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On Thanksgiving

I'm thankful for so many things
On this Thanksgiving Day;
My heart is filled with happiness
For blessings come my way-

The Warmth and comfort of my home,
The love that I find there,
And all my golden memories
That shine with beauty rare.

I'm thankful for my loyal friends,
The laughter and the tears,
The dreams and hope and faith I have
To chase my doubts and fears;

For freedom in this land of ours,
The right to work and plan
TO strive to reach the highest goal
And do the best I can.

But most of all I'm thankful for
The joy I find in prayer,
To let God know I'm grateful
For His constant love and care

La Verne P. Larson
A Child’s Prayer of Thanks

Dear God,
I’m thankful
For all You give:
For food,
For love,
A place to live.
I thank you
For my family too
And I want you to know
that I love you.
Amen
Dear CDC Families,

Our hearts and minds now turn to the season of thankfulness. Let us remember the important blessings in life good health, family, friends, freedom. Thanksgiving is a time to celebrate these blessings and many others. I am truly thankful for my family and for you, your children, and the staff I hold near and dear to my heart. God is truly good.

As you read through your individual newsletter you will find that classes will focus on family, nutrition and thankfulness. Many classes will host Thanksgiving Feasts for the children and their families. Check with your child’s teacher for special activities.

The season is beginning to get colder and colder. Please remember to bring jackets, hats, glove or mittens daily even our babies. Be sure to label every item. Children will continue to utilize the outdoor classroom and participate in nature walks to observe and enjoy the changes of the season. Remember there is no such thing as bad weather just bad clothes. Let be prepared.

We had a wonderful month in October and many thank you’s to you who participated in the many activities we had. Be sure to mark you calendar for Friday, December 9, 2016 at 5:00 PM for our annual Christmas Program.

To each and everyone, may God bless you and your family this Thanksgiving. We are thankful for the joy you and your children bring to the center each day. We are thankful to be a part of your family’s life.

Have a wonderful Thanksgiving,

Secethia
Parent Teacher Conferences

All conferences will be held between 8:00 AM — 5:00 PM. Some thru 6:00 PM. If these times are not convenient for you please see your child’s teacher. Due to limited phone lines we will not be able to hold phone conferences.

Little Lambs I – Mrs. Leola
Wednesday, November 30, 2016

Little Lambs 2 – Ms. Wendy
Tuesday, November 29, 2016

Caterpillars – Ms. Yelli
Monday, November 28, 2016

Koala Babies – Ms. Shontee
Tuesday, November 22, 2016

Polar Bears – Ms. Tanganyika
Monday, November 21, 2016

Brown Bears – Ms. Elise M.
Friday, November 16, 2016

Lady Bugs – Mrs. Elise J.
Tuesday, November 15, 2016

Inch Worms – Ms. Shanna
Wednesday, November 16, 2016

Busy Bees – Ms. Gwen and Ms. Evelyn
Thursday, November 15, 2016

Fire Flies – Mrs. Polina and Ms. Katrina
Wednesday, November 9, 2016

Small Scholars – Ms. Gabriela
Monday, November 7, 2016

Butterflies – Mrs. Kay and Ms. Sarala
Monday, November 14, 2016

Blue Birds – Ms. Mudita and Ms. Sarla
Thursday, November 10, 2016

Roaring Lions – Ms. Amanda
Wednesday, November 2, 2016

Soaring Eagles – Mr. Ryan
Thursday, November 3, 2016

Little Explorers – Ms. Bindu
Tuesday, November 1, 2016
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 11/1-30</td>
<td>Parent/Teacher Conferences</td>
</tr>
<tr>
<td>Sunday 11/6</td>
<td>Day Light Savings Time</td>
</tr>
<tr>
<td>Tuesday 11/8</td>
<td>Election Day VOTE! Arlington County Public Schools Closed</td>
</tr>
<tr>
<td></td>
<td>School Age Camp Available</td>
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<tr>
<td>Friday 11/11</td>
<td>Veterans Day</td>
</tr>
<tr>
<td>Wednesday 11/16</td>
<td>Fireflies go to Glen Echo</td>
</tr>
<tr>
<td>Thursday 11/17</td>
<td>School Photos</td>
</tr>
<tr>
<td>Thursday 11/24- Friday 11/25</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td></td>
<td>Holiday CDC Closed</td>
</tr>
</tbody>
</table>
Announcements

Daylight Savings Time
Sunday, November 6, 2016
Time to Fall Back!

CDC Closed
Friday, November 11, 2016
In Honor of Veteran's Day

School Photos
School Pictures by Creative Image will be taken on Wednesday and Thursday, November 16 and 17
The Schedule is as follows:

**Wednesday November 16:**
- Siblings 7:00 AM– 9:00 AM
- Little Lambs 1
- Little Lambs 2
- Koala Babies
- Polar Bears
- Brown Bears
- Lady Bugs
- Inch Worms
- Busy Bees

**Thursday, November 17:**
- Siblings 7:00 AM– 9:00 AM
- Little Explorers
- Soaring Eagles
- Roaring Lions
- Blue Birds
- Butterflies
- Small Scholars
- Fire Flies
Caring and Sharing

A Big Thank You To All the Dads, Grandfathers, Brothers, Uncles, and Godfathers For A Wonderful Father’s Day Fall Event

Condolences to Ms. Linda on the loss of her mother.

Condolences to Ms. Katie S. on the loss of her father.

Continued prayers for Ms. Bernita and Mr. Kaz

Congratulations to Ms. Amanda on her recent wedding nuptials!

A big thank you to the families that participated in the evening with Irvine and Cody & BJ

Thank you to the many parents who were able to assist with Trick or Treating

Thank you to General Dentistry, UPS, bB&T Bank, Arlington Watch Works, TD Bank, Greener Cleanre, Clarendon Art Frame, Goody’s, Red Top Cab, Rein Tang, Kabob Bazaar, Nam Viet and CVS for making Trick or Treating Extra Special!
LaJuan    17

