

## NOVEMBER 2017

### Important Dates & Info

#### DECEMBER TUITION DUE NOV. 1

**Parent-Teacher Conferences – Nov. 8-10.** Check with your child's teacher if you are unsure of your day (your child will not have class on the day of your conferences).

**Chick-Fil-A Spirit Night – Nov. 13,** 4:30-7pm. (See last page.)

**MFLC Board Meeting – Nov. 15**

**Class Thanksgiving Feasts – Look for info from your particular class.**

**Thanksgiving Break – Nov. 22-26.** School resumes Nov. 27.

**Barnes & Noble Bookfair to benefit Mushroom – Dec. 1** In-store and café purchases as well as online! (See last page.)

**Fall Raffle Package Tickets on sale the week of Dec. 4.** Your ticket purchase counts toward your fundraising fee.

**Chipotle Spirit Night – Dec. 12,** 5-9pm

**First-half fundraising fee due Dec. 15.**

**Enrichment Classes and Focused Fridays (4s & 5s kids)** Some spots available. Contact Miss Melissa at melissa.oprison@gmail.com.

**Our preschool directory is out!** The info is for school use, play dates, and invitations, not for solicitation. Thank you!

#### Ways to Help Mushroom!

- Youcaring.com/mushroom-family-learning-center
- smile.amazon.com
- *United Way*: Agency #885339.
- *Giant Eagle Apples for the Students* program: #5245.
- Tyson Chicken *Project A+* labels
- MFLC Scholarship Fund

### From the Director ~ Joan Harrison

When you think about what your child does on a typical day of preschool—painting, playing, singing, reading, eating snacks—you may question why your child's preschool teachers are holding parent/teacher conferences. You may wonder what there could possibly be to talk about. Parent/teacher conferences are actually an incredibly important part of your child's preschool experience. When you meet with your child's teacher, you are going to learn a lot about your little one, from strengths and weaknesses to favorite things to play with and how he/she really interacts with other children.

If you have ever wondered what really goes on in your child's classroom, this is your chance to find out! Think of your conference as your eyes and ears into a world that you aren't otherwise a part of. Teachers look forward to this opportunity to share insights of your child's development and share experiences going on in the classroom. Your child's adjustment to our program is our greatest concern at this point. Feel free to discuss any concerns you may have at this time. However, please remember that teachers are available to meet with you any time you have a question or concern.

We strive to provide the best quality preschool experience for all the children in our care. It is through communication and collaboration with families that we are able to accomplish this goal. We value your input.

*Note: Check your child's classroom bulletin board or teacher for the date and schedule of your conferences. There is no class for your child on your conference day. Conferences are for adults and there is no childcare provided. Parents may be able to arrange to take turns watching each other's children during their conference times.*

November is a month to begin thinking about all that we have to be thankful for. It is also time for family celebrations. Here at MFLC it is no different. Please remember to mark your calendar for your child's classroom feast. This is a very special event for all. The children love preparing treats for you!

Last, but not least, I would like to personally wish each family very festive and safe Thanksgiving!

*Joan*



### Cleaning Out Your Closets?

Please consider donating items to Mushroom's clothes basket. Items needed are **underwear, long pants, socks, hats, gloves and boots** for both girls and boys. These are great to have on hand when needed. Thank you!

### Welcome Future Mushroomer!

**Jonathan Silvis, born 10/24** – Congrats to parents Kristen Peske and Ben Silvis, and siblings Jonah (K-Too), Jack and Harper (3s-AM)!

## **Big THANKS to...**

- > **All the parents who helped sort bags of popcorn!** What an amazing job they did.
- > **Erin Betler** (Sylvie, 4s-AM) for coordinating the Tea Collection clothing fundraiser.
- > **Kelly Lotter** (Evan, 5s) for putting together the school directory.

### **Illness: When to Keep Your Child Home . . .**

While fever is a good indication of sickness, it is not the only one. If your child is "not himself," has vomited or had diarrhea within the last 24 hours, has a green nasal discharge, or is tired and irritable, something more than a cold is likely to blame. In addition to potentially infecting others, children are also less resistant to other germs when ill. If you have any doubts, it's best to have the child stay home. Of course, a big way to help prevent illness is to make sure children wash their hands upon entering the classroom every day.

## **From the Board President ~ Kate Gigliotti-Gordon**

Thanksgiving is one of my favorite holidays. It a special time when we can focus on enjoying the company of family and friends without feeling the extra pressures of gift buying, wrapping and decorating. I love the Thanksgiving menu, but I also love trying new recipes, so our family tradition is to add one new side dish to the traditional ones each year. The kids have yet to appreciate this particular tradition, but the adults love it! My favorite part of Thanksgiving is that it's a day dedicated to expressing gratitude and thanks.

