



I overheard Ms. Mary during garden time asking the kids if they knew what “harvest” means. Shepherd said, “Harvest is when we have a lot of pasta to eat!” Levi raised his hand and said, “all this talk about food makes me hungry!”

Well, I for one can’t wait to eat the stuffing on Thanksgiving Day!

But first let’s observe and explore this breathtaking season of Fall/Autumn.

Science: I asked the children: “I’ve noticed that the leaves are not the same color as before I left for South Africa, what happened?” Norah said, “It’s because they change colors in the fall. Sometimes they are green in the Fall and don’t change colors. They are called summer trees,” she added. “So, why are there so many colorful leaves on the ground and not as much on the tree?” I asked. Clara said, “Leaves fall and start to crumble up, it helps them make new trees.” Do leaves change colors before or after they’ve fallen from a tree? Shepherd said, “They change colors when they get down on the ground. They evaporate!” 😊

That’s how we started our discussion about Fall. The kids already have an idea of how things connect based on their own observations. We spoke about the four seasons in sequence (even if Micah thinks Christmas is the next season after Fall). I explained that before winter starts, many trees would have dropped their leaves and they will be without a single leaf. But some trees, like pine trees, stay green and don’t lose their leaves. “They’re called evergreens!” yelled Aryn.

We also observed that the weather is cooler in the fall, and it rains a lot – sometimes it’s too windy to sweep the fallen leaves from the ground.

We took a walking field trip around the school to explore the different trees and their leaves. Reed noticed a pile of leaves and said to me, “Look all those leaves have the same color and shape.” We will use walking field trips throughout the school year to observe how seasons change.

Our Pumpkin: We have explored how a pumpkin grows and made crafts related to the theme. We also used our pumpkin for exploring measurements and estimation by using ribbons. Before we cut the pumpkin, we asked each child to guess how many seeds are inside. We will be counting each seed on Monday. Now, the cut-up pumpkin has been placed in a jar to observe the decomposition process.

Loose Parts: In Reggio Emilia they say “loose parts” can spark children’s creativity and innovation. While some of our munchkins were busy exploring the classroom with Ms. Susan and independently, my eyes were drawn to Reed, Shepherd and Micah. I watched them take things from the shelves and put them on the rug. They pulled out things like rocks, marbles, sticks, plates, Q-tips and round trivets. They began to create designs. Shepherd and Reed seem to be interested in making a fire pit. They placed rocks around two trivets and some rocks and marbles on top. They placed marble around the third trivet. I heard Shepherd saying, “We need a lot of burning fire!” Reed said, “I made fire at home and it was huge.” He picked the blue marbles and said “That’s it! I am going to put them in the fire.” “Now, we need to build a tent,” said Shepherd. They put sticks on top of a tin, but they kept falling off. Shepherd left to join the other team. Reed decided to try using Q-tips to build his tent. I decided to time him to see how long it would take him to build his tent. He said that Q-tips are strong to hold the tent. “Oh man!” I heard him say, “They won’t hold on against the tin!” He was disappointed, but persistent. After 15 minutes he was done. He said, “This is stronger than I thought!” He was very pleased with himself. 😊

Micah, on the other hand, was busy trying to build a tent with marbles and small plastic cups. I heard him say, “I’m trying to make a tent with these, but it won’t hold on.” He seemed frustrated. So he decided to make a jewel hotel by placing the marble underneath each cup.

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