



UPCOMING EVENTS...

Reminders/Requests...

♥♥ Payments are due by Jan. 1. (Postdate your check to 12/31/08 or 1/1/09 if you wish and then bring or mail it in early.) We especially need your help in paying on time so that we can close out our year. Thank you –and Happy Holidays!

♥♥ We are always in need of mittens for children to borrow when they forget theirs so if you have any extras you would like to donate please give them to your child's teacher.

♥♥ Please dress children in layers and label all outerwear. Unless the weather is dangerously cold or snowing heavily time outdoors is an important part of every day.

♥♥ Family Night is Febr. 6... Save your baskets, ribbon or bows, we will gladly reuse them for the upcoming basket auction

♥♥ POGO cards are still available for holiday gifting!

♥♥ Pajama Days will be January 22 & 23; mark your calendars!

Thank you to...

♥♥ Everyone who attended Parent/Teacher Conferences and who returned Parent Surveys. We value your opinion and suggestions. If you have not turned in your Survey, please do so.

♥♥ Macaroni Grill for catering lunch in for Thanksgiving and during Parent/Teacher conferences!

♥♥ Parents, for your wonderful donations of snacks during the school year. This really helps us with our budget.

♥♥ The Teacher Appreciation Committee for the cornucopia of food they made for us during Parent Teacher Conferences.

We will NOT follow Lincoln Public School's Calendar, but will follow ALL EMERGENCY weather closings of LPS announced on the radio. If LPS is not in session we will follow the Catholic School weather closing announcements.



Greenhouse provides year-round classroom environment

text & photos by Kristi Reitz, teacher

To celebrate fall, I brought gourds into the greenhouse. I explained that my son grew these in the ground. The children pretended to dig holes in the 'dirt' and plant seeds. After hearing me explain about watching the rain fall on the seeds and the sun shine on them, Sadie said, "Let's get a pretend watering can and water them." So the children pretended to slowly pour water on their seeds. After that the children spread their arms to show how the vines would grow along the ground. Finally our gourds 'grew' and we studied the real gourds on the table in front of us. After feeling and looking at the gourds the children shared what they knew about gourds.

Grant M.: They grow with water and sunlight.

Logan T.: They grow from a garden.

Hunter F.: The gourds are pretty. They spin. Mine has stripes.

Emily P.: They grow all the time.

Sadie K.: Some are bumpy. Some are soft and smooth.

Greysen R.: They feel soft. They're white and orange.

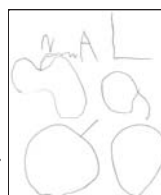
Kiatura E.: Orange.

Max P.: Well, they grow always.

Graham D.: They grow in the garden.

After examining the gourds, each child used paper and pencil to sketch the gourds.

Top to bottom:
Hunter F, 5; Grant M., 5; Kiatura E., 3; Logan T, 4



Children experience Look-Move-Build-Sketch teaching model

text & photos by Joyce White, teacher

Ms. Jensen's and Ms. White's group were fortunate to have two visits from Karina Helm, a scientific illustrator. With the assistance and collaboration of Ms. Watt, our art specialist, Karina provided us with very meaningful lessons which followed our "Look-Move-Build-Sketch" teaching model.

The children have been practicing their close observation skills since school began. They were very engaged when Karina asked them to find shapes in the room and create those shapes with pipe cleaners. They became so engaged that perfection was a goal for several of the children.

The children were allowed to physically manipulate pipe cleaners into shapes, manipulate large parquetry shapes into forms and finally to bend smaller felt shapes into a fish.



Our class has been sketching over photographs of buildings and/or nature to identify lines and dots. What a revelation for the children when they watched Karina sketch over a photograph of a rabbit using only ovals and triangles! She continued to sketch over various animal photos to show the children how simple shapes could be used when they sketch.

We **looked** for shapes. We **moved** around the room making shapes with our bodies. We **built** with pipe cleaners, parquetry shapes and felt shapes on top of a fish photo. We **sketched** our own form from shapes. Thank you Karina and Ms. Watt for helping us look at things in a new way!



