



Bonnie Academy
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Bonnie Academy Newsletter

Message from Joyce

Dear Parents

With the year coming to an end I found myself reflecting on the up and downs of the past twelve months. The temptation may be to wallow in what did not happen this year, but rather than go to the negative focus on the positive by making a list of how you have been touched with many good things in the past year.

As I began to write the list that I thought would take me just a few minutes, I found myself filling the front and the back of the page with big and small moments- like having a loving family, having healthy children and grandchildren, great friends, having a job, great bosses and so much more. When I finally stopped writing I knew that I could have made an even longer list, and that when I understood that my difficult year had actually been filled with more blessings than I could count. If you've been filling your days thinking about what you do not have, have not done cannot afford or did not achieve or who you cannot be with, you are allowing negativity to consume, setting up a self-fulfilling prophecy. I'm pretty confident that if you give it some deep thought the positive will outweigh the negative in your life too. I wish all of you a Happy and a Healthy New Year. May all your wishes come true for this year.

Numbers

The child's first concept of number is what is called a nominal number. Nominal number is familiar to us as the number on a football or baseball jersey. These numbers do not stand for a quantity of anything, but are really substitute names. This is the first way children (usually at the age two or three) use numbers. Indeed, they create their own nominal numbers. By the age of three or four, children begin to understand ordinal number. Such numbers have to do with ranks and do not represent units. An example of ordinal number is the assignments of numbers to ice skaters as measure of their performance. But there are no units of ice skating, or gymnastics, or any of the other sports that are numerically rated. The numbers used to rate ice skaters, or any other athlete, are simply ranks. Rank order refers to differences, but not to equal differences. School grades are another example.

3 and 4 years old children are able to rank things in many different ways. When a child stacks a set of blocks from largest to smallest, he or she is demonstrating the ability to rank in size.

Once they reach the age of reason children begin to use numbers in the sense of units. Units of whatever kind always imply equal intervals. The difference between 1 and 2 is the same as the difference between 2 and 3. Once children attain the unit concept, addition and subtraction follow automatically. Attaining the unit concept, however, is much facilitated by child's previous attainment of nominal and ordinal number that derived from their own self-created learning experiences.

Through playful activities, young children acquire prerequisite concepts of the attainment of the tool skills of reading and math. However well intended, when we substitute instruction for spontaneous play in early childhood, we hinder rather than help the attainment of these concepts. Accordingly, play in early childhood neither wastes of time nor a luxury. Rather, play is a fundamental mode of learning that ensures the best preparation for benefiting from later academic instruction.

Talking with Children

Children of all ages enjoy talking with the adults in their lives, including their parents, teachers and caregivers. Talking is one of the most natural things we do with the children in our care, sometimes without even thinking about doing it. When we talk about our day, sit down to snack or lunch we can help build important language skills through our conversations. Caregivers can do more intentionally to children's oral language development. They can help children build language skills both through their own language interactions with children and by setting up an environment that gives children lots of reasons to talk and things to talk about.

One of the best ways that caregivers can help children develop their oral language skills is through shared conversations with them. Shared storybook reading provides an especially good platform for conversations with children. These language interactions are the basis for building children understands of the meaning of a large number of words, which is crucial ingredient in their later ability to comprehend what they read.

Children need practice having conversations with the important adults in their lives. By talking with preschool children, you can help children build speaking and listening skills. Talking with other people – using language to ask questions, to explain, to ask for what they need, to let people know how they feel – is one of the important ways that children build language and understanding. Learning to listen while others talk is another important avenue for learning.

Nutrition

Like most fruits, apples are a great snack food. They are juicy, sweet (although some varieties are tart), have vitamin C, are low in calories (about 90 calories for a medium apple) and have about 5g of fiber for an unpeeled whole apple.

Unfortunately, apples are one of those healthful foods that can get turned into a "kid-friendly food" and lose a lot of their nutritional benefits.

Instead of giving their kids an unpeeled whole apple or a cut up whole apple, parents often give kids peeled apples, applesauce or apple juice as alternatives. Peeling the apple makes it lose about half of its fiber, and applesauce is also much lower in fiber than a whole apple and has more sugar and calories.

Peanut Butter



Although it would seem like a PB&J (peanut butter and jelly) would be a staple in most homes, many parents are avoiding peanut butter because of the worry about food allergies and because it is supposedly high in fat. Peanut butter is relatively high in fat, but it is mostly mono- and- poly-unsaturated fat, so it is better than the saturated fats that are found in many other high-fat foods.

Reduced fat peanut butter is also available, or if you choose a vitamin-fortified brand, such as Peter Pan Plus, it also provides your child with vitamin A, iron, vitamin E, vitamin B6, folic acid, magnesium, zinc and copper, in addition to being a good source of protein.

Yogurt



Yogurt is a healthful food for kids, especially for kids who don't drink a lot of milk, as yogurt is a good source of calcium.

You may think that your kids are doing well with this one, because they already eat yogurt, but if all they eat is a kids' brand of yogurt with extra sugar and no added pro-biotic, then they may be missing out on some of the nutritional benefits of yogurt.

When choosing a yogurt for your kids, look for one with "live active cultures" that is low-fat and without a lot of added sugar. You may also look for one with added pro-biotic, although not all studies agree that they are helpful.

