



Saplings Newsletter 2023-2024 Running Record Pre-Kindergarten



February 2024

We've experienced so many firsts this month: our first fire drill, the first pink camellia flower blooming in our yard, our first on-campus field trips to the Tessie K-8th Library, Art Room, and Drama Room! We experienced the great joy of our first classwide celebration of Lunar New Year, and our first shared sadness of saying goodbye to our friend, S.¹

Whether they're happy or sad, these shared experiences are important because they build our classroom community, and having a strong classroom community is vital for children's learning. "Research shows that when students feel that they belong to their academic community, that they matter to one another, and that they can find emotional, social, and cognitive support for one another, they are able to engage in dialogue and reflection more actively and take ownership and responsibility of their own learning." ([Baker, 2010](#); [Berry, 2019](#); [Brown, 2001](#); [Bush et al. 2010](#); [Cowan, 2012](#); [Lohr & Haley, 2018](#); [Sadera et al., 2009](#))

Let's continue to build our wonderful TCC community together!

Director's Column: The Power of Play

By Stephanie Holson

¹ We're sad that S. is leaving the TCC and we wish him and his family all the best. Children have written to him and we've made sure that S. received those special notes from his friends.

Play is children's work, but sometimes it can be challenging to see how children's play is preparing them for the academic challenges of kindergarten and beyond. So let's delve into how open-ended, free play helps children grow and develop, and the research which shows that what we do at the TCC is the most appropriate curriculum for young children ages 3-5 years old.

What is Play?

There are different definitions of play, but it is generally agreed that play is both open-ended and joyful. ["Play is an activity where children show their remarkable ability for exploration, imagination and decision making."](#)

Play vs. Didactic Instruction

"Too many policymakers seem to believe that play-based learning is inefficient, that only didactic instruction leads to good test scores. This belief is not just wrong, it's backward; it ignores the science. A multitude of research studies – including a longitudinal, randomized control study that followed 3000 kids from pre-K through to sixth grade – show that didactic instruction before first grade is a mistake and can lead to both lower test scores and more behavioral problems ([Marcon 1993](#); [Miller 1998](#); [Lipsey 2018](#); [Lipsey 2022](#); [Gray 2022](#)). For some children, didactic instruction should be delayed even longer, into later elementary grades.

The national fixation in the United States on early standardized testing wrongly focuses on educating and testing half of the child – their cognitive achievement (reading, arithmetic, and so on). But children are both cognitive and emotional beings, and cognitive achievement in very young children requires a foundation of emotional development. Play-based instruction addresses both the cognitive and the emotional aspects of children's development ([Letourneau and Sobel 2020](#)). Didactic instruction does nothing to support young children's emotional development; in fact, the requirement to sit still and listen actually impedes it ([Marcon 1993](#))." - [NIFP](#)

Benefits of Play

According to the University of New Hampshire's College of Health and Human Services, "Children need a variety of skill sets to optimize their development. Research shows that developmentally appropriate play with adults and other children provides opportunities to build the social-emotional, cognitive, language, and self-regulation skills that lead to executive function and brain development."

Bigger Brain Size Better Early Development

In studies using rats, playing leads to bigger brains. In human studies, playing enhances children's adjustment, language, and social and emotional stability by 33% to 67%.



Above: Statistic from [Parenting for the Brain's](#) "Importance of Play in Early Childhood".

In fact, [The National Institute for Play](#) explains how deeply rooted play is in the human brain, "Researchers in neuroscience have shown that play is built into the biology of all mammals. Affective neuroscientists, who study how emotions work in the brain, have proven that humans are born with seven primary-process emotional systems, one of which is play. All of these emotional systems are pre-wired in the midbrain, the source of our most basic instincts and motivations.

When the play circuits in the midbrain are triggered, the related neurons create a cascade of activity in our higher brain functions. The more often the process happens — the more often we play — the more those neurons connect and the stronger those pathways get. The neural connections created when we play are the brain wiring patterns that give us better control over our movement, our thoughts, and our emotions."