Child loves to garden; parent asks for help

text & photos by Holly Murdoch

Imagine a young child having a meaningful experience planting seeds with her teacher in our Nature Explore Classroom. Later, at home she shows her early knowledge of seeds and gardening by “planting” petals from a family mum plant. We’re excited that this really happened! Toddler Miranda T.’s mother (Miki Wigley) has asked us for information on suitable indoor winter gardening projects to do with her child. (*She just really wants to plant things when we are in the yard right now, but it’s the wrong season. She’s just been “planting” the flower petals off our mum instead.*)

We’re glad she asked! Seeds to try are marigolds, nasturtiums, beans, and peas. These seeds are large and textured, which makes them easier for children to handle during planting. They are also among the few seeds that will grow on our window sills at home.

During small group time in the greenhouse children have been saving marigold seeds from our Nature Explore Classroom. Ask your child’s teacher and we’ll send some home with you.

To begin your very own plants, you will need:

- a SUNNY window, south side of the house is best!
- fresh potting soil that does not contain fertilizer
- clean flowerpots

And not necessary but handy to have:

- a small stick or piece of cardboard to make straight rows for seeds
- a spray bottle of water to keep new seedlings and soil moist
- a small watering can* for when the plants have 3-4 sets of leaves
- plant tags you make with your child—write the whole plant name, just the first letter, or draw the plant, so your child can “read” the label
- a child sized metal bucket* for mixing water into planting soil



Sam A. is exploring the texture of a plant.



Kiera S. is watering a plant.



Gina H. takes a plant cutting.

- child sized hand tools* for stirring and scooping
 - a magnifying glass* for looking closely
- * Indicates resources are available through our Nature Explore Sourcebook or online at www.dimensionsfoundation.org. Did you know that we offer a Greenhouse Kit in our Sourcebook? Check it out on page 26 of the 2008-2009 edition.

What to Do:

(some parent/child planting partners may enjoy being precise about the planting, others may prefer to simplify and see what happens.)

- wet the soil before planting to help prevent washing out seeds
- fill the container with soil to 1/2 inch from the top and smooth out the surface
- make little rows in the soil that help with spacing of seed (use the cardboard or a stick) Spacing really makes a difference. Dropping the seeds too close together creates spindly plants and overcrowding because the plants have to fight for the light
- sow the seeds according to package directions
- before you plant show your child how to use their thumb and first finger to pick up a seed, and let him/her practice placing the seeds spaced apart in a line (like the dots and lines we talk about within the context of our visual arts)
- keep soil moist with water mist from a spray bottle
- watch the seedlings grow!
- snip away excess seedlings with small pointed-tip scissors since pulling will disturb the remaining roots

Share the joy with your child:

- look closely at the seedlings together, and listen to your child’s observations
- count leaves, sketch, journal about, and nurture the plants together

Seed Sources: Local nurseries have limited flower and vegetable seed in stock this time of



Gina H., Regan L. and Avery S. work with some of the many flowers on the Nature Explore Classroom.

year. They often have them accessible but not on display, so be sure to ask. A seed catalog that is fun for adults and children alike is *Seed Savers Exchange*, seedsavers.org or 563-382-5990.

Winter planting provides opportunities for seasonal observation

by Jody Nichols, teacher

As the days shorten and the temperatures begin to fall, the children have noticed that many of the plants that went to seed in our outdoor classroom are gone.

Did the birds eat them all or did the squirrels bury them for winter? Did they fly in the wind or were they carried home via socks, shoes, hats and coats?

During the winter months many children want to continue to plant. Bulbs are a great way for children to watch roots and flowers develop. Two of my favorites are Amaryllis and Paper Whites.

Another way to plant during the colder months is to propagate existing house plants. Christmas cactus and philodendrons are easy to grow. Take a cutting from the plant and root it in water. When a root system has been established, transfer the plant to soil.