Beef Wellington

- 1 (4 pound) beef tenderloin
- MADEIRA SAUCE:
- 2 (10.5 ounce) cans condensed beef consommé, undiluted
- 2 tablespoons tomato paste
- 1/2 teaspoon beef bouillon granules
- 2 tablespoons butter, softened
- 2 tablespoons all-purpose flour
- 1/2 cup Madeira wine
- FILLING:
- 2 cups chopped fresh mushrooms
- 4 shallots, chopped
- 1/4 pound sliced deli ham, chopped
- 1/4 cup minced fresh parsley
- 1 (17.3 ounce) package frozen puff pastry sheets, thawed
- 2 tablespoons milk

Directions

- .. Place the tenderloin in a greased 15-in. x 10-in. x 1-in. baking pan; fold until ends of meat. Bake, uncovered, at 475 degrees F for 20-25 minutes or until browned. Cover and refrigerate for at least 2 hours or until chilled.
- l. For sauce, in a large saucepan, combine the consommé, tomato paste and bouillon granules. Bring to a boil. Reduce heat; simmer, uncovered, for 20 minutes or until reduced to 2 cups. Combine butter and flour. Stir into sauce, a teaspoon at a time. Bring to a boil; cook and stir for 2 minutes or until thickened. Remove from the heat; stir in wine and set aside.
- l. For the filling, in a large skillet, combine the mushrooms, shallots, ham and 2 tablespoons Madeira sauce. Cook over low heat for 10 minutes longer or until liquid has evaporated, stirring occasionally. Set aside.
- l. On a lightly floured surface, unfold one puff pastry sheet; cut lengthwise along one fold line, forming two rectangles. Cut smaller rectangle into a 6-in. x 3-in. rectangle; use remaining piece for decorations if desired. Moisten a 6-in. edge of large rectangle with water. Attach smaller rectangle along that edge, pressing lightly to seal. Transfer to an ungreased baking sheet.
- i. Spread half of the filling down the center of pastry. Place the tenderloin on the filling. Spread the remaining filling over the top of meat. Roll out remaining puff pastry into a rectangle 8 in. wide and 5 in. longer than the tenderloin; place over the meat. Brush pastry edges with milk; fold edges under meat.
- i. Bake, uncovered, at 425 degrees F for 40 minutes (meat will be medium); cover lightly with foil if needed. Transfer to a serving platter. Let stand for 15 minutes before slicing. Rewarm Madeira sauce if necessary. Serve with tenderloin.

Winter Books

- [The Story of Snow: The Science of Winter's Wonder](#) by [Mark Cassino](#)
- [One Winter's Day](#) by [M. Christina Butler](#) and [Tina Macnaughton](#)
- [Winter Woes](#) by [Marty Kelley](#)
- [Winter](#) by Gerda Muller
- [The Twelve Days of Winter](#) by [Deborah Lee Rose](#) and [Carey Armstrong-Ellis](#)
- [Winter's Gift](#) by [Jane Monroe Donovan](#)
- [Animals in Winter \(Let's-Read-and-Find... Science 1\)](#) by [Henrietta Bancroft](#) and [Helen K. Davie](#)
- [When Winter Comes](#) by [Nancy Van Laan](#) and [Susan Gaber](#)
- [Winter Is the Warmest Season](#) by [Lauren Stri](#)
- [How Do You Know It's Winter \(Rookie Read-About Science\)](#) by [Allan Fowler](#)
- [Winter Wonderland \(Picture the Seasons\)](#) by [Jill Esbaum](#)

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www.bonnieacademy.com

Monthly lunch menus are posted on the web page with the Newsletter.

House Rules - In and Out

Some of you may have read this article before. Unfortunately, we are still having problems with parents with signing in and out their children. Please note that this is a major violation of the law.

During these economically challenging times we are being torn apart to different directions. Our minds start to work over time and we begin to forget the smallest of things. One of the most important items we have a tendency to forget about is the Sign In and Out sheet. Some of you may be asking, "What is the importance of that sheet which I have to sign when I am dropping off my child and than again when I picking him / her up?"

The simplest answer is: "IT IS THE LAW." It is required and is mandatory by licensing that a child has to be signed in by a parent or a legal guardian at the time of drop off to the childcare facility and signed out at the time of pick up from the facility. This rule was not written for the purposes of creating extra work, it has been established for purely the purposes of your CHILD'S SAFETY. Your full signature (no initial) is a daily agreement stating that you are surrendering your child to the care of the designated center. The act of your signature is giving the proper responsibility to the center to provide the utmost care for your child. Your signature at the time of pick up releases the center from the care of your child. Additionally, the In and Out sheet is required for proper record keepings. It allows only you or your assigned people to pick up your child from the school.

Please sign in and out at the required places. Provide the correct time and your full signature. This process will be very helpful for the staff of the facility and will provide safety for your most precious being, your child.

President's Birthday

Franklin D. Roosevelt - January 30, 1882

32nd President (1933 - 1945)

Franklin Delano Roosevelt became president during the Great Depression. During this time, many people lost their jobs, their homes, and their money. Roosevelt's plan to help people was called the New Deal. At the time the popular belief was that his policies created jobs and helped people survive until things got better. Some people worked in national parks. Others built or fixed roads, hospitals, and schools. Artists created art for public buildings.

In 1939, World War II began in Europe. Two years later, America joined the fight against Germany, Italy, and Japan. Roosevelt led America during that time. He died just a month before Germany lost the war.

Roosevelt had a disease called polio. He could not walk without crutches. But that didn't stop him from being president for four terms.