How Play Supports Reading and Writing

[Research shows how children's dramatic play is linked to learning to read and write.](#) Dr. Trawick-Smith explains, "One way that play helps children in literacy areas is that it's very symbolic. For example, when they [children] are using a toy telephone to represent a real phone, they're using a symbol. That's not unlike looking at a word and seeing that it represents something that's not present, or something in real life."

Also, complex play, supported by caring teachers, gives children the confidence to take on difficult challenges like learning to read. "As every teacher knows, emotional engagement is the tipping point between leaping into the reading life ... An enormously important influence on the development of comprehension in childhood is what happens after we remember, predict, and infer: we feel, we identify, and in the process we understand more fully and can't wait to turn the page. The child ... often needs heartfelt encouragement from teachers, tutors and parents to make a stab at more difficult reading material." (Wolf, 2008, p 132)



Above: Teacher Stephanie reads, "Shaggy Dog and the Terrible Itch" to children in the garden.

"During the preschool years. Young children need developmentally appropriate experiences and teaching to support literacy learning. These include but are not limited to:

- adults' daily reading of high-quality books to individual children or small groups
- teaching strategies and experiences that develop phonemic awareness, such as songs, fingerplays, games, poems, and stories in which phonemic patterns such as rhyme and alliteration are salient;
- opportunities to engage in play that incorporates literacy tools, such as writing grocery lists in dramatic play, making signs in block building, and using icons and words in exploring a computer game; and
- firsthand experiences that expand children's vocabulary, such as trips in the community and exposure to various tools, objects, and materials."

(Above taken from "[Learning to Read and Write: Developmentally Appropriate Practices for Young Children](#)", a joint position statement of the International Reading Association and the National Association for the Education of Young Children)

How Play Supports Children's Social and Emotional Development

"The surest way to help kids develop those fundamental competencies is to give them plenty of time for undirected free play and to foster their play nature. Play with other children is how kids learn to understand the issues and emotions that arise when interacting with peers, and particularly how to regulate their emotions. Through play, they develop the skills they'll need to excel in teacher-led instruction, along with confidence in their ability to be social (Gray 2013).



Only through play can children develop both cognitive skills (IQ) and emotional skills (EQ); they need both to succeed in school and in life. For kids, play isn't the opposite of learning. Play is total learning." - [National Institute for Play](#)

In fact, play is vital to survival. It develops social skills in humans which allows us to live in social groups and live in social hierarchies. Watch this video, "[Brains at Play](#)" from [NPR](#), to learn more about how the need to play comes from a deep, primitive part of our brains. The neuroscientist in the video says, "Play is very valuable. It's not just superfluous. It's a very valuable thing for child development, and we as a culture have to learn how to use it properly. And we have to make sure our kids get plenty of it."

The Neuroscience behind Fine Motor Play

When children revisit their favorite scripts in the dramatic play area, at the water table, or in the block area, and they focus their efforts on projects that require fine motor skills, they are actually strengthening the synaptic connections in their brains. "A flood of neuroscience information now supports that hand-brain activity stimulates existing brain circuits that enhance overall human intelligence." -Dr. Stuart Brown, who co-taught "From Play to Innovation" at the famed Stanford *d.school* and wrote the book, "Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul".



Above: Playdough is a great example of an open-ended, powerful play material. Children can use playdough to bring their ideas to life while strengthening their creativity, language, fine motor, and social-emotional skills.

Additional Articles on the Importance of Play

- ["Children's Play is More than Child's Play" by Jennifer Winters, Director, Stanford's Bing Nursery School](#)
- [Prioritizing Play: The Importance of Play-Based Learning in Early Education.](#)
- ["The Pedagogy of Sand Play" by Nancy Howe, Bing Nursery School.](#)
- ["Play Based Learning Leads to School Readiness" by Jennifer Winters, Bing Nursery School, Stanford University.](#)
- ["Play Based Learning vs. Academics in Preschool." US News and World Report](#)

Additional Videos on the Importance of Play

- ["The Power of Play: How Fun and Games Help Children Thrive" by the American Academy of Pediatrics](#)
- ["Learning Through Play: Developing Children's Executive Function Skills" by Silvia A. Bunge, Ph.D., Center on the Developing Child at Harvard University](#)
- ["Play is More Than Just Fun" Dr. Stuart Brown, TedTalk](#)
- ["How Play Helps a Kid's Brain Grow" by Jesse Ilhardt](#)