Planting herbs on a sunny window sill is also a fun way to enjoy tasty herbs all winter but the children will have to learn to be patient with their plants. Starting herbs from seeds takes a long time.

So go ahead... enjoy planting bulbs, seeds and cuttings throughout the winter!

"Leaf People" favorite project of Preschoolers

text by Kris Van Laningham, teacher; photo by Beth Pauley
We've had a lot of fun this fall with the leaves and nature items we've gathered on our walks.

Lois Ehlert's book, *Leaf Man*, has once again inspired the children to make their very own "Leaf People." *Leaf Man* relates the adventures of a character with a body made from fallen leaves and acorns for eyes who flutters away in the wind, floating past animals, over fields of vegetables, above rivers, and across meadows.

The children's creations were posted for awhile in the hallway leading to the gym; I hope you had a chance to view them. Working with natural materials is a fun way for all of us to bring nature inside!

Our class is going outside regularly. Please send hats (or a hooded coat) and mittens. Gloves are fine if your child can get them on without

Question "What do you see?" illustrates children's thinking

text by Kathy Tichota, teacher

One of my favorite questions to ask young children is "What do you see?" Whether we are indoors or outdoors, this simple question helps them look more closely at a particular object or focus on their immediate surroundings.

One day during our small group time, I gave each of the children a Q-tip and asked them, "What do you see?" These were some of their responses: "soft things," "a line," "fuzzy white hairs," "a little dot," "it looks like a lower case l," "round like a 0," "it would be an E if it had 3 lines."

Next I asked, "What could it be?" "A Q-tip, my mom uses it to clean out my ears," "a dot painter," "a stick," "a broom," "dinosaur bones."

As I gave each child a handful of Q-tips, I asked, "What can you make with them?" I saw lots of creative, divergent thinking as the children made zig-zag lines, parallel lines that represented "a fence and pipes for an organ," house shapes, alphabet letters, and geometric shapes (triangles, squares, and a rectangle that measured 4 Q-tips by 2 Q-tips). Some children spelled their names and some counted their Q-tips. The children were totally engaged in this activity, which proved to be a link to literacy and math. The use of this hands-on material (Q-tips) enabled all of the children to be successful in making letters and shapes.

help...you can imagine what it's like to help 21 preschoolers get their gear on to go outside. Many of the children are learning how to zip and we are encouraging them to help each other. Sam H. has learned to snap!



Mrs. Van Laningham works with Nathan H. on his leaf people piece of artwork while Ava P. glues her pieces together.



Lucian R., age 4

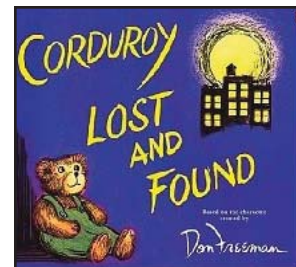
by Heather Guess, teacher

Children used pine needles to decorate sacks for the holiday season. First they dipped pine needles into red and green paint. Then they tapped the branch of needles onto newspaper to remove excess paint. Some children chose to tap their branches onto a sack; others pressed the needles onto the paper. Some of the children had so much fun they kept adding to their designs!

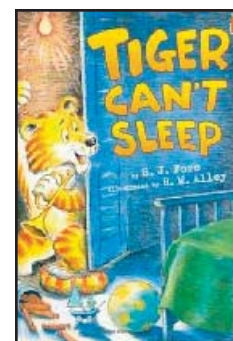
Book donations enhance First-Plymouth Early Education libraries

We would like to thank everyone who donated the following books to our program. Children and teachers will enjoy them for years to come!

