

THE

PURPLE KANGAROO

AN IRVINE COMMUNITY NURSERY SCHOOL PUBLICATION



A WORD FROM YOUR EDITOR



Community. It's the second word in our preschool's name. Whenever I hear the word community, I think of a group of people working towards a common goal. Over the holidays, our little ICNS community participated in the Families Forward Thanksgiving drive helping the larger community.

Families forward is a nonprofit organization that is committed to helping families achieve and maintain self-sufficiency through housing,

food, counseling, and education. Families forward operates a food pantry in Irvine and were able to provide over 750 Thanksgiving baskets through the drive.

ICNS (Headed by Christine Tully) was able to donate and hand out 30 apple pies, however next year our goal is to donate 100 pies!

Not only is ICNS building a strong community atmosphere in the classroom, but by also participating in our larger community we can teach our children to be caring learners. We create in our children a sense of belonging. Isn't Ms. Donna always saying how a sense of belonging establishes strong foundations for building meaningful relationships? Being connected to the larger community and showing our children how to collaborate provides opportunities to connect with our children in turn.

Being a part of a community allows ourselves and our children to feel valued, to experience how our actions can make a difference.

If you are interested in helping Families Forward further,
visit their website:

www.families-forward.org

Let's make a difference in our community!

Signing off,

Evelyn Le

“FAMILIES FORWARD...COMMITTED TO HELPING
FAMILIES ACHIEVE AND MAINTAIN
SELF-SUFFICIENCY...”

STUDENT SPOTLIGHT

Our ICNSers were asked the following questions:

- 1. What is the most wonderful smell in the world?*
- 2. Who is your hero?*
- 3. What is your favorite food?*
- 4. Would you rather dance or sing?*
- 5. What is your favorite thing to do at school?*

These were their responses

Alex Zhang



- 1. Most wonderful smell - Flower*
- 2. Hero - Superman*
- 3. Favorite Food - Rice, beef, and vegetable*
- 4. Sing or dance - I like both*
- 5. Favorite thing to do at school - Play*

Anton Huynh



- 1. Most wonderful smell - Grandpa's Food*
- 2. Hero - Mom*
- 3. Favorite food - Hot Dog*
- 4. Sing or Dance - Singing in the shower*
- 5. Favorite thing to do at school - Kangaroo Club*



Coleman Tully

- 1. Most wonderful smell - Flowers, Air and Grass*
- 2. Hero - The Flash and Lightning McQueen*
- 3. Favorite Food - Dutch Babies and Blueberries*
- 4. Sing or Dance - Dancing*
- 5. Favorite thing to do at school - Play "City" with real humans and cars*



Deondre Maddox

- 1. Most wonderful smell - Pancake Smell*
- 2. Hero - Iron Man*
- 3. Favorite Food - Burger Fry (In n Out)*
- 4. Sing or Dance - Dance*
- 5. Favorite thing to do at school - Go outside*



Elizabeth Stoldt

- 1. Most wonderful smell - Cabbage*
- 2. Hero - Daddy, I guess*
- 3. Favorite Food - Macaroni and Cheese*
- 4. Sing or Dance - Sing*
- 5. Favorite thing to do at school - Play*



Emily LaBonge

- 1. Most wonderful smell - Bananas*
- 2. Hero - Mommy*
- 3. Favorite Food - Strawberries*
- 4. Dance or Sing - Dance*
- 5. Favorite thing to do at school - Play at Kangaroo Club with Emma*



Emma Chu

1. *Most wonderful smell - Chocolate Cookie*
2. *Hero - Mommy*
3. *Favorite Food - Shelled Pasta*
4. *Sing or Dance - Singing and do the Drum*
5. *Favorite thing to do at school - Play with all my friends*



Ethan Chan

1. *Most wonderful smell - Sand*
2. *Hero - Batman*
3. *Favorite Food - I eat crackers*
4. *Sing or Dance - Sing*
5. *Favorite thing to do at school - Make dinosaur land*



Ivy Watson

1. *Most wonderful smell - Candy*
2. *Hero - Mama*
3. *Favorite Food - Mac and Cheese*
4. *Sing or Dance - Sing*
5. *Favorite thing to do at school - Play Nature Cat with Addy*



Jack Turner

1. *Most wonderful Smell - Donuts*
2. *Hero - Heavenly Father*
3. *Favorite Food - Root Beer Floats*
4. *Sing or Dance - Dance*
5. *Favorite thing to do at school - Riding the bicycles*

Jadyn Ruddy



1. *Most wonderful smell - My house*
2. *Hero - Mommy*
3. *Favorite food - Mac n Cheese*
4. *Sing or Dance - Dance, but I would rather do both at the same time*
5. *Favorite thing to do at school - Play at the doctor's office*

Jeffrey Glina



1. *Most wonderful smell - I love smelling pizza and oranges*
2. *Hero - Drew and Coleman*
3. *Favorite Food - Chocolate Ice Cream*
4. *Sing or Dance - Dance Party!!*
5. *Favorite thing to do at school - Have fun with my buddies*