Rafael    23
# Lunch Menu November 2016

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>1. Whole Wheat Pasta w/ Marinara Sauce WG V  Artisan Salad w/ dressing Bread Stick Fresh Fruit</td>
<td>2. Hearty Vegetable Soup LF Turkey Wrap w/ Cranberry Spread WO Fresh Fruit</td>
<td>3. Sloppy Joe Greenbeans Fresh Fruit</td>
<td>4. Turkey and Rice Glazed Carrots Wheat Bread WO Fresh Fruit</td>
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<tr>
<td>7. BBQ Chicken Leg Scallopini Sauteed Spinach Wheat Bread WG Mini Pear Crisp</td>
<td>8. Turkey Nuggets w/ Cranberry Dipping Sauce Broccoli &amp; Cauliflower Wheat Bread WG Fresh Fruit</td>
<td>9. Thanksgiving Every Day Soup Oyster Crackers Fresh Fruit</td>
<td>10. Fish Sticks Cheesy Potatoes Sauteed Shredded Brussels Sprouts Wheat Bread WG Fresh Fruit</td>
<td></td>
</tr>
<tr>
<td>11. Veterans Day Holiday CDC Closed</td>
<td>11. Veterans Day Holiday CDC Closed</td>
<td>12. Thanksgiving Lunch Roasted Turkey w/ Stuffing Mashed Potatoes w/ Low Sodium gravy Green Beans, Cranberry Sauce, Dinner Roll Pumpkin Pie w/ Whip Cream</td>
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<td></td>
</tr>
<tr>
<td>14. Turkey Chili w/ Beans Carrot Sticks Corn Bread Fresh Fruit</td>
<td>15. Breakfast for Lunch Mini Waffle w/ Apple Cider Sauce Turkey Links Pumpkin Pudding</td>
<td>16. Apple Cheddar Grilled Cheese Classic Tomato Soup Fresh Fruit</td>
<td>17. Thanksgiving Lunch Roasted Turkey w/ Stuffing Mashed Potatoes w/ Low Sodium gravy Green Beans, Cranberry Sauce, Dinner Roll Pumpkin Pie w/ Whip Cream</td>
<td></td>
</tr>
<tr>
<td>21. Mini Cheeseburgers Turkey Tots Corn Fresh Fruit</td>
<td>22. Vegetarian Lentil Soup LF Wheat Crackers w/ Cheese Slices Fresh Fruit</td>
<td>23. Turkey Sandwich on Wheat WG Vegetable Tray w/ Dip Fresh Fruit</td>
<td>18. Cheese and Pepperoni Pizza WG Artisan Salad w/ Dressing Fresh Fruit</td>
<td></td>
</tr>
<tr>
<td>24. Thanksgiving Day CDC Closed</td>
<td>25. Thanksgiving Holiday CDC Closed</td>
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**Key:**
- GF: Gluten Free
- DF: Dairy Free
- VG: Vegan
- O: Organic
- WG: Whole Grain
- LP: Local Produce
- LS: Low Sodium
- V: Vegetarian
- AN: All Natural
# Snack Menu November 2016

## AM

<table>
<thead>
<tr>
<th>Strawberry Applesauce</th>
<th>Mini Muffins</th>
<th>Omelet Breakfast Bites</th>
<th>Cottage Cheese</th>
<th>English Muffin with Raisin Apple, Cinnamon Cream Cheese, Whole Milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graham Crackers</td>
<td>Milk</td>
<td>Orange Juice</td>
<td>Pineapple Bits</td>
<td>Toddler's Whole Milk</td>
</tr>
</tbody>
</table>

## PM

<table>
<thead>
<tr>
<th>Baked Cinnamon Apple Chips Cheese Stick</th>
<th>Mixed Seasonal Fresh Fruit &amp; Cheese Salad</th>
<th>Hummus Fresh Vegetables</th>
<th>Maple Glazed Snack Mix Cranberry Juice</th>
<th>Teddy Grahams Apple Slices</th>
</tr>
</thead>
<tbody>
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HOW WE GROW and LEARN TO KNOW

There is a set of principles that characterizes the pattern and process of growth and development. These principles or characteristics describe typical development as a predictable and orderly process; that is, we can predict how most children will develop and that they will develop at the same rate and at about the same time as other children. Although there are individual differences in children’s personalities, activity levels, and timing of developmental milestones, such as ages and stages, the principles and characteristics of development are universal patterns.

Principles of Development

Development proceeds from the head downward. This is called the cephalocaudal principle. This principle describes the direction of growth and development. According to this principle, the child gains control of the head first, then the arms, and then the legs. Infants develop control of the head and face movements within the first two months after birth. In the next few months, they are able to lift themselves up by using their arms. By 6 to 12 months of age, infants start to gain leg control and may be able to crawl, stand, or walk. Coordination of arms always precedes coordination of legs.

Development proceeds from the center of the body outward. This is the principle of proximodistal development that also describes the direction of development. This means that the spinal cord develops before outer parts of the body. The child’s arms develop before the hands and the hands and feet develop before the fingers and toes. Finger and toe muscles (used in fine motor dexterity) are the last to develop in physical development.

Development depends on maturation and learning. Maturation refers to the sequential characteristic of biological growth and development. The biological changes occur in sequential order and give children new abilities. Changes in the brain and nervous system account largely for maturation. These changes in the brain and nervous system help children to improve in thinking (cognitive) and motor (physical) skills. Also, children must mature to a certain point before they can progress to new skills (Readiness). For example, a four-month-old cannot use language because the infant’s brain has not matured enough to allow the child to talk. By two years old, the brain has developed further and with help from others, the child will have the capacity to say and understand words. Also, a child can’t write or draw until he has developed the motor control to hold a pencil or crayon. Maturational patterns are innate, that is, genetically programmed. The child’s environment and the learning that occurs as a result of the child’s experiences largely determine whether the child will reach optimal development. A stimulating environment and varied experiences allow a child to develop to his or her potential.

Development proceeds from the simple (concrete) to the more complex. Children use their cognitive and language skills to reason and solve problems. For example, learning relationships between things (how things are similar), or classification, is an important ability in cognitive development. The cognitive process of learning how an apple and orange are alike begins with the most simplistic or concrete thought of describing the two. Seeing no relationship, a preschool child will describe the objects according to some property of the object, such as color. Such a response would be, “An apple is red (or green) and an orange is orange.” The first level of thinking about how objects are alike is to give a description or functional relationship (both concrete thoughts) between the two objects. “An apple and orange are round” and “An apple and orange are alike because you eat them” are typical responses of three, four and five year olds. As children develop further in cognitive skills, they are able to understand a higher and more complex relationship between objects and things; that is, that an apple and orange exist in a class called fruit. The child cognitively is then capable of classification.
Growth and development is a continuous process. As a child develops, he or she adds to the skills already acquired and the new skills become the basis for further achievement and mastery of skills. Most children follow a similar pattern. Also, one stage of development lays the foundation for the next stage of development. For example, in motor development, there is a predictable sequence of developments that occur before walking. The infant lifts and turns the head before he or she can turn over. Infants can move their limbs (arms and legs) before grasping an object. Mastery of climbing stairs involves increasing skills from holding on to walking alone. By the age of four, most children can walk up and down stairs with alternating feet. As in maturation, in order for children to write or draw, they must have developed the manual (hand) control to hold a pencil and crayon.