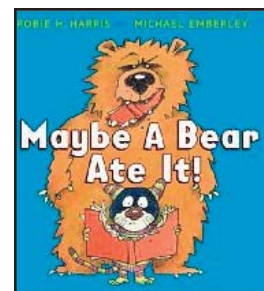
Alphabet
Bear Feels Sick
Biscuit's Picnic
Corduroy Lost and Found
Crazy Hair Day
A Day at the Prairie



Deep in the Swamp
Dirt on My Shirt
Dog Ku
A Dog Needs a Bone
Don't Let the Pigeon Stay Up Late



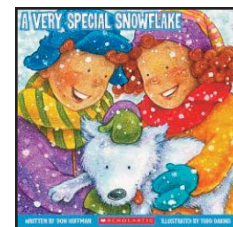
Fancy Nancy at the Museum
Five Cheeky Monkeys
Friends to the End
Hide and Seek Colors
How Do Dinosaurs Eat Their Food?
If You Give a Cat a Cupcake



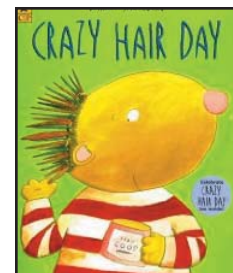
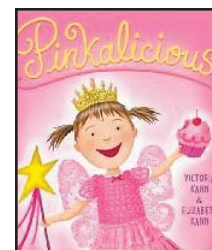
I'm the Biggest Thing in the Ocean
Maybe a Bear Ate It!
Pinkalicious
Safari Animals
Santa Paws

Shout! Little Poems that Roar
Starry Safari

Ten Friendly Fish
Tiger Can't Sleep
The Three Snow Bears
The Twelve Days of Winter



A Very Special Snowflake
Where Whale Went



“Agreeable” learning experiences lead to meaningful learning experiences

text by Ann Watt, Art Specialist; portfolio page and photo by Kris Van Langinham, teacher

Many of you are familiar with me in my role as Art Specialist and have seen me interacting with the children in the art areas during Work-time. I am also responsible for the coordination of Small Group plans, which essentially function as our curriculum at Dimensions First-Plymouth Early Education Program.

Everything depends on quality of the experience

I am a fan of John Dewey, an educational philosopher at the turn of the century, who is widely known for his belief in the connection between education and personal experience. “Everything,” he said, “depends on the quality of the experience. . . . There is an immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experiences.” So simple, yet, such important information! Early Childhood educators are expert in the knowledge that if we provide opportunities for agreeable learning experiences for children these experiences, in all likelihood, will be meaningful to them as well and start them on the path to life-long learning.

Small Group Time is the only part of the daily routine in which experiences are teacher-initiated. Teachers introduce children to experiences and materials that they may never have encountered. The goal is to help children develop critical thinking skills, but above all, it is important to keep things simple and age-appropriate and to make sure children are actively engaged in enjoyable activities.

Emergent curriculum philosophy

We believe in a philosophy based on experiential learning and what is called an “emergent curriculum”, which means that our small group plans include not only ideas from teachers but also follow the interests of the children. Through close observation, we look for meaning in what children “tell” us not only with words, but also in the way they move and in the two and three-dimensional representations they create.

As a preschool we are not bound

by national standards; however, at Dimensions we refer to Nebraska Early Learning Guidelines and High Scope Key Developmental Indicators, as well as our own research findings that suggest the importance of visual-spatial thinking, the necessity for children to move to learn, and the importance of connecting children with nature. Each month, small group plans are structured around a particular school-wide concept or focus that acts as both anchor and springboard as new experiences, concepts, and materials are introduced.

Having a continuous focus over a long period of time gives children a chance to process information more fully. The shared vocabulary and experiences that emerge from having a common theme eventually contribute to the development of a school culture.

Focus themes based on elements of art, design

Focus themes are based on the elements of art and design starting with dot, then line, shape, form, color, texture, and space. They may also incorporate ideas such as seasonal changes, architecture, and holidays or events. We have chosen focus themes based on the elements of art and design because they follow a logical



Gina H. studies her roly-poly playground creation.