This year, I am especially thankful for the generosity and commitment that our families and teachers are showing to our school every day. I am SO proud to call Mushroom Family Learning Center my choice of school for my children, and I hope you are, too!

I am thankful for the friendly and familiar faces I see each day when I walk into Mushroom, starting with Joan at her bench! A million thanks to our amazing director for making sure every detail of Mushroom's daily operations run smoothly.

I am grateful to our incredible teachers for providing such a nurturing environment for our children. The smiles on your students' faces show how much they feel your love.

I am thankful for our extraordinary Board of Directors for putting so much time and effort into running MFLC and making sure the staff and students have everything they need.

I am thankful for our astoundingly generous families. In the past few months, parents have donated items to Mushroom that they no longer need at home, come up with new

## **➡ Before I was a Teacher, I was a Mushroom Mom... MISS CARA**

Twelve years ago, we moved here from Chicago when our firstborn was just 2 months old. I had always been a Midwest girl with a large extended family that lived in the area. And as much as I loved our new adventure, I grieved that our children wouldn't grow up surrounded by aunts, uncles and numerous cousins. It was so important to me for us to create the same sense of familial community that had enriched my childhood.

When my oldest was 3, we were looking for that first extension of community outside of our home with a preschool. The first time I stepped into Mushroom and met Maja's teacher, Miss Jamie, I knew I had found the right place for our family. Maja's younger sister, Anja, spent that year being anxious to go to school as well and the next year she began in the Early Learners class with Miss Theresa and Miss Marlene. Both of my children attended Mushroom all the way through K-Too and they also created such a magical community for themselves. The friends they made at Mushroom continue to still be their close friends at the ages of 10 and 12. We continue to be close to the families as well. We found our community and the richness of being surrounded by those who felt like aunts, uncles and numerous cousins. I also love that Mushroom entrusts our families to make up the board and have an active role in the continued growth of our school. So, I was honored to serve on Mushroom's board of directors for two years.

Along with our journey as a family with Mushroom, I have had the amazing experience of finding my professional family as well. When my youngest was in Miss Liz's class, I was working at Gymboree Play & Music and working on my Master of Arts in Teaching. Miss Jane asked if I would be interested in being on the sub list, to which I said a resounding, "Yes!" I spent the year subbing in all of the classes as well as enrichment and lunch whenever Miss Joan asked. I was in seventh heaven being in the classroom and working with all of the Mushroom staff. So, six years ago Miss Joan offered me the opportunity to join as a Lead Teacher for the Pre-K program. It has been the highlight of my professional career. I love learning, growing and being inspired by the children, the families, Miss Joan and my colleagues.

I thank Mushroom Family Learning Center for being the community I so greatly desired for my children's early childhood. I thank the Mushroom teachers for being such supportive adults for my children and then so supportive of me as a colleague. I thank Miss Joan for believing in me and giving me the opportunity to do what I am so passionate about.

fundraiser options, and offered to help other parents with child supervision during conferences or with transportation to/from school during a time of need. As a community of young families, I know we all appreciate it so much! Thank you also for volunteering to help with our class parties and bringing in healthy snacks for the children to share. Thank you for coming to our Spirit Night at Chick-fil-A and keeping our school humming by making our fundraising efforts a success. Every little bit helps, and we can't do it without you!

Thank you to the students of MFLC! It's because of each and every one of you that we are here, and you are the reason we do what we do. I truly love hearing your squeals of delight on the playground and seeing your beautiful artwork adorn the hallways.

It is my hope that everyone shares in my gratitude toward everyone who makes MFLC what it is. As we enter into the holiday season, I hope that we can all take some time out to help someone else, and allow our children to join in this task, and talk about how it makes someone feel to do something nice for a person for no reason at all. Make sure to also count the blessings in your life and say "Thank you." I know that these themes will be incorporated into the classroom activities this month.

I hope this Thanksgiving season serves as a great reminder to us to act on our gratitude. May these days of plenty encourage us to do what we can to help those who are not so fortunate, and take time to let others know how much we appreciate them. Thank you all for trusting your little "blessings" to our wonderful school!

*Tick-Tock! Daylight Saving Time ends Nov. 5!*  
**Turn your clocks back one hour  
the night of Saturday, Nov. 4.**

## Twos Class *Amy, Sheila & Marlene*

In September and October, we focused on separation and the school experience. We provided the children with a predictable routine to help them get used to what happens in school. That routine, combined with the picture cards we hang up on the easel, helps the children mark the passage of time: first we play, then we clean, next we have circle time, followed by snack, going outside, and being reunited with our parent or caregiver. Whew! That's a busy day for a 2-year-old!

Now in November we add in a greater focus on art. This year, we have tried to offer painting at the easel almost every day. When we do group work, we sit down and paint at the table. Stand-up painting and painting at the table both use fine motor skills and reinforce hand/eye coordination, just in slightly different ways.