Growth and development proceed from the general to specific. In motor development, the infant will be able to grasp an object with the whole hand before using only the thumb and forefinger. The infant's first motor movements are very generalized, undirected, and reflexive, waving arms or kicking before being able to reach or creep toward an object. Growth occurs from large muscle movements to more refined (smaller) muscle movements.

There are individual rates of growth and development. Each child is different and the rates at which individual children grow is different. Although the patterns and sequences for growth and development are usually the same for all children, the rates at which individual children reach developmental stages will be different. Understanding this fact of individual differences in rates of development should cause us to be careful about using and relying on age and stage characteristics to describe or label children. There is a range of ages for any developmental task to take place. This dismisses the notion of the “average child”. Some children will walk at ten months while others walk a few months older at eighteen months of age. Some children are more active while others are more passive. This does not mean that the passive child will be less intelligent as an adult. There is no validity to comparing one child’s progress with or against another child. Rates of development also are not uniform within an individual child. For example, a child’s intellectual development may progress faster than his emotional or social development.

An understanding of the principles of development helps CDC educators plan appropriate activities and stimulating and enriching experiences for children, and provides a basis for understanding how to encourage and support young children’s learning.

Blessings!
Bonnie
Easy Ways to Share Gratitude this Thanksgiving
(adapted from UMC.org)

While the Thanksgiving holiday is celebrated on the fourth Thursday in November in the U.S., thanking God for our blessings is a spiritual discipline that should not be limited to a single day. Along with expanding our waistlines, our preparation for and celebration of the holiday can be the impetus toward growing an attitude of gratitude that will carry over into the rest of the year. In his commentary on 1 Thessalonians 5:16-18, John Wesley writes, “Thanksgiving is inseparable from true prayer; it is almost essentially connected with it.” Giving thanks is as essential to our spiritual growth as prayer, which 1 Thessalonians calls us to do continually. These creative ideas will help us get started this Thanksgiving.

Fill a family Thanksgiving box. As part of your Thanksgiving preparation, create a Thanksgiving Box. Each day family members write on slips of paper something for which they are thankful that day and place them in the decorated box. The box will make a nice Thanksgiving table centerpiece, and when opened, a way to remember how blessed we are every day. You could add to it all year too of course.

Serve someone. In the weeks leading up to Thanksgiving, many agencies serving those in need expand their work. Food banks, churches, and other service organizations supply meals to the hungry on Thanksgiving. Ask your pastor for suggestions of places near you to serve or donate.

Take time for quiet reflection. As the big day approaches, things get busier. Set aside some time each day to say thank you to God for all he has provided.

Make a Thanksgiving frame. As you and your family reflect on those things for which you are thankful, compile a list. A few days before Thanksgiving, neatly transfer the list onto a piece of paper you can then insert into a frame for a beautiful expression of gratitude to decorate your home.

Invite someone new to dinner. Explore ways to invite those who may be alone or far from family to celebrate with you on the holiday.
Share blessings together. When gathered around the table, many families will ask guests to share something for which they are thankful. In Thanksgiving Celebrations for the Home, MaryJane Pierce Norton suggests creating a list together, such as foods each person enjoys. Then together offer "thanks for the Earth and all with which we are blessed in the world God created."

Send cards to those we miss. Remember those who are not able to be with you this year by making or purchasing cards for them. "On Thanksgiving Day," Norton writes, "invite all who are gathered in your home to sign and/or write a note on the cards to those who are missing." Mail them the next day to share the gratitude.

Create a keepsake of thanks. When you take that group photo around the table or in front of the fireplace, record not only the names of those in attendance, but also something for which each person is thankful. This will be a great item to revisit when everyone gathers again next year.

Include children. Involve the children celebrating with you by sharing a Child's Thanksgiving Prayer. Use this prayer at the kids' table as a grace or an after meal blessing, having one of the older children lead. Then encourage the kids to write their own Thanksgiving prayers, with which they could lead the adults in prayer later in the day.

Voice your gratitude. If your family is musical, consider a Thanksgiving sing-a-long, as you might do with Christmas carols.

However you can, find ways to give thanks to God for all of his blessings throughout your celebration this year. Instill the habit of an attitude of gratitude, which will extend far beyond Thanksgiving Day.
All Saints Day is a universal Christian Feast that honors and remembers all Christian Saints, holy women and men who have been "set apart" for God's special purposes, known and unknown. In the Western Church; Roman Catholics, Lutherans, Anglicans it is celebrated on 1 November, while the Orthodox Churches observe it on the first Sunday after Pentecost.

Traditions and celebrations of All Saint's Day vary from family to family, Faith Family to Faith Family, culture-to-culture and country to country. For Roman Catholics, the Orthodox, and to some extent, Anglicans, All Saints is a day to remember, thank God for, but also to venerate and pray to the saints in heaven for various helps. For Lutherans the day is observed by remembering and thanking God for all saints, both dead and living. It is a day to glorify Jesus Christ, who by his holy life and death has made the saints holy through Baptism and faith. In many Lutheran churches, All Saints' Day and Reformation Day are observed concurrently on the Sunday before or after those dates, given Reformation Day is observed in Protestant Churches on October 31. Typically, Martin Luther's "A Mighty Fortress is Our God" is sung during the service. Besides discussing Luther's role in the Protestant Reformation, some recognition of the prominent early leaders of the Reformed tradition, such as John Calvin and John Knox, occurs. The observance of Reformation Day may be immediately followed by a reading of those members of the local congregation who have died in the past year in observance of All Saints' Day. Otherwise, the recognition of deceased church members occurs at another designated portion of the service.

In Mexico, Portugal and Spain, offerings (Portuguese: oferendas, Spanish: ofrendas) are made on this day. In Spain the play Don Juan Tenorio is traditionally performed.

Portuguese children celebrate the Pão-por-Deus tradition, going door-to-door where they receive cakes, nuts and pomegranates. This only occurs in some areas around Lisbon.

Hallowmas in the Philippines is variously called "Undás" (based on the word for "[the] first"), "Tádas las Sántas" (literally "All Saints"), and sometimes "Araw ng mga Patáy" (lit. "Day of the Dead"), which refers to the following day of All Souls' Day but includes it. Filipinos traditionally keep the two days by visiting the graves of deceased relatives, offering prayers and flowers, light candles and clean and repair the graves. People typically spend the day, sometimes even the whole night, picnicking and holding reunions at the cemetery near their loved ones.

In Argentina, Austria, Belgium, France, Hungary, Italy, Luxembourg, Malta, Portugal, Spain, and American cities such as New Orleans, people take flowers to the graves of dead relatives.

In Austria, Croatia, the Czech Republic, Finland, Catholic parts of Germany, Hungary, Lithuania, Moldova, Poland, Romania, Slovakia, Slovenia and Sweden, the tradition is to light candles and visit the graves of deceased relatives.