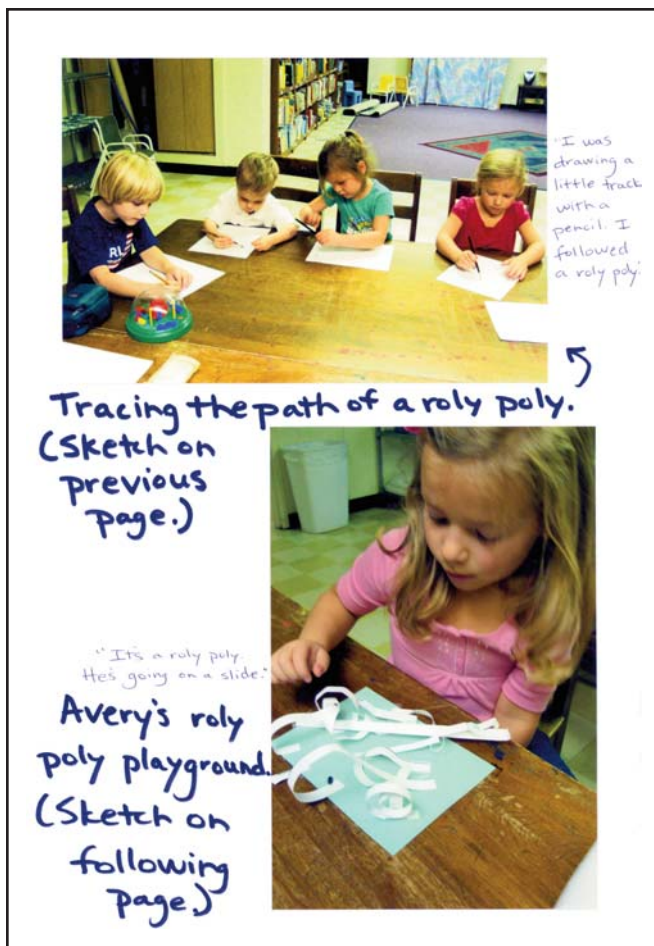
progression of concepts and present materials and vocabulary found in other domains of learning and development such as math, science and literacy.

Children develop an understanding of concepts and make connections across disciplines. For example, in exploring the relationship between dots and lines children use not only art materials such as markers, crayons, watercolors, and oil pastels, but they also explore lines in movement and music. They look for dots and lines in the natural world during outdoor walks, while working in the greenhouse, and as they explore the outdoor classroom. They practice fine-motor skills as they form lines using pegboards and blocks. They practice early literacy skills by twisting pipe cleaners into shapes that might include letters of the alphabet and use their fingers to trace letters and other shapes in the air while their teachers read books such as [Harold and the Purple Crayon](#) and [The Dot](#).

“Look, move, build, sketch” model

Activities follow a “look, move, build, sketch” model to assure that children have a variety of experiences. This model provides structure for teachers while, at the same time, allows for creativity based on individual group interests or needs. As teachers provide many opportunities for children to plan, think about, reflect on, and revisit their own experiences, they increase the children’s ability to make connections over time and create their own knowledge.

Finally, we value the process of learning, not mass-produced products. Consider the treasures your child brings home as communication resulting from real exploration, thinking, and processing. . . and, we hope, agreeable learning experiences!



This portfolio page captures the rich learning that goes on during small group time.

Nature Explore Families' Club News

text & photos by Chris Kiewra, Family Programs Coordinator

"I'm made for nature!" Ashlee said as she climbed back down the hill and continued her hike. I have to tell you, I was feeling the same way... as if nothing could be better than playing outside on this beautiful, crisp morning. Last Saturday several families romped on the trails of Camp Wilderness, collecting trash along with memories of letter shapes discovered in tree branches, bridges, forts, and animal tracks and homes. What began as a project to beautify the area by picking up litter, quickly took a turn as the children came up with their own fantastic plans. Zachary began noticing letters from his name in branches and twigs and it became a game for us all to see how many letters we could find. It was even important to some to note whether they were upper or lower case! Now this is a fun way to learn the alphabet! We closed our time together by adding pages of sketches and drawings to our Family Nature Journals and sipping hot chocolate provided by Jody Nichols. Special thanks to her!