Academic Articles on Play

Our TCC philosophy of open ended play is based on Reggio Emilia's philosophies and very similar to Maria Montessori's approach, which has been shown to have great outcomes:

- "Areas that were more prominent in representation from children included: developing relationships, communicative abilities, and play skills. Observations indicate that all children benefited from participating in the Reggio Emilia inspired learning group approach." (7) -Hong et al (2016)
- "As modern education changes with technology and even in its reconceptualization of education, consideration of alternatives to traditional education, such as Montessori, Waldorf, and Reggio Emilia, is vital for progress." (350) - Aljabreen (2020)
- "at least 2 years of Montessori schooling in childhood is significantly associated with adult wellbeing ... Montessori was associated with higher scores on all four latent factors: General Wellbeing, Engagement, Social Trust, and Self-confidence." (13) - Lillard et al (2021)

Randolph et al (2023):

- "The results of this meta- analysis indicate that on average, across studies, academic outcomes in Montessori are better than those of traditional education" (46)
- Children are given considerable freedom as long as they use that freedom to constructive ends for their own and others' development. People who attended Montessori as children have higher adult well-being and recall liking school better during childhood." (46-47)
- "Montessori's average effect on academic outcomes was uniformly positive." (45)
- "In sum, Montessori education yielded strong and clear effects on math, literacy, general academic ability, and executive function; Montessori education's effects on aspects of well being, such as the inner experience of school and school liking, also were strong and appeared reliable; and Montessori education also appeared to affect social studies, science, creativity, and social skills" (47)

*Special thanks to Dusten for these academic articles!

Learning Journey

By Dusten Conlon

The genesis of a Learning Journey does not always start with how the teachers invite the students back to the TCC, to a place of consistency and also novelty. It can begin with imaginative play, where students return to a situation several times, rehearsing with each other in preparation for the real deal one day. While the childrens' interests continue to grow in number and variety, it is becoming increasingly clear there are patterns as well.

One motif to both teacher curricula and Sapling interest has been the creatures of the natural world. While the animals welcomed into our homes were often icebreakers in the first weeks at the TCC, their attention has turned towards those that dwell in or near the ground: snails, worms, and other decomposers. With the changing of seasons came the



surfacing of these tiny folk, worms using the wet and warmer soil to search for better pastures, ants searching for new sources to replenish their colony's stock. In some cases, teachers build upon this interest, such as Kelly's writing below on composting; other times it was students returning many times to notice ants scaling the same (or different!) fence post. As discussion of getting pets at the TCC continued, so grew the size of the animals we learned about.

We're Going on a Bear Hunt

returned

to kids' attention many times the weeks following its appearance at Closing Circle. Bird watching has become a staple of outdoor time, with handmade binoculars gazing upwards—sometimes even for bears!—and the quails are now acclimating at the TCC.



Above: L. prototypes his binoculars. **Above left:** J. studies several of the worms he's unearthed.

The joint themes of cooking and crafting have also emerged as a strong, universal interest this past month. As the Saplings become more familiar with particular foods during snack time, the realization that we can combine or transform ingredients into entirely new dishes



reveals the depths of the culinary arts. For instance, some students learned that the “orange” in “orange juice” refers to the same fruit only after juicing their very own! Cooking is one of the most common forms of imaginative play in the Sand area, from baking cakes for upcoming birthdays, to opening shops to sell their creations to nearby teachers. They also learned how to use foods that may appear less tasty than before: coring

apples to make cider or freezing bananas to purée it into “ice cream”. Crafting more permanent structures is important to kids of all ages as they seek to have long-lasting effects on their environments. Jose details below about the long journey turning seasoned pieces into a structure they can use! Assembly of the quails’ hutch was also a class effort, taking many hands to assemble and even more to move it.