In English-speaking countries, the festival is traditionally celebrated with the hymn "For All the Saints" by William Walsham How. The most familiar tune for this hymn is Sine Nomine by Ralph Vaughan Williams. Catholics generally celebrate with a day of rest consisting of avoiding physical exertion.

Singing "I Want To............"** and praying Heavenly Father, thank you for the many and wonderful saints that followed Jesus down through the ages. Help us to follow their good examples and to remember what a blessing it is to be in the same FAITH FAMILY. We ask this in Jesus' name Amen! During the first days of November School Family Teaching Tema will offer the children the opportunity to learn about All Saint's Day through an object lesson using a family photo album.

**"I Want To............"
(tune: "Row, Row, Row Your Boat")

I want to do God's work!
I want to do God's work!
I want to do God's work!
Just like the SAINTS!

I want to do good things!
I want to do good things!
I want to do good things!
Just like the SAINTS!
The following Chapel Lesson will be orchestrated with the November Family Literacy Bag, commemorating “All Soul’s Day’ celebrating their life and the lives of their family, friends and educators focusing on the meaning of names, in the tradition of “Names Day.”

According to the Orthodox Church, every day of the year is dedicated to the memory of at least one Saint. Most names are on the same date every year with few exceptions such as names directly or indirectly associated with Easter. Most children born into Orthodox families will be given a name that coincides with the name of an Orthodox officially recognized Saint. For example children wear names such as Mary (Maria), Marian, John (Ioan), Joanna (Ioana), Justin (Justin), Gabriel, Gabriela, Helen (Elena), Paul, Paula and so on. For most members of the Orthodox Faith, name days are anticipated every year. The child’s/ person’s Name Day is celebrated on the Saint’s day.

Usually, children who celebrate name’s day attend with their parents the Liturgy or another church service on their name day. They usually find the icon of the saint in the church for all to venerate. Another tradition in the Orthodox Faith is to include the specific Saint’s prayer into the regular daily prayers that usually children tell at night. The Icon of the Saint is usually displayed on the walls of the children’s room. Name day is a cause for birthday-like celebrations including sweets and parties. In the Greek and Romanian tradition, name day celebration is an open house with no specific invitations and all well wishers and gift-bearers are welcomed; grandparents, godparents, removed family members, other relatives and friends. Annually observed on 2nd November, All Souls’ Day is an important Christian religious holiday that is dedicated to the remembrance of the departed. Celebrated under various names in different nations, this is an occasion that testifies to the fact that death can never lessen the love of man for his dear ones.

In some places it is customary to see the play Don Juan Tenorio. Paper mache and sugar skulls are popular as are coffins made of cardboard from which a skeleton are made to jump out. Special masks are also worn by some.

“Calaveras” are also popular. They are obituaries published in verse style in local newspapers. These verses are descriptive of the character of the individual, who may be dead or even alive, for that matter, and the services-rendered by him/her towards the community. These obituaries are generally jovial in character.

Traditional Catholics still honor the customs related to the relief of the souls suffering in purgatory. One custom is for persons to pray six Our Fathers, Hail Mary’s and Glory Be’s for the intentions of the Pope in a church, and thereby, receive a plenary indulgence for a soul in purgatory. This action may be repeated for another soul, by leaving the church and re-entering it to repeat the prayers.

Another custom is to keep as many candles burning as the number of the recently deceased that are to be remembered. Lighted candles signify that the love, hope and joy they shared with people they had left behind shall be kept forever burning and alive even though they may have found their destiny somewhere or even in the arms of the Heavenly Father. It is believed that during the night, the deceased, leave their tombs and return to visit their homes where the buckets of water are left uncovered so that they are able to quench their thirst. Not to disturb them in their travel, whoever is still on the street walks along the sides of the road, leaving the center free. The dead return to their coffins at the first rooster’s crow. In some places, the bells peel all night.

In Mexico they celebrate All Souls Day as “el día de los muertos”, or “the day of the dead.” Mexicans visit graveyards and the relatives make garlands, wreathes and crosses of real and paper flowers of every color to place on the graves of deceased relatives the morning of All Souls. They also have a picnic, eat skull-shaped candy, and leave food out for dead relatives. The family spends the entire day at the cemetery. The pastor will visit the cemetery, preach and offer prayers for the dead and then bless the individual graves.

In the Philippines, they celebrate “Memorial Day” loosely based on All Souls Day. Customs include praying novenas for the holy souls, and ornately embellishing the graves of the relatives. On the eve of All Souls (i.e. the evening of All Saints Day), partiers go from door-to-door, requesting gifts and singing a traditional verse representing the liberation of holy souls from purgatory.

In Hungary the day is known as Halottak Napja, “the day of the dead,” and a common custom is to invite the orphans into the family and distributing food, clothes, and toys among them.

Throughout the remainder of the month, Christian Education lessons and learning will focus on prayers of Thanksgiving and Praise for the many blessings the children enjoy in both their Home and School Families.

I invite you to take a moment and reflect on the abundant blessings you enjoy each day.

Be thankful!
Ms. Lindsey
How Peace on Earth Begins in the Montessori Classroom

Promoting peace was a large part of Dr. Maria Montessori’s work. She once said that “averting war was the work of politicians, establishing peace is the work of education.” Teaching strategies for creating peace using the Peace Table falls within our Grace and Courtesy lessons, part of the Practical Life area of the Montessori classroom.

Grace and Courtesy lessons include the things one might expect in daily life, such as table etiquette, covering one’s mouth, passing behind or in-between someone, and saying please and thank you. But the children practice, with everything they do, how to move and interact appropriately with others in a community environment. In this way, they learn the tools they need to feel comfortable and secure; and to interact responsibly and appropriately in our classroom, at home, and everywhere their everyday lives may take them.

The Peace Table is a part of the Grace and Courtesy lessons. The Peace Table is a safe place for two children to resolve conflict peacefully or for one child to go and find peace and solitude.

In one Early Childhood classroom, the Peace Table is usually set up with a (battery operated) candle, flowers and a beautiful picture on it. The items might change throughout the year. The Peace Table is a very popular work, and the children are proud when they have completed this work and often times will repeat again and again as they feel the need.

The Peace Table is also an area in which disputes can be resolved among the children themselves, rather than by an intervening adult. This helps the children discover how capable they are of resolving differences on their own, and fosters independence, another tenet of the Montessori Method.

In one classroom, the students use The Peace Rose, or some other object, to help resolve conflict. One of the parties offers the rose to the other. The person receiving the rose is then obligated to go to the table to discuss the situation. The parties take turns holding the rose and saying what is on their mind. Sometimes a card outlining the peace process is available to help the children along. The card contains helpful guidance, such as “Take a deep breath” and “Listen to the other side of the story.”