In November our Families' Club met at Maxwell Arboretum on UNL East Campus. Playing hide-and-seek in the tall prairie grass maze and jumping in piles of leaves were highlights that day. Remember the Families Club is free and open to everyone in the early education program and the church. Guests are also always welcome! Our goal is to spend time together outside and inspire as many as possible to make it a family



tradition and to make nature connections on their own as well.

Speaking of traditions, during this sometimes hectic holiday season many of us are steeped in tradition. Don't lose sight of the precious gift of time outdoors. Carve out some time to play together in the backyard, take a neighborhood walk, or revisit a park or one of the places our Families' Club has met. You will be glad you did and you will be building beautiful memories.

One last note...if you participated in the Lincoln



Safari this year please fill out the Completion Survey either in the back of your Guidebook or online at www.LincolnSafari.com. Your feedback is very helpful in securing funding for continuing the project. Be watching for the new Lincoln Safari program for 2009!

I am thankful for...

text by Tami Britton, teacher

During Music and Movement recently we have been singing a song: "There Are Many Things I Am Thankful For."

*There are many things to be thankful for,
I can find them near and far.*

*There are many things to be thankful for,
Let me tell you what they are.*

Children have been sharing things that they are thankful for:

Londyn T.: princesses

Leighton S.: Lightning McQueen

Ivy J.: my sister

Kaitlyn L.: my Christmas tree

Easten E.: bugs

Chase D.: playing with blocks

Kaitlyn S.: Mommy

Daniel S.: the universe



text & photo by Tami Britton, teacher
Children made treats for birds. They used a needle and thread to make a string of popcorn and cranberries. They all did a fantastic job and seemed to really enjoy the process. Art specialist Ann Watt admires the progress Chase D. is making on his string of popcorn and cranberries.

Sharing our research...

text by Kris Van Langinham, teacher

I've been presenting workshops to other teachers on "Learning with Nature" and "Using Your Outdoor Classroom." It has been fun to share with others the knowledge we've gained about the positive benefits of learning outdoors.

Teachers are ready for ideas and to share what works for them. One teacher recently said she planted her granddaughter's name out of corn. They watched as the corn came through the soil and then they walked the letters as the corn grew tall. What a validating experience for that child! I hope to try it on a smaller scale with grass seed (I encourage you to think of ways you might be able to create a literacy piece with nature.) Gina H. used a rake and wrote a "G" in the mulch a while ago.

Recent Dimensions' Book & Toy Fair brought surprise guest to classrooms



text by Barb Jensen, teacher; photos by Renee Pracheil, teacher

'Clifford, the Big Red Dog' visited some of the classes earlier this month in conjunction with our Book Fair. The children in Mrs. Jensen and Mrs. White's class were so happy to see him. They danced with Clifford and moved around the room with him. They giggled and laughed when he rolled on his back and kicked his feet in the air. They especially liked petting and hugging him. Then he had to leave. Goodbye, Clifford! Later that week, many of the children asked, "Where is Clifford?" We reassured them that he was probably visiting other children in other schools. "We miss Clifford," they said.

Mrs. Jensen suggested they draw a picture about



Clifford. Without hesitation and with a good supply of red and black markers the children each drew about their own experience of meeting a big red dog. And guess the first question they asked on the following Monday? "Where is Clifford?"!