Above: L. presses his apples for cider and T. peels bananas for freezing, respectively. **Above left:** B. cuts oranges while T., Q., and T. press oranges with A. and Y. waiting their turn. **Left:** T., J., T., T., K., E., and L. help assemble the quails’ hutch.

As we continue to build curricula around their interests, it is important to note that Learning Journeys are broad summaries of the many things Saplings learn and engage with month-to-month. Below, some teachers detail activities that relate to these Learning Journeys. Other times, teachers are exploring new territory, probing the Saplings’ curiosity in novel directions.

Art Area/Innovation Lab

By Jay Patel

"We often forget that WE ARE NATURE. Nature is not something separate from us. So when we say that we have lost our connection to nature, we've lost our connection to ourselves." -Andy Goldsworthy



Earlier this month the children created artwork inspired by British artist, Andy Goldsworthy. An excellent example of an artist who is inspired by nature creating art using natural materials. We enjoyed gathering materials from the environment looking for natural objects with interesting colors, shapes, lines and texture. We collected things such as pine cones, sticks, rocks, leaves and more.





Feb 12-16th

During this week children were invited to engage in observational drawings of different kinds of plants. Teacher Jose carefully chose plants with a broad variety of leaf shapes and colors, different flowers or no flowers at all. These differences quietly invited children to practice their skills of compare and contrasting, a basic literacy skill.



They enjoyed using colored pencils and watercolors to draw and paint the plants, engaging and strengthening their fine motor skills.

During the month we invited children to make cards and crafts for friends and family. ❤️



Literacy Area/Closing Circle

By Bethany Domingo

Throughout February, we've been reading various books that share a similar component - **visual literacy**. This month, I'd like to touch on visual literacy by explaining what it is and how it is seen throughout the literacy table and closing circle.

Visual literacy is understanding, interpreting, and creating different visual messages. It involves skills like recognizing symbols, analyzing images, and understanding how visuals convey meaning. It is about "reading" and "writing" with images, just like we do with literacy words.



Left: Teacher Jay and T. using visual literacy through the sequence of events by matching the words to the pictures to provide visual storytelling for comprehension of narrative structure.



Variation

5 Brave Knights
 Fox has knights
 Seeking on a castle wall
 Testing Mr. Dragon
 You can't catch us all!
 No, you can't catch us all!

5 Dragons are:

Adrian
 Tycho
 Emilia

Dragon Mr. Dragon
 With a mighty call
 They matched the knight
 right

Above: Teacher Jose is providing visuals through role playing with C. and E. by providing students engagement with hands-on opportunities to represent the book characters.



Above: Teacher Kelly and E. using visuals through cut-out characters with the felt board for further interactive learning to create scenes part of the story,

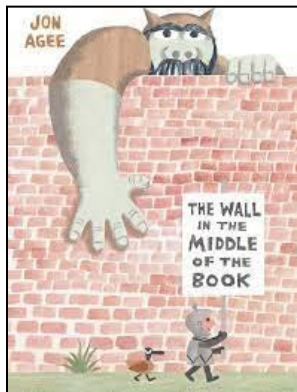
Each book read this month utilized illustrations or visual elements to help bring the storytelling experience and convey meaning to the readers. These visual cues include the sequence of event cards, practicing drawing their chosen character, and picture recognition of book characters.

Closing Circle Books



[We're Going on a Bear Hunt, by Michael Rosen.](#)

Read by Teacher Jay

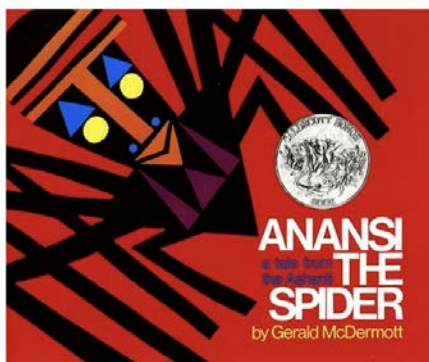


[The Wall in the Middle of the Book](#) Read by Teacher Jose



[A Taste of the Moon by Michael Grejniec](#)