In Montessori classrooms, promoting peace is not exclusively associated with the Peace Table, but is integrated into the curriculum. Children learn conflict resolution daily as needed through role-playing, stories, and music. They define and discuss compromise, take turns, and show respect for the materials, plants, and each other. Students take time for gratitude and self-regulation which helps develop empathy and understanding with personal space.

At all levels, Montessori students are trained to make conscious decisions toward fostering peace and community every day; whether they use the Peace Table, volunteer to help in the office, or simply go about their daily actions.

Dr. Montessori also famously said, “Within the child lies the fate of the future.” As students learn and grow in their quest for peace, that future will be both bright and replete with possibility.
The Importance of Outdoor Play

The outdoors is the very best place for young children to practice and master emerging physical skills. It is in the outdoors that children can fully and freely experience motor skills like running, leaping, and jumping. It is also the most appropriate area for the practice of ball-handling skills, like throwing, catching, and striking. And children can perform other such manipulative skills as pushing a swing, pulling a wagon, and lifting and carrying movable objects. Additionally, it is in the outdoors that children are likely to burn the most calories, which helps prevent obesity, a heart disease risk factor that has doubled in the past decade. With studies showing that as many as half of American children are not getting enough exercise—and that risk factors like hypertension and arteriosclerosis are showing up at age 5—parents and teachers need to give serious consideration to ways in which to prevent such health problems. The outside is also important because the outdoor light stimulates the pineal gland, the part of the brain that regulates the “biological clock,” is vital to the immune system, and makes us feel happier.

The outdoors has something more to offer than just physical benefits. Cognitive and social-emotional development are impacted, too. Outside, children are more likely to invent games. As they do, they’re able to express themselves and learn about the world in their own way. They feel safe and in control, which promotes autonomy, decision-making, and organizational skills. Inventing rules for games (as preschoolers like to do) promotes an understanding of why rules are necessary. Although the children are only playing to have fun, they’re learning communication skills and vocabulary (as they invent, modify, and enforce rules), number relationships (as they keep score and count), social customs (as they learn to play together and cooperate).

We can’t underestimate the value of the aesthetic development promoted by being outside. Aesthetic awareness refers to a heightened sensitivity to the beauty around us. Because the natural world is filled with beautiful sights, sounds, and textures, it’s the perfect resource for the development of aesthetics in young children.

Preschoolers learn much through their senses. Outside there are many different and wonderful things for them to see (animals, birds, and green leafy plants), to hear (the wind rustling through the leaves, a robin’s song), to smell fragrant flowers and the rain-soaked ground, to touch (a fuzzy caterpillar or the bark of a tree), and even to taste (newly fallen snow or a raindrop on the tongue). Children who spend a lot of time acquiring their experiences through television and computers are using only two senses (hearing and sight), which can seriously affect their perceptual abilities. Finally, what better place than the outdoors for children to be loud and messy and boisterous? Outside they can run and jump and yell, and expend some of the energy that is usually inappropriate— and even annoying—indoors.

When you think back to your own childhood, chances are some of your fondest memories are of outdoor places and activities. Such memories might include a favorite climbing tree or a secret hiding place, learning to turn cartwheels with a friend, or playing tag with the family dog. Maybe there was the smell of lilacs, the feel of the sun on the first day warm enough to go without a jacket, or the taste of a homemade sandwich on a blanket spread on the grass. Children usually share the values of the important adults in their lives. When you show an appreciation for the great outdoors, the children in your lives will follow your lead.
Environment

The environment is thought of as the third teacher. In the learning environment, teachers are facilitators and partners in learning, co-constructors of knowledge. The teachers thoughtfully, reflectively and authentically respond to the children’s ideas and opinions with respect. Children share in the decision-making process. The teachers encourage the children to be flexible with space, time and materials by supporting their intentional, creative innovations. Materials are available for use wherever they are needed: particularly when their use is different than what was originally intended. In the learning environment there is a balance of natural, found, homemade and commercial materials which offer the child the opportunities to combine and transform materials to support and scaffold their learning, practicing and mastering of skills and concepts. The space is defined, orderly and inviting because of the thought it is given based on knowledge and experience in brain compatible child-development, practices and expectations. There are many choices offered through open-ended materials which children are encouraged to explore intentionally. There are numerous opportunities and mediums for children to represent their ideas and thoughts. The ‘outside’ is brought ‘inside’, offering children the opportunity to connect with their most familiar world and experience the immediate, concrete surroundings and community. The children are provided a daily predictable, consistent, flexible routine in which transitions are kept to a minimum and work time is valued and expanded so that children can plan and carry through their ideas, moving beyond their initial plans. The teachers thoroughly examine the environment and CONTINUALLY make CHANGES in RESPONSE to the INTERESTS and EXPERIENCES of the children, parents and community. The environment evolves as it is always open to change. Teachers observe, record and discuss children’s comments and actions then reflectively prepare questions, materials and experiences to intensify and extend the child’s learning and construction of questioning, thinking, theory making, reasoning testing understanding and knowledge. The evolution of the environment and its materials is guided by reflectively responding to 3 basic yet profound inquiries:

? what did you see/learn today  
? why is this of interest to you today  
? what will you do about it tomorrow  

Blessings! Bonnie
From the Book Nook

In being able to check out books from the Library, children gain the opportunity to develop “Print Awareness” which is a stage in Concepts about Print.

Print Awareness

Print awareness is an exciting and important piece of the early literacy puzzle. In developing print awareness a child begins to understand what print looks like, how it works, and the fact that print carries meaning (Strickland & Schickedanz, 2004).

Print awareness increases when adults take the time to point out and explain the print that is everywhere in the child’s natural world. This environmental print is all around us. It is words and phrases paired with the golden arches that mean McDonalds. It is part of the logos and signs, on cereal boxes and billboards that we see everywhere (Kassow, 2006).

Research suggests that as the child develops, so does his or her awareness that the print he or she sees carries meaning. Meaning is first provided by the familiar visual clues around the print: such as, the shape of a soda bottle, the picture or activity associated with letters or words. Families can support growth in print awareness by providing print rich environments for children where they can see and interact with materials containing print (ELM, 2005). Thus, pretend stores, pretend libraries and make-believe restaurants with menus provide opportunities for children to learn about print in developmentally appropriate ways that are meaningful to them. With help, a child will begin to understand the difference between the visual clues and the print itself.

Children demonstrate print awareness when they scribble on a piece of paper and bring it to an adult, asking, “What does this say?” They know that marks on paper have meaning and they know that a reader can decipher those marks. When a child is asks, “What does this say?”, adults should celebrate this question as a successful beginning to a lifetime of reading and learning (Kassow, 2006).