Left, top to bottom: Caroline B., age 5; Hollyn B., age 3. Right, top to bottom: Edwin L., age 4; Levi D., age 4; Savannah M., age 5; Caydon B-L, age 4



Snow and ice extends children's learning

text by Kathy Tichota, teacher

After the snow and ice mix that recently hit Lincoln, I really wanted children (who had warm enough clothing) to go outside. During our Gym/Nature Explore Classroom Time Ms. Murdoch and I gave children the option to work on our Nature Explore Classroom or go to the Gym. Half of the children went outside with me. The children discovered so many things, like ice to experiment with on the slide (children tossed ice up the curvy slide and watched gravity pull it down). Poppy filled a muffin tin with equal amounts of ice (each circle had 3 chunks of ice... math!). Rory discovered his hand made prints in the fresh snow and Logan made a snow angel (the children used their bodies as tools). But the surprise of the morning was watching Gina in the sand box. She was determined to dig a trench in the sand, even with snow all around her (experiencing depth, length, area and volume). When we went outside I expected children to enjoy snow in a variety of ways, but the picture in my mind is of a 5 year old enjoying the sand during the winter season, an experience I always thought was just for summer time!

"Oh, the weather outside is frightful..."



by Kristine Luebbe, teacher, photo by Beth Pauley

Toddler B ventured out in the cold after the first snow this season. Using many of their senses, they made multiple discoveries.

"What do you hear?" the teacher asked as she opened the door. The wind howled through the opening. "The wind!" George D. answered. The children imitated the sound and began moving their bodies as if the wind was blowing them.

When they ventured outside, they listened to the sounds their feet made while walking. "Crunch, crunch, crunch," Brooklyn P. said as she stomped in the snow.

"This feels bumpy," Nathaniel V. announced as he walked over the salted sidewalk. "Look at my feet in the snow!" Levi P. exclaimed as he looked back at his snow tracks.

"Snow!" Lucy C. announced. "What color is the snow?" the teacher asked. "White," Drew L. answered and signed. "Where is the green grass?" questioned the teacher. Lucy looked around and then using her hand, brushed the snow around on the ground. "There it is!" Lucy pointed, "It's under the snow."

The children continued their walk through winter finding ice, animal tracks in the snow, and tromping down the hill in their snow boots. Toddler B children are eagerly awaiting the next big snow!

Art experiences for Infants all about the process

Submitted by Krsita Kuening, Joleen Podtburg, Denise Topil; photos by Krista Kuening, teacher

At Thanksgiving children in the infant room sent home a poem with a turkey picture made from their handprints. Creating this "scrap book" page for parents gave the infants an opportunity to further explore an art medium and its tools.

An important part of a young child's development is learning to explore. Infants experienced the texture of the finger paint and the cold, wet feel on their hands; and each child responded in his or her own way. One might be very intrigued by closely observing the paint on her hand, while the next may express his dislike of the feeling of paint on his hand.

Finger painting for infants helps develop fine

motor skills in their hands and fingers, and gross-motorskills in the larger muscles of the shoulder and elbow. It's an opportunity to begin to make marks on a surface (pre-writing) and to gain a sense of pride and positive self image by working independently.

The children who participated in this activity ranged in age from about nine to 18 months. Their experiences varied from exploring objects and space, to non-verbal vocalizing of pleasure or dislike, to using the brush as a tool; including how to add more paint to continue the activity.

While the handprint turkey (or tree or butterfly, etc.) is very cute; the *real learning* comes from the child's continued hands-on exploration of the painting activity.



Cody H., 12 months, experiences painting with a brush.



Henry W., 16 months, experiences painting with fingers.

Church treats children to outdoor bell concert

text by Tina Reeble, Music and Movement Specialist; photos by Natalie Ragland, teacher

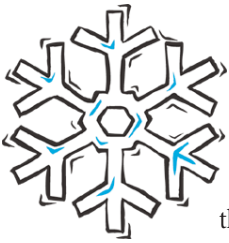
First-Plymouth Church and Carillonner Kathie Johnson provided an opportunity for the infant, toddler and preschool children to come together to enjoy music during an outdoor bell concert in the courtyard. It was fun for everyone to hear the music coming from high up in the tower. (The "Singing Tower" houses Nebraska's oldest true

carillon, one of only three in the state. The bells range in size from 130 lbs. to 4,592 lbs.)