John Kwon



1. *Most wonderful smell - My scent and flower*
2. *Hero - Superman*
3. *Favorite Food - Jam, because it's sweet*
4. *Sing or Dance - Sing*
5. *Favorite thing to do at school - Dinosaur land (play with miniature Dinos)*

Sophie Mariano



1. *Most wonderful smell - Coconut*
2. *Hero - Mommy*
3. *Favorite food - Broccoli and Mac n Cheese*
4. *Sing or Dance - Dance*
5. *Favorite thing to do at school - Wander around! Earth Day!*

Simon Kanazawa-Wood



1. *Most wonderful smell - Chocolate chip cookies*
2. *Hero - Luke Skywalker*
3. *Favorite Food - Spring Roll*
4. *Sing or Dance - Sing*
5. *Favorite thing to do at school - Play cars with friends*

Mariya Umarji



1. *Most wonderful Smell - Flowers*
2. *Hero - Elsa*
3. *Favorite Food - Mac n Cheese*
4. *Sing or Dance - Dance*
5. *Favorite thing to do at school - Glitter!*

ASK MS. DONNA

Donna Schwartze shares her wisdom on the inner workings of the child mind and how to survive as a parent

Dear Ms. Donna,
I keep hearing many different children reporting over and over again that the same child keeps hitting them or their friends during school.

What is the best way to react and discuss this issue with other parents dealing with this same child hitting or hurting them again and again?

Thank you for your advice,
Concerned parent



This is a question that is recurring and typical for 3 year olds in the 2 day class.

Whether a child is hitting or being hit, it is a concern as well as an opportunity for growth. The hitting child is demonstrating that he hasn't yet learned to regulate his emotions and to use his language to have his needs met. The "hittee" has the opportunity to develop self-confidence and use her language to express her needs to give a "no" message to the hitter.

Hitting comes from 3 basic human desires:

1. Connection-the hitting child wants to make a connection with another child or adult, and because of lack of language, maturity, or development, the child doesn't know how to make this connection. It can be a connection for attention, or to communicate a need. When you hit, poke, or prod someone you will generally get their attention-it's not good, positive attention, but the hit person does notice. This lack of communication/language skills is the usual cause of hitting in preschool.
2. Reaction-to something that happened, something the child doesn't want to happen, or something the child wants to happen. Events are going on around the child of which he has no control so he hits in reaction to these events. Another child could be crying, the child is looking for an object or person, or the child is overwhelmed by the noise and confusion of the classroom. Flailing out and hitting are reactions to inside turmoil and confusion.
3. Self-preservation-the hitting child's needs are not being met, so she hits to protect her sense of self. The child doesn't know what to do when someone tells her "no", so to protect her needs, she hits in response instead of being able to say "I don't like what you're saying to me" This is also a lack of mature language development and having the ability to say what she wants-to give a message.

Whatever the reason for hitting, it is not OK. It is up to the adults in the child's life to protect the hittee and guide the hitter. Our goal for the hitter is that he will learn to use his language instead of his hands to make connections with others and to express needs. For the hittee, we want to develop their self-confidence and give them real life skills. This comes from diligent adult/child role playing and adults modeling what to say and how to say it. Adults must give the exact words to the child, ex. "I want to play with you" and have the hitter repeat them to the hittee. We must also give the exact words to the hittee, "Don't hit me. I don't like that!"

When approaching a hitting situation, adults can say "It looks like hitter has a message for hittee" or the other way around. Each child needs a chance to speak. Often times the hitter is not really sure why he hit-it was an automatic reaction. If the adult sees the provocation or has a sense of the why, then the reason can be pointed out to the hitter and a conversation can be started.

Adult to the hittee: I noticed that hitter wanted that car. Let's give hitter a message- Don't hit me! I am playing with this car now.

Hittee: Don't hit me. I am playing with this car now.

Adult to hitter: It hurts to hit our friends. Let's give hittee a message about this car. You can say-I want to play with this car.

Hitter: I want to play with this car
Adult to hittee: what message can you give hitter about the car?
Can I have a turn when you're through?

Hitter: Can I have a turn when you're done?

Hittee: OK. (It's important that each child gets a response from the other's question)

If either child is reluctant to repeat the words, the adult can ask "Do you need help giving your friend a message? I will help you" and then say what you would have the children say to each other. Solving their own problems and looking at the hitter/hittee may be difficult at first, so speaking for the child helps him and models what can be said in the future, keeping in mind that the goal for all our children is independent problem solving and self-confidence.

It's a lot of work for adults to foster these conversations, but it is a powerful and vital development for children. You become the model of how to talk and what to say from which the child will learn. Sometimes we need to re-direct and find an alternate activity.

If it's an escalating situation, maybe the adult should hover around the hitter to help prevent further hitting and to model using language and giving messages. However, for some children, there is more going on in their lives and development that is driving their behaviors for which outside intervention and help is required.

