Important Notes
- November's theme: Native Americans
- Thanksgiving Vacation: November 23-25
- Parent Teacher Conferences: December 2nd and 9th.
- Please remember to send a change of cold weather appropriate clothes.

We began our study on the Elements of Art by talking about what we see around us, understanding how to tune into our observational abilities. We invited the children to be careful observers of the world around them and to take notice of details that can lead to important learning. Observational Drawing is the ability to draw and paint from life, creating an image not taken from either a photograph or the artist’s imagination, but from real life observation. This initial activity helped set the foundation for our unit, inspiring the creative juices to begin flowing, as we delved into the world of how art is created and what art means to us. Refining our observational skills was a nice way to tie in our exploration of our make shop, learning how to use the tools around us, combined with recycled and repurposed objects, to create our own representation of art. During our unit, we explored lines, colors, shapes and texture, beginning with drawing, cutting, and painting straight, curvy and zigzag lines. We worked with primary and secondary colors in different mediums, manipulating and mixing them to make interesting combinations. We learned how to maneuver shapes with the purpose of creating and drawing 2D objects. Throughout the month of October, we learned by means of hands on experiences, making personal connections, reflecting upon stories, and immersing ourselves into the world of art, by truly becoming a classroom of artists.
The elements of art serve as building blocks. A person cannot create art without utilizing some of them. Line is essential as a concept to depict objects and symbols and to define shapes. The friends learned that “A line is a dot that went for a walk.” A line can be straight, swirly, wavy, jagged, dotted, dashed, zig-zag, diagonal, vertical or horizontal. We explored the many ways lines can be used in art, to create shapes, show movement or represent texture. The friends then learned how to utilize lines to create shapes, then combined shapes to create everyday objects, such as a cat, a person and a house. Friends continued their exploration of lines and shapes on a daily basis, creating illustrations for a classmate’s birthday page, illustrating a book at the writing center, recreating the sequence of a story’s illustrations or drawing a teacher-modeled prompt in their journals.

We explored the element of color during our first week of study. Starting with primary and secondary colors, we sang, danced and painted until we had learned the order by heart. During this time, we completed several art projects that combined color with lines. First, the children explored color mixing in the simplest form. Each child was given two primary colors and asked to predict the color they'd make when mixed together. After more exploration, finger-painting and investigation of color mixing (using white, grey and black paint), friends were eager to create their very own custom kindergarten color of paint. Using all they had learned, each friend selected specific colors to mix. After completing their creation, the kindergarten friends named their new customized colors such as “Malena’s Blueberry Purple” and “Jordan’s Ocean Blue”. Throughout the month of October, lines, colors and shapes lead our creativity. The children painted warm (red, pink, orange and yellow) and cool (blue, purple, teal and green) color shape designs, had a chance to extend our exploration of self portraits using shapes and colors and used colors, textures and lines to create 3D sculptures.

In just over one month, the kindergartners have progressed greatly in their drawing abilities. Their fine motor skills, awareness of detail, and focus has developed, allowing for more elaborate and accurate drawings. Their representations of forms are clearly recognizable and will gradually become more complex as time continues. Their use of color is developing into more of a realistic representation, rather than just a form of expression. To support the continual progression of their work, we have created a visual reminder of what a quality illustration (drawing) looks like at the kindergarten level. Ask your child to describe what a 5 drawing would look like. The answers included the following: it has five or more colors, the colors are used accurately, it includes tons of detail, is neat and represents that you took your time and did your best work!
LOOSE PARTS EXPLORATION

When exploring with loose parts, our goal is to awaken each child’s creativity and help them enter into a world of “what if” that promotes the type of thinking that leads to problem solving and the ability to think imaginatively. According to Loose Parts-Inspiring Play in Young Children, “Loose parts, in an educational setting, mean alluring, beautiful found objects and materials that children can move, manipulate, control and change while in play. Children can carry, combine, redesign, line up, take apart, and put loose parts back together in almost endless ways.” In the kindergarten classroom, the friends have enjoyed exploring their curiosity with infinite play possibilities. Design tiles have become a house for animals, gemstones and chalk developed into vehicles and yarn leads to inquiry exploration of spatial concepts. This year we have designated our red table for loose parts exploration. Each week new manipulatives are provided for the students to discover.

KINDERGARTEN LANGUAGE ARTS

In kindergarten, we are immersed in the world of printed text. As the students write, they put more effort into their writing as they are allowed to initiate their own ideas. Consequently, their writing becomes meaningful to them. Students explore invented spelling or as we refer to it, “Kindergarten Spelling”. Kindergarten spelling enables the children to use what they know about letters, sounds and spelling patterns to spell the words as well as they can. Spelling is a developmental process in which children acquire certain ideas about spelling as they are exposed to printed language and make connections between the sounds that make up words and the letters used to write the words. In the kindergarten classroom, children are beginning to use invented spelling with thoughtful attention to letter-sound relationships. Writing in journals, on birthday pages, and throughout the classroom helps build personal relationships between the teacher and student, builds independence, fosters attention to details, strengthens self confidence, and creates a community of learners.
DISCOVERY AND EXPLORATION

The Science/Discovery Area continues to be an active place in the kindergarten classroom! This month we focused our exploration on several experiments with the element of color and have sparked excitement and interest in the students for our future units, wondering which experiments the kindergarten teachers will come up with next! Here are some of our favorites...