Read by Teacher Kelly



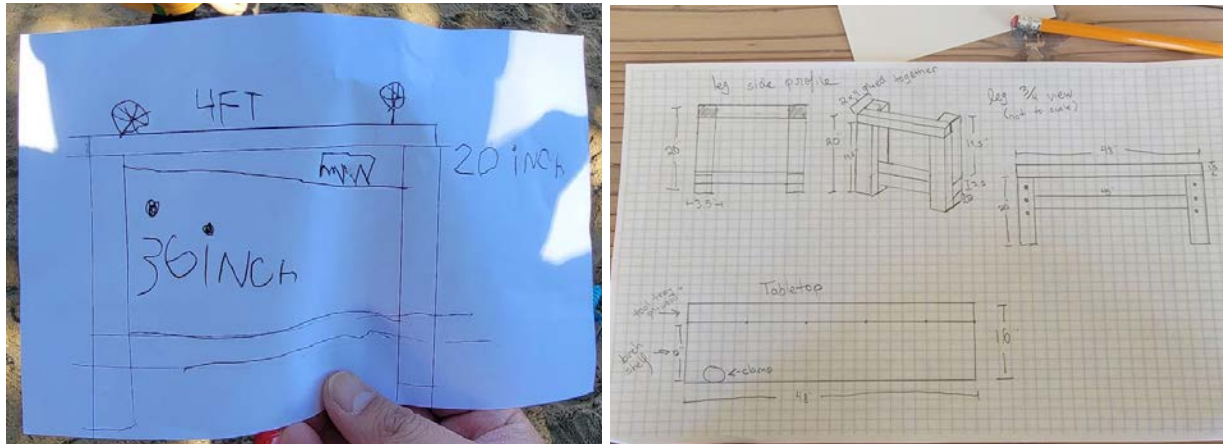
[Anansi the Spider: A tale from the Ashanti by Gerald McDermott](#)

Read by Teacher Stephanie

Sand Area

By Jose Caraan

Earlier this month, we started constructing our workbench. The TCC children were really interested in Debora's book about making projects and being an engineer, so I gauged the children's interest in creating a workbench. They seemed receptive to the idea, so we started with creating a plan for the bench. A few of the children helped decide what the dimensions of our bench would be (about 20 inches tall, 4 feet long, and about 20 inches wide). They used the wooden table in the sandbox as a guide for what measurements made sense and measured its dimensions with a measuring tape.



Above: (Left) The children's first sketch of how the table should look, along with their measurements. (Right) My blueprint using their measurements as a guide.

This was the first time many of our children handled tools, so we first discussed safety. I discussed with them that we are using real tools and that if they did not follow the rules, then they would have to leave the workplace. Our first rule in our construction area is wearing a pair of safety glasses when entering the work area. I let them know how wood chips could potentially fly around as we are working and that we do not want anything flying into our eyes.



Above: J. and G. wearing safety goggles while sanding.

The children first practiced clamping down the workpieces onto the table and sanding the rough edges of the wood. We discussed how the different numbers of sandpaper corresponded with how smooth the sandpaper and wood would be (in this case, lower sandpaper grit means coarser while a higher grit sandpaper is smoother). There was only one sanding block to go around so we had to make do by wrapping the sandpaper around small cuts of wood pieces. The children learned that if the pieces were not properly secured with clamps that things would start moving around. Our children found the clamps to be a little tricky to use as the squeezing mechanism proved to be slightly too large for their hands, but some of our larger children helped out the ones who couldn't squeeze it.



While some of the children continued to sand, others began to practice sawing. Before starting, we talked about how saws are *sharp* and that we all needed to treat the saws with utmost respect. I asked the children to gently touch the blades of the saw and to take note of how pointy the saw blades were. We all agreed that it would really hurt to be cut by the saw and to make sure we were keeping our bodies and extremities out of the way. We had to measure where we wanted to cut first using a tape measure, combination square, and

pencil. We marked the line and I got the saw started on the line. The saws we used are a bit different than traditional Western saws - these saws are Japanese saws that cut on the pull stroke.



Top two: A. and Y. sawing with a dozuki saw; **Bottom left:** Tucker using the double-bladed ryoba saw; **Bottom right:** T. using a Western back saw.