Some ways to encourage print awareness:

Read with your child every day!

Play “I Spy” games in the car or in the grocery story to “discover print”

Read yourself! Model reading books, magazines, newspapers, the mail, text messages, e-mail message, food label, signs and whatever else you see that you can read in the presence of your child!

Let your child see you write; tell them what the words say as you put them on paper.

Print Concepts

Along with understanding that print has meaning, print concepts are other important pieces of the literacy puzzle that provide a framework for the process of beginning to read. These pieces help children understand what a book is all about. Children can begin this process when families read to them. Children discover through conversations about books that each book has a title, an author, and an illustrator. They also learn how to hold a book, where a book begins, and how to turn the pages. When families point to a few words and pictures as they read, children learn to follow the meaningful print and begin to understand the differences between print and pictures (Schickedanz & Caspergue, 2005). Families should be encouraged to point to
There is much more to explore. Within print concepts there are other puzzles to be solved called the “concept of word” and the “concept of letter.” Strickland and Schickedanz (2004) suggest that as children develop, their knowledge about books increases through shared reading. Children begin to understand that meaningful print is made up of individual words with spaces between. When families occasionally point out that the written words on the page are matched to the words spoken when reading aloud, children also begin to understand how oral language is represented by words.

Each word is a puzzle in itself, that is made up of individual letters of the alphabet, each with its own shape and name (Whitehurst & Lonnigan, 2001).

Children love to explore and discover. When families read to children with knowledge about the important pieces of early literacy, they offer exciting opportunities for children to discover how the puzzle of reading goes together.

Every preschool classroom should be a print rich environment with plenty of books and written words.

In High/Scope’s approach to learning with young children, “learning to read and write is a developmental process that begins at birth and builds on children’s basic need to communicate. This is at the core of HighScope’s early literacy programs. The children develop literacy skills by engaging in meaningful reading and writing experiences. They become readers and writers through a unique combination of child-initiated learning and teacher-guide instruction.”

Each classroom at CDC has various displays of rich environment with name tags, name symbols, books, and teacher readiness activities.

The library will help to promote this concept by giving the children the experience with books to examining the book front and back covers, turning the pages, and looking at the letters and words on the pages. The children will hear the books read with enthusiasm, using visual, auditory, and kinesthetic styles of reading.

Happy Reading!

Gwen
Music and Movement

Our theme for this month is, “Thanksgiving and Autumn.” Thanksgiving is a wonderful holiday that brings together families from all across the country. Preschoolers might not quite understand what this food-filled holiday, filled with turkey, sweet potato, green beans, corn, and other greens.

Thanksgiving songs do a great job of focusing on important parts of Thanksgiving—food, friends, family, and of course, turkey!

These songs about Thanksgiving for the preschoolers feature simple words and tunes that are most likely known to them, so they are easy to learn and fun to sing.

**Thankful Song**
*(sung to the tune of “Twinkle Little Star”)*

Thank you!
Thank you, very much!

For everything I can touch!
Thanks a lot for nature’s food!
And for when I’m feeling good!
Thank you!
Thank you very much!
For moms and dads and friends and such!

**Thanks A lot!**

Thanks a lot for hands that clap! (clap, clap) 3 times
Thank you for my hands! (clap, clap, clap)

Thanks for feet that stamp!
(stamp, stamp) 3 times
Thank you for my feet!
(stamp, stamp, stamp)

Thank you for a nose that smells! (sniff, sniff) 3 times
Thank you for a nose that smells! (sniff, sniff, sniff)

Thank you for my eyes that see! (blink, blink) 3 times
Thank you for my eyes that see. (blink, blink, blink).
The children will share ideas of what they're thankful for, and then, incorporate them into new verses. Singing songs are a great way to teach a lot of simple lessons to children, and a great way to teach them about things, because they are singing and saying words in context (which helps with comprehension of the meaning). So by singing songs about Thanksgiving to the children, they can learn about concepts such as family and being thankful. It gives them an idea of how to be thankful for what they have. Learning to give to others who have less is an important social skill. If the children are aware of what they have, they may be more compelled to share what they have with others.

**Turkey Dance**
Formation: Children form a single circle. Face into the center of the circle.

Part One:
- Gonna eat my turkey! (gobble motion 4 times with hands)
- Gonna eat my turkey! (flap elbows)
- Gonna gobble it up! (twist down)
- Yum! Yum! Yum!
- Yum! (4 claps or rub tummy)

(repeat 3 times)

Part Two:
- All children in the circle turn and walk in a counter clockwise direction. As they walk they should extend their arms like turkey wings and slowly flap up and down.
- Got to get away! Got to go real fast! Don't want this Thanksgiving Day, to be my very last.
- Turn and walk in the opposite direction.

Children are aware of the changing seasons and are curious about what causes the changes and what makes each season different, through kinds of activities like, pictures, crafts, music and songs. To emphasize the current season, which is Autumn, the children will learn songs with movement like "Falling Leaves", lyrics by M. Leatherwood and music by M. Stagg,

The little leaves are whirling round!
Round and round!

The little leaves are whirling round!
Falling to the ground!
Round and round!

(repeat chorus.)
“Fall Leaves”
Lyrics and Music by Pamela Moyer
Chorus
Dance in a circle!
Pretty colored leaves!
Stop!
Turn around!
And sway in the breeze!
Spoken
Ok. Reds get ready!
Verse 1
Red to the center!
Pretty color showing!
Wave to and fro!
OH!
How the wind is blowing!
Spoken
Everyone back in the circle,
hold hands!
And circle right!
(Repeat chorus)
(Yellow, oranges, browns)

To introduce children to the difference between ‘Steady Beat’ and ‘Rhythm’, two cards will be prepared - one will say beat, the other rhythm. When I hold up “beat” the children make one step forward, or pat the beat. When I hold up “rhythm” they will clap the words. When they are successful at switching, divide the class into two groups and have one group step the beat while the other group claps the rhythm.

When the children are successful tapping the beat, we could demonstrate a song to show higher and lower sounds. They will show some kind of movement which is the high and which is lower. They could raise and lower arms as they sing to show the higher and lower sounds. They could stand up for the high sounds and sit down for the lower sounds.

The children will be introduced to the concept that music, like books, is read from left to right, and they will also see how the sounds go higher and lower.

I will invite the children to choose their favorite songs and learn how to sing soft and loud, by alternating the verses of the song, explaining to them that singing loud is not yelling.