It is scary and no fun to be hit by a classmate and we want to make sure that all the children feel safe. Whatever the reason for hitting, give power to the hittee to say "no" and to tell an adult if help is needed. Our goal is not to punish, but to guide and teach appropriate behaviors and give the children the tools-language and self-confidence- they need to be successful wherever they go.

Happy Spring,

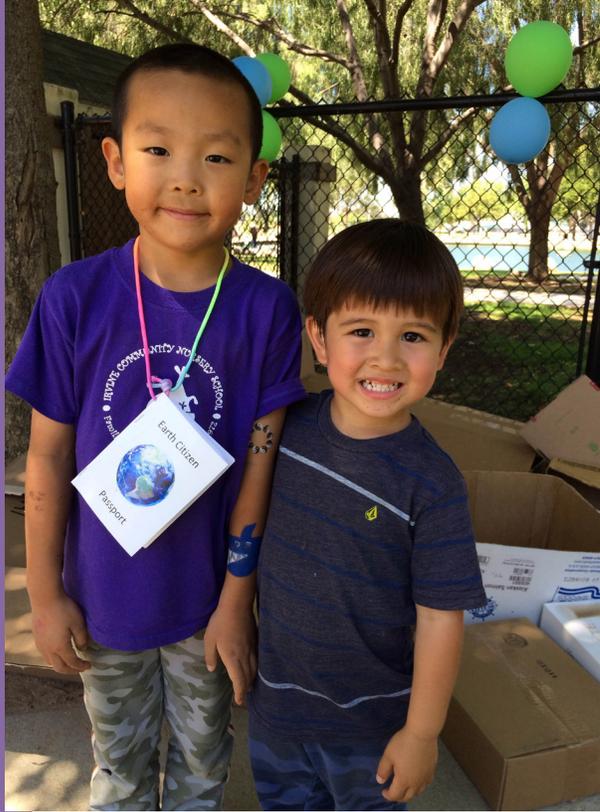
Ms Donna



TULLY TALLIES

FUNDRAISING STATS 2015-2016

Event	Amount
Julian Pies	\$3,469.30
Alumni Halloween Party	\$650.00
Juice Plus+	\$46.16
IGIVE	\$51.50
Kroger	\$47.82
Orange County United Way	\$300.00
Ruby's fundraiser	\$281.15
Holiday Raffle	\$2,595.00
Trike-A-Thon	\$6,991.00
Wahoo Fish Tacos	\$91.60
Scrip	\$9.93
TOTAL	\$14,533.46
Last Updated April 3/2016	



EARTH DAY CARNIVAL —

ICNS celebrates its annual Earth Day Carnival on April 22, 2016. Headed by Rui Sun, students were able to learn about conservation, recycling, and pollution while still having the time of their life.





Mrs. Donna and Mrs. Bushra take a break from all the fun building forts using recycled boxes, and then got to knock them down!

What do earth worms, dirty water, face painting, and gigantic boxes have in common? Earth Day Carnival of course! This year the carnival was facilitated by Rui Sun, who came up with 10 different stations.

1. Trash for Treasure
2. Dirt Cups
3. Recycle Sorting
4. Tattoos/Face Painting
5. Fort Building
6. Paper Making
7. Planting Flowers/Seed
8. Worms
9. Marble Run
10. Dirty Water Treatment

All supplies used in the activities were recycled trash, that would have been thrown away, however found a new life at our carnival.

The children had so much fun running around and exploring the different stations. The earth worm station is always a big hit with the kids, who were able to create an earth worm habitat using recycled strawberry trays.

The Marble Run was a creative use of recycled wrapping paper rolls! In the Dirty Water

Treatment Station students were able to create a water filtration system using carbon. They then observed how the carbon cleaned the dirty water. Over the laughter of the children, you could hear the whirling of a blender (Sorry, no margaritas) at the Paper Making station, where students were able to make their own paper.

The students had a blast!

We take care of ourselves
 We take care of each other
 We take care of our things
 We take care of our Earth

The Yellow Table

Recipes that feed
your soul and
your sweet tooth

Triple Berry Mascarpone Trifle

Recipe Courtesy of Rubina's Cake Shoppe

Here's what you will need to make this beautiful layered dessert:

Triple Berry Mascarpone Trifle

Makes 4 individual trifles or 1 large trifle.

Ingredients:

1 cup cold heavy cream

1 cup mascarpone cheese (room temperature)

1/3 cup maple syrup

1 lb sliced fresh strawberries

1 pint fresh blue berries

1 pint fresh raspberries

Instructions:

1. Mix together the mascarpone cheese and maple syrup until smooth using a stand mixer with the whisk attachment or an electric beater.

2. Add the heavy cream and whisk until stiff peaks form.

3. Spread the strawberries on the bottom of the trifle dish.

4. Spread a layer of mascarpone whipped cream.

5. Spread a layer of fresh blue berries.

6. Spread a layer of mascarpone whipped cream.

7. Decorate the top with fresh raspberries.

8. Refrigerate until ready to serve.

9. Enjoy!



Triple Berry MASCARPONE TRIFLE