The children were able to cut most of the pieces to put together our tables. T. and T. were especially proud of being able to cut a whole piece by themselves. T. and I talked about making square cuts (perfect 90 degree cuts) and we used a combination square to check T.'s cuts - T. was especially proud of getting a perfectly square cut on one of his.



Above: Y. applying wood glue to the table bench legs.

Once our first set of table legs were cut out, we moved onto the gluing portion. We glued together the 2 x 4's using wood glue (which is *significantly* stronger than the basic white glue). The wood pieces were glued and clamped together to create a rectangle frame. After a few days of work, we were able to finish one table leg and are almost done with the second. Our next steps are to create long stretchers to stabilize the table then attach our workbench top using a brace drill and dowels. I think we are about 60% of the way done with the workbench and I am hoping that we can finish the bench before mid-March. After that, we can move onto creating tools and learning other skills. We will keep you updated on our progress through ClassDojo!



The Farm

By Kelly Li

The children have been enjoying gardening for the last month. They helped pull out all the dead plants from the garden and turned the soil for the new plants. Knowing that the weather is getting warmer and warmer for the plants to grow, spring is coming soon. Children can not wait to see beautiful flowers and vegetables growing in the garden. They made a lot of effort to take care of them everyday. Hopefully, our garden will be full of pretty flowers, yummy vegetables and other fresh plants soon!

Composting

Children were super happy to make their own organic worm compost. They collected lots of fruit peels like bananas, oranges, as well as vegetables. Children helped by cutting them into smaller pieces. They also smashed eggshells into tiny bits. These eggshells are good

for the plants because they are a valuable source of phosphorus and potassium fertilizers. They mixed the cut-up fruit peels, veggies and eggshells with some dirt as well as the worms. Then, we covered it with wood dust and more soil to keep flies away. This way of making compost doesn't smell bad and works fast. After mixing everything, they put the jar in a sunny spot. They waited for more than 10 days. The sun helped heat up the mix and speed up the composting. After a patient wait, children checked on their compost and were delighted to find that all the fruit and veggie waste had been thoroughly decomposed into the soil, resulting in a wonderfully effective organic compost. They then put some of this compost to our farm, hoping that it would boost the growth and strength of our vegetables!



Left to right: A. and Y. were making their organic worm compost. W., E., and M. buried their compost jar inside the soil.



Left: E. and Q. were making their organic worm compost.

Social Emotional Learning (SEL) (conflict mediation)

By Debora Hoppis



LEFT TO RIGHT: A. hugging E. W. invites G. to choose a book with him. A. shares egg shakers with D. during music time. Q. holds A.'s hands to help her cross the wobbly bridge at the Kinder Playground.

Social Social-emotional learning (SEL) and conflict mediation are crucial components of early childhood education. SEL provides young children with essential skills to navigate social interactions, manage conflicts, and cultivate positive relationships. Through SEL, children learn to identify and regulate their emotions, communicate effectively, and demonstrate empathy towards others. Conflict mediation strategies also empower children to resolve disputes peacefully, fostering a supportive and inclusive learning environment that contributes to academic achievement and overall well-being.

Research consistently shows that children who have strong social-emotional competencies are better equipped to engage in learning tasks, manage stress effectively, and establish positive relationships with peers and teachers, leading to improved academic outcomes in the long term.

Additionally, in early childhood education settings, intentional teaching practices such as modeling appropriate social behaviors, facilitating conflict resolution, and promoting emotional expression contribute significantly to the enhancement of children's social-emotional development. Through interactions with peers and intentional activities, young children learn invaluable skills such as communication, cooperation, and empathy. Incorporating fun yoga games like Yoga Simon Says and Yoga Freeze Dance can help children develop self-regulation skills while enjoying their practice with peers.



Above: (1st photo) Sophia leading a yoga session with the children. (2nd photo) During lunchtime, the teachers are modeling the habit of drinking water by bringing their own water bottles to the table and toasting with the children before taking a sip, saying "Cheers!" (3rd photo) T. serving snacks to his peers and saying: "Your snack is ready, enjoy." Modeling Grace and Courtesy skills at the table.

