Dear Families,

For the past month, the Green Room Friends have been exploring Light and Color. We began our theme concentrating on Color. Circle time discussions and activities included identifying favorite colors, sorting classroom objects by color, experimenting with color mixing, identifying primary and secondary colors, and naming the colors in a rainbow. Some of the books about color the children enjoyed were The Color of Us by Karen Katz, Blue Goose by Nancy Tafuri, Colors Everywhere by Tana Hoban, and The Color Box by Dayle Ann Dodds.

The children wrote stories about their favorite colors and drew pictures about their color stories. Colorful art materials included water colors, Cray-Pas and markers. We made color collages with various scrap materials glued onto matching colored construction paper. The children created artist palettes by mixing paint onto a paper palette and then they painted pictures using their palettes. We had a color scavenger hunt looking for identified colors around the Green Room. Color games that we played included Candyland, UNO, Snails Pace Race, ISpy, Color BINGO and Twister. We practiced measuring and patterning with colored worms and colored cubes. The children experimented with mixing primary colors using water, paint, or water jelly crystals. We made observations about the secondary colors that were created when mixing, and we discovered how we can change the shade of the color by adding more or less of one color. The children explored color shading by adding black to a color and color tinting by adding white to a color. In the kitchen, we made rainbow Jello.
Our theme continued as we introduced Light. Circle time discussions and activities included brainstorming sources of light, discussing sources of light in the daytime vs. nighttime, predicting which materials allow light to pass through and introducing the terms transparent, translucent and opaque. Some of the books about light the children enjoyed were Bear Shadow by Frank Asch, Moonbears Shadow by Frank Asch, Oscar and the Moth: A Book about Light and Dark by Geoff Waring, and It Looked Like Spilt Milk by Charles Shaw.

Our Dramatic Play Area turned into The Green Room’s Light and Color Lab. The lab allowed us to experience and experiment with prisms, periscopes, kaleidoscopes, flashlights, magnifying glasses and binoculars. The natural sunlight streamed through our windows, and the children observed the interaction of these materials with light. We added colored cellophane to our windows to periodically change the color and light experience in the lab. We used the shadow screen in the lab to help the children create shadows using the natural light. The children made sun catchers by gluing tissue paper to laminate, and then we displayed them on the windows. We used the overhead projector and the shadow screen to play a shadow guessing game. We covered our tables with blankets so the children could crawl underneath with a flashlight to experience drawing using a flashlight as their light source. In the discovery area, we turned out the lights and the children painted with paint rollers that had flashlights attached to them, which helped them observe a ray of light traveling in a straight line. We borrowed the Kindergarten’s light table and enjoyed it in the Green Room as we built with translucent Legos and Magnet Tiles. After reading Abiyoyo by Pete Seeger, the children made puppets and practiced retelling the story using their puppets, the projector and the shadow screen. Experiments with mirrors and flashlights helped us learn about reflection.

During our exploration of light, the Green Room Annex became our Black Light Lab. A black light produces ultra violet light, which comes after violet on the spectrum. Black light looks violet and anything you can see glowing under a black light is a phosphor (also called a fluorescent substance). Phosphors react to the ultra violet light and show up glowing. We spent our time in the Black Light Lab creating art using materials that glowed under the black light. We also experimented with glow-in-the-dark Goop. Thanks to Zen’s (Blue Room) Dad, who donated all the art materials for us to experiment with in the Black Light Lab. The children also experienced our new White Light interactive video technology. This is a computer programmed light and color experience that enables the children to interact with their colored shadows projected on a screen.
Letter People
Our letter people this month were: Ms W who wears words on her shirt, Mr Y and his yodeling yawn, Ms U who has an unusual umbrella, Mr R and his rainbow ribbons and Ms J with jingles on her jacket.

Special Visitors
Our special visitors this month included Ms Laurel, Children's Librarian from the Carnegie Library, and Mother Nature from the Pittsburgh Aviary. Mother Nature visited the afternoon friends and brought with her a presentation about different birds and what they eat. She also brought two special friends from the Aviary, Barkley the owl and Preston the penguin. A special thank you to Dr Hilary Tindle and Dr Matthew Freiberg who arranged the aviary visit as a birthday treat for Madeleine.
Birthday Celebrations

Celebrating birthdays this month were Madeleine, Sydney Sw. and Joby. Thanks to their families who visited to share stories and a birthday snack.

Goodbye William

Sadly, we said Goodbye to our friend William. His family is moving to Erie and his Mom visited the Green Room on his last day to share a favorite story and special snack. We will miss him!

Gym

In Gym this month, we played Island Soccer and learned to Square Dance. Island Soccer is a game in which the children are split into two teams and each team member is placed on an “island” (colored circle), they must work together from their island to get the ball to the goal while avoiding “the swimmer”, a position in “the water” in front of the opposing goal. Square Dancing to the songs Oh Belinda, Shoo Fly, and the Irish Washer Woman was so much fun!! Along with using our gross motor skills, square dancing helped us practice following directions, counting, cooperation and patterns.
Why? And Try!

Every day in the Green Room, the children are responsible for doing their jobs. Some of our classroom jobs include: snack helper, calendar helper, weather helper, plant helper, line leader, mat passer, sweeper and the caboose. Classroom jobs encourage responsibility, give the children a sense of accomplishment and promote teamwork and cooperation skills. The classroom jobs also support our six learning goals.

1. **Self-esteem and Independence** - The children feel a sense of pride in accomplishing a task and are independently responsible for completing their daily job.

2. **Interaction and Cooperation** - The classroom jobs help promote the children's social skills, as well as adult and peer interactions. Snack helper is a cooperative job in which children from all three circle groups work together to distribute napkins, cups, plates and snack.

3. **Communication** - The children practice oral communication skills as the weather person reports the weather and the line leader calls each friend into line. The calendar helper practices written communication by writing the weather word, day of the week and number.

4. **Discovery and Exploration** - Observation skills help the plant helper determine the amount of water needed for the plant. The weather helper observes and predicts the patterns in the weather.

5. **Physical Capabilities** - The mat passer builds large motor skills by carrying the mats to circle and then returning them to the pile afterwards. The sweeper also practices large motor skills by using a broom and dust pan.

6. **Artistic Expression and Appreciation** - Calendar and weather songs help us reinforce artistic expression and appreciation. Even the children’s creative napkin folding as they set the tables for snack has allowed them to incorporate their artistic expression!

Try to enact it!

Helping others promotes a higher self esteem and can increase academic and social skills. Allow your child to contribute to your family by incorporating some jobs at home. Ask your children what their favorite job is at school and try to incorporate that job at home. Some suggestions would be:

- help feed your pet
- put dirty clothes in a basket
- dust with socks on each hand
- water garden/plants
- put away toys
- pull weeds in your yard
- help set the table for dinner
- sort clean laundry (separate socks from the rest of the laundry)
- choose clothes for the next day
- bring in mail/newspaper

These responsibilities will increase academic and social skills, help develop children’s self esteem and we hope, lighten your work load!!