Music is the universal language!
Josie
Last month, we learned about culture, numbers, greetings and calendar. Children saw some Chinese things like Pandas, bamboo and its products, old historical gold money, current Chinese money and the Chinese costume etc. I introduced “Four treasures of Chinese study” which are ink, ink stone, writing brush and paper and demonstrated how to write Chinese characters with them. You may have seen children taking home with their unique Chinese number calligraphy and Chinese number art craft. Children got to see the fastest train model (GaoTie) in the world and Tiananmen square national day decoration. Children learned to count numbers one to ten in Chinese. They also learned some basic greetings like (“Hello 你好 nǐ hǎo”), (“thank you” 谢谢 xiè xiè), (“your welcome” 不客气 bú kè qì), (“Bye Bye 再见 zàijiàn”). One of our older classmates set up a Pen Pal program with our former art teacher Ms. Amy who is teaching in China. We exchanged photos, text, and voice messages. Children greeted her both in Chinese and English.

Obviously, learning Foreign Languages can’t do without songs. Here are the songs we are learning:

To the tone of “Ten little Indian”
Chinese songs - Little Friend

yī  gè   liǎng gè sān gè xiǎo péng yǒu,
一个 两个 三个 小朋友,
sì gè wù gè liù gè xiǎo péng yǒu,
四个 五个 六个 小朋友,
qī gè bā gè jiǔ gè xiǎo péng yǒu,
七个 八个 九个 小朋友,
shí gè  xiǎo péng yǒu,
十个 小朋友。

xīng qī gē
星 期 歌
（To the tone of “This old man”— Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday no school.）

xīng qī yī，xīng qī èr，xīng qī sān，xīng qī sì，

星期一，星期二，星期三，星期四，

xīng qī wǔ，xīng qī liù，xīng qī tiān bú shàng kè

星期五，星期六，星期天，不上课。

你好!

你好，Hello，

你们好，Hello，

你好吗？How are you?

我很好。I am fine.

你的名字叫什么？What is your name?

我的名字叫一集。My name is Yiji!

认识你很高兴，Glad to see you!

欢迎光临。Welcome!

早上好，Good morning!

老师好，Hello teacher!

你好吗？

How are you?

我很好。

I am fine!

老师名字叫什么？

What is the teacher’s name?

老师名字叫杨阳。

Teacher’s name is Yangyang!

请坐下，好好听，

Please sit down, listen well!

欢迎光临。

Welcome!

大家好，

Hello, everyone!

你好，

Hello!

怎么样？

How is it?

都很好。

All good!

我的名字叫狗狗，

My name is Gougou!

我的名字叫猫猫，

My name is Maomao!

认识你很高兴，Glad to see you!

欢迎光临！

Welcome!

晚上好，

Good evening!

晚上好，

Good evening!
紧紧地握着你的手
Holding tightly onto your hands!

这温暖依旧未改变
This warmth will never ever change!

我们同欢乐
Together we share joy!

我们同忍受
We share same sorrow!

我们怀着同样的期待
And we have the same aspiration!

我们同风雨
Together we strive!

我们共追求
Together we dream!

我们珍存同一样的爱
We treasure the same love in our hearts!

无论你我可曾相识
No matter if we know each other!

无论在眼前在天边
No matter if you’re here or faraway!

真心为你祝愿
Let us pray with sincerity!

祝愿你幸福平安
To wish you peace and happiness!
The Double Ninth Festival 重阳节
The Double Ninth Festival (October 9th this year), also known as Chongyang Festival 重阳节, is held on the ninth day of the ninth lunar month. It is also known as the Senior Citizens' Festival. According to the I Ching, nine is a yang number; the ninth day of the ninth lunar month (or double nine) has too much yang (a traditional Chinese spiritual concept) and is thus a potentially dangerous date. Hence, the day is also called “Double Yang Festival” (重阳节). To protect against danger, it is customary to climb a high mountain, drink chrysanthemum liquor, and wear the Zhuyu (茱萸) plant. Both chrysanthemum and Zhuyu are considered to have cleansing qualities and are used on other occasions to air out houses and cure illnesses.

The Chongyang Festival 重阳节 also has other names, such as the Chrysanthemum Festival. As “double ninth” is pronounced the same as the word meaning “forever,” ancestors are also worshipped on that day.

Chinese National Day
October 1st 1949 was the Memorial Day for the founding of the People’s Republic of China. One thing should be noted is that the PRC was not founded on that day. Actually the Chinese Independence Day was September 21st 1949. The grand ceremony held at Tiananmen Square on October 1st 1949 was to celebrate the forming of the Central People’s Government of the brand new country. Later on October 2nd 1949, the new government passed the ‘Resolution on the National Day of the People’s Republic of China’ and declared October 1 to be the Chinese National Day. Ever since 1950, 1 October is grandly celebrated by the Chinese.

The National Day is celebrated throughout main land China, Hong Kong, and Macau with a variety of government organized festivities, including fireworks and concerts. Public places, such as Tiananmen Square in Beijing, are decorated in a festive theme and are publicly displayed with portraits, flowers.

The legal holiday for Chinese National Day is currently 3 days in main land China, 2 days in Macau and 1 day in Hong Kong. In mainland, the 3-day is usually connected with the weekends ahead and after, hence people can enjoy a 7-day holiday from Oct. 1st to 7th, which is the well-known “Golden Week”. This is the longest public holiday in China besides the Chinese New Year.

Next month, we will continue to review numbers, greetings and calendar.

Connie
Drama helps with a child’s development in many ways. Here are 10 benefits I have noticed in our Drama class...

1. Drama builds confidence.
   Even the shyest of children take just a few weeks to gently build up their self esteem until before long they are confident to take a full and active part in lessons - a few weeks is all it takes.

2. Drama helps concentration.
   In every lesson children are encouraged to listen to each other’s ideas and thoughts and to take turns. These activities allow children to recognize the value of concentration; a skill that is vital in the world outside their home.

3. Drama helps develop language and communication skills.
   Learning new songs, playing new games and participating in pretend play (when children must take on the language of the role they are playing) all contribute to a child’s developing vocabulary. They are encouraged to express themselves both verbally and through facial expressions and body language which is key to making them better and more effective communicators.

4. Drama encourages children to cooperate.
   Every activity in Drama, from playing drama games to improvisation to singing together, requires co-operation. Children quickly realize that in order to be successful as a whole group, co-operation is a much needed skill!
Drama supports numeracy skills.

In Drama children don’t ever guess they are learning along the way - counting the number of beats in a song, counting the number of stars on a camping trip or working out how many eggs to put in a cake are just a few examples of how being involved in a drama can help to develop important numeracy skills.

6. Drama helps children understand the world around them.

We explore a range of different themes and introduce children to different real and imaginary situations each week, sparking their interest in the world in which they live and making them more inquisitive (and therefore more interesting!) little people.

7. Drama develops emotional intelligence.

By encouraging children to ‘act out’ a range of emotions in the safe and supportive environment of Drama class, children are better able to understand their emotions and develop empathy with others.