Closing circle: *Sitting and paying attention during circle time in early childhood education plays a crucial role in developing essential skills. These skills include focus, listening, social interaction, communication, self-regulation, and building a sense of community. All of these skills are foundational for academic success and overall well-being*



Conflict resolution in early childhood education is a crucial skill to teach as it helps children learn to navigate social interactions, manage conflicts peacefully, and develop positive relationships with their peers. Here are some strategies for implementing conflict resolution in early childhood education:

When facing a conflict, rather than solving the problem for children, help generate ideas of how they might solve the problem. When a solution is determined, confirm the plan they have agreed to, repeating it back to them. Then encourage the children to try the solutions. They will learn as much from failure as success.

Maria Montessori writes, **“Never help a child with a task at which he feels he can succeed.”** When Montessori suggests refraining from helping a child with a task they feel they can succeed in, she is advocating for educators and caregivers to trust in the child's abilities and respect their desire for autonomy. By stepping back and allowing children to tackle challenges on their own, adults give children the opportunity to develop problem-solving skills, resilience, and self-esteem.

This underscores the importance of providing an environment that is rich in opportunities for exploration, experimentation, and self-directed learning, where

children are encouraged to take risks, make mistakes, and learn from their experiences. By empowering children to take ownership of their learning and accomplishments, we believe that they would develop into confident, capable individuals who are motivated to pursue their interests and passions throughout life.

Our role as adults is not to remove every obstacle from a child's path neither shield children from every challenge or difficulty they encounter but to empower them with the skills and confidence they need to overcome obstacles on their own. Let's be the support system that helps children build resilience, perseverance, and a belief in their own abilities.

Every stumble, every fall, every broken tower is an opportunity for growth. As tempting as it may be to fix the tower our child has dropped, let's remember that resilience is built not in fixing, but in rebuilding. Let's empower our children to pick up the pieces, learn from their mistakes, and build something even stronger.

The idea is that allowing children to experience setbacks and learn from their mistakes is essential for building resilience. Instead of immediately fixing the tower, the focus is on empowering children themselves to take responsibility, problem-solve, and persevere in the face of challenges.



LEFT TO RIGHT: C. was enjoying music time with A. and the other children when N. arrived with E. He asked C. if she wanted to play a game with them. Before C. could reply, A. interrupted and said, "She is my friend right now!" N. quickly replied, "You can play too." All four children then went running and started playing together.

For more [tips for supporting conflict resolution click here.](#)

Upcoming Events

- Tues, March 5th: FireFighters Visit
- Fri., March 8th and 15th: TCC is open as usual, but Tessie K-8th is closed. Please note: No MyGreenLunch service these days so please pack a lunch for your child.
- Mon, March 11th: On-campus Field Trip: Storytime with Carrie Stouffer, Librarian
- Mon, March 18th: NO SCHOOL, Staff Development Day
- Sat., March 23: All School Art Task Party & Art Show, 1:00 pm - 3:00 pm @ Tessie MPR
- Sat., April 27th: Tessie Benefit, "A Starry Night"

Requests

[Worm Compost Bin\(s\) for the TCC](#): After realizing that we generate a lot of compostable garbage every day, we are hoping to start worm composting out in our garden! If anyone happens to have a spare tumbling compost bin that they aren't using (see the link for an example), we'd happily put it to good use! We're asking for the round, tumbling kind of composter because the children can help turn it.

[Donate to the Tessie Benefit, "A Starry Night on April 27th"](#) **AND/OR Look for TCC Donations at the Online Auction!** The first-ever Tessie benefit, "A Starry Night" is a silent auction featuring unique "only at Tessie experiences," in addition to classic auction items. Look for special TCC-specific events featuring TCC teachers!

Gratitude Corner

We have so much to be thankful for! Thank you for...

...all the helpful extra clothes!

...the joyful Lunar New Year Celebration.

...for the Valentine's Day cards and gifts.

Thank you to Evelyn and Theo's families for donating the quail and rabbit hutches.

Thank you to Noah's family for donating tools for woodworking.

Thank you for your continued support and collaboration! We appreciate you!