**Color Mixing**

**I wonder...** how we can make new colors using only three colors (the primary colors: red, blue and yellow).

**I think...** when we mix all the colors together it will make brown. If we mix only two colors together we will make a new color.

**I learned...** when you mix blue and yellow together, you create green. When you mix red and blue together it makes purple and when you mix yellow and red, you create orange. Green, orange and purple are secondary colors.

Using what they learned, friends were then challenged to create their own colors.

**Pumpkin Exploration**

With the fall season upon us, it was a great time to integrate pumpkins into our science and math exploration. (Thanks to friends on campus, pumpkins were donated for each child!)

Each friend had the chance to measure the height, weight and circumference of their pumpkin. Students first used Unifix cubes to compare and contrast the height of their pumpkin to their classmates’ pumpkins and record their data. Next, each child was given counting links and asked to predict how many would fit around the pumpkin’s middle, the circumference. They were then challenged to see how far their pumpkins would travel, when rolled down a ramp in the hallway. Some friends even counted how many seeds there were inside a pumpkin. Finally, friends predicted and tested to see if their pumpkin would sink or float when placed in water.

**Lighter or Darker**

**I wonder...** what will happen when we add the colors white, grey and black to a paint color?

**I think...**

- the paint will become lighter with the white and grey paint.
- the dark black color will make the original paint darker, like black.

**I learned...** when you slowly add white paint, a lighter shade of the original color is created. When you slowly add black paint, a darker shade of the original color is created. Adding grey paints creates a shade slightly darker than the original color.

**I Wonder... Science Journal**

The kindergarten class has started an “I wonder...” science journal to help us record and reflect on our science and inquiry exploration throughout the year. Having a journal will help broaden our understanding of science instruction and is an excellent tool for students to communicate their understanding of science concepts, as well as reflecting on the scientific method.
NOT A BOX

Antoinette Porti’s story, Not a Box, challenges the children to think outside the box! Each child was given a cardboard box to transform into their own “Not a Box”. Mrs. Blizman challenged the children to create something unique. The children used paint for the backgrounds and then were given a variety of materials to add dimension, texture and details to their boxes. Some of our great ideas included a train, swimming pool, race car, unicorn, house and robot.

WEEKLY CHALLENGES

Each week the kindergarten teachers challenge the friends with various skill-based tasks. During the month of October, the friends completed several challenges ranging from fine motor development, one to one correspondence (being able to match one object to another object), alphabetical order, seriation (arranging objects in order by size from tallest to shortest) and the ability to follow a simple sequence. Once children complete an individual challenge, they proudly share their excitement and success with classmates and teachers by flicking the lights on and off.

MRS. WISHY WASHY

“Oh, lovely mud.” said the cow, and she jumped in it. During the last week of our unit, friends eagerly anticipated the arrival of a kindergarten favorite, “Mrs. Wishy Washy.” After reading and rereading the story, the students transformed the dramatic play center into a stage and themselves into actors. Each child had the chance to become Mrs. Wishy Washy, the Cow, the Pig, the Duck or a narrator and bring the written word of Joy Cowley to life on a stage. The class learned valuable lessons about how to use their voice, body and imagination as tools. Students had to concentrate on their role, remember their lines and use cooperation as they worked together, performing for the preschool friends.
Celebrating the second year of our Children’s School make shop, the kindergarten friends have been eager to explore the space designed specifically as a hands-on building and tinkering space. We have encouraged the friends to use this space as a place where they can play with new ideas, make things together, investigate how things work and discover new tools, materials and techniques. This month the kindergarten friends had the opportunity to incorporate the make shop into their exploration of the Elements of Art. The friends began the unit long project in the make shop, first building wooden sculptures using scrap wood, styrofoam bases and a choice of hot glue guns or tacky glue, focusing on the element of shape. After their sculptures had dried, the friends moved their work into the classroom, adding string, yarn and pipe cleaners as the element of line. Next, the friends added the element of color, using tempera paint. The friends then added the element of texture using sequins, gemstones, and other three dimensional loose parts.

**FAMILY OPEN HOUSE**

Thank you to all the families who came to our Kindergarten Open House! We really enjoyed meeting all the moms, dads, grandparents, brothers and sisters. We hope everyone had a great time exploring our classroom and learning about our daily activities. Families experienced a daily work activity (creating an AB or ABC pattern), completed a Kindergarten Friend scavenger hunt, created with play dough, enjoyed a game of Kindergarten Bingo, explored our October journals and so much more! We look forward to meeting with you for conferences in early December.