or "**Look at \_\_\_\_\_'s tears. She looks sad.**" Encourage them to take turns explaining their actions and intentions so that each can begin to understand the other's perspective. This does not come naturally to a young child. Developing an understanding that there are other people with needs and wants different than their own is a new concept for most young children and is necessary if they are to learn empathy.



# Ways you can help

## Offering guidance

If they need help to move even further, prompt them by stating the problem and encouraging them to propose possible solutions: **“There is only one broom and two children want to use it. What do you think you could do?”** Asking what they could instead of should do leaves space for the children to consider their own solutions as opposed to trying to figure out what is expected of them. Be prepared to accept a solution agreed upon by the children, even if it is not particularly logical to you. Guiding children to make their own decisions and choices, both good and bad, is part of helping them to become more autonomous.

Finally, help children to make amends. You might ask, **“How can you help \_\_\_\_\_ to feel better?”** If they do not have a response at the time, you can express your confidence that they can perhaps think of something later. As with resolutions to conflicts, try out their solutions, even if they sound a little far-fetched. One boy several years ago offered the idea of a snack as a way to make a child he hit feel better. It was something that would have never occurred to me, but his idea was warmly received by the other child.

Of course, all of this sounds great on paper, and quite often works beautifully in the classroom, too. But even when it does not flow so smoothly, any attempt at involving the children in working to solve their own conflicts is a worthwhile effort. The co-op preschool brings together children of different ages and developmental levels, possessing a wide range of temperaments, talents and challenges. As such, we all need to model caring acceptance and patience with each child as they learn to negotiate social and emotional challenges at their own pace, and help them to see themselves and each other as capable and accepted members of our preschool community.



Illustration by MWF group. Image manipulation by Inari.

# Doodleday

by Ross Collin

**Nothing**

- Maddie

**A seagull**

- Sunna

**A 'doodle'  
Eddy**

- Eddy

**An Owl**

- Lucy

**An elephant  
and a bat**

- Kade

**A Sadie  
Frances**

- Sadie

**A spider**

- Breea

**A dog**

- Haley

**Spider and  
a squid**

- Seamus

**Purple  
bunny**

- Cedar

**Squid**

- Matthew

**A crayon**

- Caleb

**Pony**

- Sigrid

**Carrot**

- Mila

After reading Ross Collin's Doodleday, we asked the MWF class what they would draw if their drawing could become real. Freyja was absent that day.

**No response**

- Ginger

**Butterfly**

- Aima