This concert correlated with our music and movement program for the month, which focused on different kinds of bells (like doorbells, jingle bells, cowbells, and tower bells) and how we use them. What kind of bells can you find at your house?



“The Twelve Days of Preschool”



by Ann Watt, Art Specialist

In the spirit of the holidays I'd like to share with you some of the “agreeable

experiences” I have observed

children having in the art areas during Work Time since school began this year.

Although I could only choose twelve examples, they represent the many meaningful, child-initiated learning experiences I observe every day. Sing to the tune of “The Twelve Days of Christmas” and enjoy!

On the first day of preschool a child showed to me a button made of masking tape.

On the second day of preschool a child showed to me a model of my mom, and a button made of masking tape.

On the third day of preschool a child showed to me letters in my name, a model of my mom, and a button made of masking tape.

On the fourth day of preschool a child showed to me a lid-and-craft-stick stop light, letters in my name, a model of my mom, and a button made of masking tape.

On the fifth day of preschool a child showed to

me - five cranberry strings! a lid-and-craft-stick stop light, letters in my name, a model of my mom, and a button made of masking tape.

On the sixth day of preschool a child showed to me a map to Kansas City, five cranberry strings! ... a lid-and-craft-stick stop light, letters in my name, a model of my mom, and a button made of masking tape.

On the seventh day of preschool a child showed to me a lightning bug machine, a map to Kansas City, five cranberry strings! ... a lid-and-craft-stick stop light, letters in my name, a model of my mom, and a button made of masking tape.

On the eighth day of preschool a child showed to me a birthday prize with bows, a lightning bug machine, a map to Kansas City, five cranberry strings! ... a lid-and-craft-stick stop light, letters in my name, a model of my mom, and a button made of masking tape.

On the ninth day of preschool a child showed to me a “grab-napper” sketch, a birthday prize with bows, a lightning bug machine, a map to Kansas City, five cranberry strings! ... a lid-and-craft-stick stop light, letters in my name, a model of my mom, and a button made of masking tape.

On the tenth day of preschool the children showed to me feeders for the birds, a “grab-napper” sketch, a birthday prize with bows, a lightning bug machine, a map to Kansas City, five cranberry strings! ... a lid-and-craft-stick stop light, letters in my name, a model of my mom, and a button made of masking tape.

On the eleventh day of preschool a child showed to me red and blue makes purple, feeders for the birds, a “grab-napper” sketch, a birthday prize with bows, a lightning bug machine, a map to Kansas City, five cranberry strings! ... a lid-and-craft-stick stop light, letters in my name, a model of my mom, and a button made of masking tape.

On the twelfth day of preschool the children showed to me a kite, a shield, a scooper, red and blue makes purple, feeders for the birds, a “grab-napper” sketch, a birthday prize with bows, a lightning bug machine, a map to Kansas City, five cranberry strings! ... a lid-and-craft-stick stop light, letters in my name, a model of my mom, and a button made of masking tape.



Is It a Cold or the Flu?

Symptoms	Cold	Flu
Fever	Rare	Characteristic, high (102-104°F); lasts 3-4 days
Headache	Rare	Prominent
General Aches, Pains	Slight	Usual; often severe
Fatigue, Weakness	Quite mild	Can last up to 2-3 weeks
Extreme Exhaustion	Never	Early and prominent
Stuffy Nose	Common	Sometimes
Sneezing	Usual	Sometimes
Sore Throat	Common	Sometimes
Chest Discomfort, Cough	Mild to moderate; hacking cough	Common; can become severe
Complications	Sinus congestion or earache	Bronchitis, pneumonia; can be life-threatening
Prevention	None	Annual vaccination; antiviral medicines - see your doctor
Treatment	Only temporary relief of symptoms	Antiviral medicines - see your doctor

Source: National Institute of Allergy and Infectious Diseases, National Institutes of Health, April 2001.

Nature Explore™ Classrooms are part of a national initiative that we are working with in partnership with the Arbor Day Foundation.

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