The art activities we do involve a lot of different materials: paint, glue, pom-poms, feathers, foam pieces, wiggly eyes, stickers, and an endless supply of other items! Those fine motor skills are important as the children learn to put objects where they want them, make them stick, and then choose another item. There is so much learning that goes on during the act of creating art! Using different colors of paint shows how mixing two together makes a third. Putting eyes and a nose on an animal project teaches numeration and position.

Children also get to make choices during art time, and that doesn't happen often in their day.

You may have heard the saying, "It's the process, not the product," with respect to children's art. We believe this to be true. This means that the most important part of art for young children is the learning that comes from actually making it. That is our focus when we do art activities in our classroom.

This month you may see a turkey with three eyes, or one with all pink feathers. You may see a painting that started out with red and yellow becoming orange but then moved on to ALL of the colors mixing to make brown. Your child is learning important skills through the experience of creating his/her very own work. Just as every child is unique, so is every child's art, and that special turkey will always be a masterpiece to you.

### **Barnes & Noble Bookfair for Mushroom**

**Friday, December 1**

In-store café purchases count too! Mention our bookfair at the registers. Even order online at [bn.com/bookfairs](http://bn.com/bookfairs) with Bookfair ID 12258216.

*South Hills Village Location*

**12:30pm storytime with Miss Jamie!**

**7:00pm B&N's "Polar Express" storytime.**

## Threes Class *Jamie, Debbie, April, Melanie & Kelsey*

Kindness, confidence and communication are three important words that when applied together can be life changing. From a very young age, we encourage our children to be kind to others. We hopefully lead by example in the words we use and the actions we display. I feel very fortunate to be able to help 3-year-olds practice these skills at our school. We learn that being kind can be as simple as asking someone to play, taking good care of a partner in line or showing concern when a friend is sad. Creative play is always more productive when the peers are kind. If a classmate is shy, a play environment is more inviting when the dialogue and actions follow through with kindness. This type of environment can then allow a child to develop confidence in imaginary play situations.

Building confidence in a child is another quality that is hopefully established from an early age. Creating confidence means accepting the child as he/she is. As a preschool teacher, it is my job to give the students the tools to stand up for themselves, and be proud of who they are. In our classroom, the students participate in talent shows, singing or dancing in front of their peers. They are also taught the appropriate way to communicate their needs and understand it is OK to tell someone to act in a more appropriate way.

Communication is the glue that brings all of these qualities together. When a child is able to communicate her feelings, those around her can understand what she needs. In our class, we remind our students to use their strong voices. We discuss how our words can give our friends an understanding of what is bothering us. We use language when describing a happy experience, or when explaining why we are feeling sad.

In the threes classroom, it is our goal to encourage all students to communicate in a kind and confident manner. The lessons they learn at 3 years old will hopefully continue with them as they enter the next stages in their lives. We have a great group of students this year in both the AM and PM classes. The students are working hard to develop these characteristics. I have no doubt these students will be successful in mastering kindness, confidence and communication. We as teachers are very fortunate to witness the development of these wonderful students.

## November Enrichment Days

Enrichment classes are available for those 4 and older on Mondays and/or Fridays each month, 11:30am-2:00pm. Please pack your child a healthy, meat-free lunch. \$15 per class. **Email Miss Melissa at [melissa.oprison@gmail.com](mailto:melissa.oprison@gmail.com) to register!**

### Days and Themes This Month...

#### MONDAYS with Miss Sheila

**Nov 6:** Pinecone Painting! **Nov 13:** "Go Dog Go" – A fun craft to go along with the book! **Nov 20:** Make Thanksgiving placecards for loved ones! **Nov 27:** "Clark the Shark" book and discussion plus shark crafts!

#### FRIDAYS with Miss Marilyn

**November 17:** What is a cloud? Learn about them, and make some!

## Fours Class *Liz, Melissa, Jane & Lara*

While waiting in line at the post office the other day, I noticed a young boy playing with a pen chained to the counter. He was wiggling the pen back and forth to make the chain slide on the counter. I'll admit, I found the sound a little annoying at first. As I watched him, though, I realized that he was doing something extraordinary. He was varying the way he moved the pen to change the amplitude, frequency, and wavelength of the waves in the chain. That's probably not what he would tell you. He probably thought it looked and sounded cool. No one told him to do it or what to expect, and he had no goal. He was engaging in purely sensory play. My first thought was that we would have to try something like this in our class. Then I wondered how this early experience might impact his learning years in the future when he takes physics. Will having genuine, hands-on, self-directed experiences like this deepen his grasp of wave motion concepts?