8. Drama assists physical development.

In drama class we play simple percussion instruments, create simple movement sequences and play drama games, all designed to help children gain mastery over their own growing bodies.

9. Drama develops creativity.

Creative people are able to view things in new ways and from different perspectives, to think on their feet and generate new ideas - this is a vital life skill. Our child led approach to improvisation and pretend play encourages the development of creativity as children lead the direction of the drama themselves, come up with solutions to problems in role and respond imaginatively to a range of pretend situations.
10. Drama nurtures friendships.
    By its very nature drama has the ability to create strong friendships with children as they laugh, learn and grow together week after week!

I am learning much from your children as we laugh and learn together.

Light!
Camera!
Action!
And, the award goes to........
Mr. Ron
PHYSICAL EDUCATION

Yoga (meaning union or yoke) is the practice of accessing and integrating all aspects of our true nature -- body, mind, and spirit -- in the pursuit of inner harmony, says Alexandra De Collibus, a Yoga teacher and founder of Sweet Pea Yoga, a Yoga studio for infants, toddler, and children located throughout Massachusetts. As Yoga becomes more popular in schools through physical education classes and after-school programs, that popularity comes with controversy. Although many adults like the benefits of Yoga, some parents feel that the practice might have a religious association and, like prayer, shouldn’t be allowed in a public space. They argue that Yoga is an offshoot of Hinduism and that it disseminates religious and meditation principles with its use of "om" and "namaste" chanting. Some also believe that the asanas, or postures, such as the sun salutation, are a form of Hindu religious worship. To dispel this notion and avoid any religious or cultural messages, most Yoga teachers focus on the benefits of the exercises and use generic terms, instead of the Sanskrit names, for the poses, renaming them cat, bridge, table, tree, downward-facing dog, volcano, and so forth. Yoga's rising popularity can be attributed to its basic stretching advantages and improved body awareness, with the added component of a mind-body connection. Despite the controversy, Yoga is beneficial to children in many ways. Because children encounter emotional, social, and physical challenges or conflicts, a dedicated and intentional Yoga practice that includes breathing techniques, behavioral guidelines, and physical postures can be incredibly valuable for them, De Collibus says. She also believes that Yoga is something children can practice anywhere and that the breathing, the concentration, the poses, and the way children learn to act or react to situations, will lead to constant self-discovery and inquisitiveness. Plus, Yoga is portable, and no mat, special clothing, or special pillow is absolutely necessary. Shana Meyerson, the founder of mini yogis (miniyogis.com), a Yoga studio in Southern California that offers classes for children, believes that Yoga builds self-esteem and self-respect. "A child's Yoga practice is a rare opportunity to experience play and focus without worrying about being wrong," she says. Meyerson believes that Yoga is an option for children who shy away from physical activity or group activities for fear of failure or being picked last, and it helps athletic children excel in other physical activities and sports. Christina Enneking, the founder of Heart Happy Yoga, a studio in Los Gatos, California, believes Yoga introduces cornerstone values "such as non-harming, truthfulness, moderation, cleanliness, gratitude, and self-discipline." There are five key areas where children benefit from the practice of Yoga, and each of them improves their overall well-being.

It Enhances Physical Flexibility Yoga promotes physical strength because children learn to use all of their muscles in new ways. Whether a pose is done standing, sitting, or lying down, each one can challenge various muscle groups while helping a child become aware of his body and how it efficiently functions.

It Refines Balance and Coordination Balance is a key element of Yoga. Balancing poses were created to promote mental and physical poise, as mental clarity and stability emerge from the effort of trying the poses. Even if a child has difficulty standing on one foot, she learns mental and physical balance if she can stay calm when she falls and when she gets up to try again. As children learn to improve their physical balance, they will be filled with a sense of accomplishment. Coordination is also closely tied to balance and promotes overall dexterity. Some Yoga teachers and occupational therapists use finger Yoga and other specialized techniques to help children with gross and fine motor coordination.

It Develops Focus and Concentration The act of practicing poses encourages children to clear their mind and focus on the effort. As a result of this single focus to achieve a particular pose or stay balanced, Yoga helps children to focus and concentrate in school and get better grades, several studies note.

It Boosts Self-Esteem and Confidence Yoga helps to instill confidence and to bring learning to children on an experiential level, Enneking says. "It helps to provide building blocks for the future. It is our responsibility to develop our children's sense of wonder and to give them a strong sense of self so they know where they belong in this world and can contribute to making their community a better place." Yoga teaches them to persevere, be patient, and work toward their goals. A Yoga teacher can only offer guidance; it is the child who has to work to succeed. Therefore, when a child masters a pose, it gives him confidence and self-esteem. Enneking often describes children' Yoga as "prehabilitation," a proactive action to ward off instability or sickness; Yoga also provides tools for practicing compassion, mindfulness, generosity, focus, strength, and flexibility.

It Strengthens the Mind-Body Connection Yoga helps children achieve a sound mind in a sound body by exercising the physical body and calming the mental spirit. "As parents we want our children to act and behave with mindfulness and with compassion, to be brave, to know love and happiness, and to find inner peace," De Collibus says. "Since the modern world moves very, very fast for children, it's not long before they feel all kinds of pressure (personal, parental, social) to keep up with everyone around them. Yoga functions as a release valve that alleviates pressure and as a foundation to nurture and develop a resilient and resourceful body, mind, and spirit," she says.

MOVE!!!!!!
Mr. E
Thanksgiving Day
Lydia Maria Child
Over the river and through the wood,
To Grandfather’s house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.
Over the river and through the wood,
Oh, how the wind doth blow!
It stings the toes
And bites the nose
As over the ground we go.
Over the river and through the wood,
To have a first-rate play.
Hear the beels ring,
“Ting-a-ling-ling!”

Hurrah for Thanksgiving Day!
Over the river and through the wood,
Trot fast, my dapple-gray!
Spring over the ground
Like a hunting hound
For this is Thanksgiving Day.
Over the river and through the wood,
And straight through the barnyard gate.
We seem to go
Extremely slow . . .
It is so hard to wait!
Over the river and through the wood—
Now Grandmother’s cap I spy
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

Have a great Thanksgiving!
Love,
The CDC Staff
Winter's on the Way!

The nip is in the air again,
And winter's on the way.
See how the trees stand leafless now
And tiny snowflakes stray?

The month is late November, and
Thanksgiving Day is here,
With Christmas Day to follow
And finish out the year.

I love this gladsome time of year
When holidays draw nigh,
When everyone is happy, and
Spirits soar on high!

So snuggle by the fireside
This sharp and windy day;
The nip is in the air again,
And winter's on the way!

Georgia B. Adams