Sensory/exploratory play is commonly observed in both children and adults. It is the first type of play to develop and begins to emerge when a baby is about 5 months old. Babies use it to learn about how their bodies work and how the

world works. This type of play sometimes gets a bad rap, possibly because it is the first type of play to develop and therefore seems infantile. However, among its many benefits, sensory play is the foundation of the scientific process. We use our senses to investigate the world around us. In the process of our explorations, we formulate questions and test hypotheses.

At a conference about play a few years ago, I heard a speech by the venerable Roberta Schomburg, former professor and Director of Graduate Studies in Early Childhood at Carlow University. She noted that sensory play helps us determine the properties of materials, fosters good observational skills, and forms the foundation for the exploration of new materials. It connects later to science and inquiry-based learning. We learn about cause and effect, spatial relationships, and the laws of physics. Sensory play leads to mechanical understanding and fosters creativity. Children need plenty of time to play in this exploratory, non-goal oriented way to fully understand the properties of new materials. Despite these facts, we are often quick to shut down exploratory play because it seems purposeless, messy, destructive, unsanitary, and annoying.

I had a real "aha" moment as I connected her thoughts to my younger son. Duncan has always loved sensory play. His play can certainly be annoying, destructive, and messy! Just like the boy in the bank, he can repeat an action countless times—often more times than I can stand. Sometimes after, say, throwing a water bottle against the wall 200 times, he will share a surprisingly profound observation about the way the bottle bounces under different conditions. Why hadn't I connected this with a scientist's need to replicate an experiment many times to establish reliability? At nearly 15, Duncan continues to enjoy sensory play. (As I write, he is banging a Swiffer handle against the stairs repeatedly.) He also really loves science, math, engineering, and art. I don't think it's a coincidence.

One of our students shared a profound scientific experience with us this month as he played with the playdough. He discovered that he could use the little hole in the handle of the spatula like a cookie cutter to press out small circles of playdough. He was so proud of this discovery, which he owned 100%. No one suggested this use to him. He was eager to share the process he had discovered with anyone who joined him at the playdough table. It may seem small, but this experience will be one of many that will shape his view of himself as a scientist and an innovator.

Sensory play's benefits go beyond the development of scientific understanding and inquiry. It can be very calming. Some of our friends cope with the stress of transitioning to the school day by spending some time with playdough, sand, or paint. These activities can also ease and promote social interaction. While our senses are engaged, we somehow find it easier to start and maintain conversations. Sensory activities are also great equalizers. Everyone can participate

and no one's experience can be deemed better than anyone else's. We also gain fine motor skill as we manipulate objects and integrate the information we receive from our different senses. Sensory play promotes mindfulness. As adults, we train in meditation to do what children do naturally: to simply be aware of what we are taking in with our senses in the present moment.

Our fours love sensory play. Fall provides an abundance of rich sensory experiences such as watching the leaves change color, smelling cinnamon and apple as the apple crisp bakes, crunching leaves with our hands and feet, pulling gooey pulp out of a pumpkin, listening to the wind rustle the leaves, and tasting Halloween treats. Earlier in the month, we loved exploring the water table with rocks, pipes, funnels, pumps, and containers. Paint in all its forms is always a favorite. We cooked apple crisp, made playdough, made fresh apple juice, and baked pumpkin muffins. We snuggled with the stuffed animals in the reading corner. Our sensory play extended beyond these traditional activities, too. We spontaneously experimented with banging objects such as blocks and pots and pans to hear what sounds they could make. Sometimes we must put limits on sensory play when it becomes too destructive or disruptive to others, but we are striving to find ways to support this play without completely shutting it down. In the case of our budding musicians, we took our band into the hallway to allow others to play in peace. What followed was a joyous celebration of sound and a bonding experience for all involved.

I can point to many benefits of sensory play, but I also feel the need to note that it really has no need to justify itself or prove its worth. The truth is, I will never know everything these children have gained from their chain wiggling, Swiffer banging, pot clanging, water pouring, playdough smooshing, sand sifting, and block clanging. Therein lies the beauty of pure exploratory play. In all my lesson planning, I could never teach children as much as they can learn from using their own senses to explore a rich environment. They will not benefit from us telling them what to do with the playdough, how to construct a waterfall, or what questions to ask about the baking soda volcano. They are busy constructing their own understanding of the world, an understanding that doesn't come from us and doesn't belong to us. What scientific discoveries, engineering marvels and artistic masterpieces might spring from these experiences? Will they be any more or less valuable than the deep sense of knowing ourselves and what we enjoy that can be derived from

sensory play? Bring on the messy, destructive, unsanitary, purposeless, annoying fun!

In November, our theme will be "Feast: Food, Family, Friends, and Fun." We look forward to meeting with all of you at conferences to share your children's individual growth and learning. We also look forward to sharing a Family Feast with you on November 21.

## Fives Class *Cara & Melanie*

Every year we love to watch the different play themes and archetypes emerge for each different class. There are usually a good versus evil, rescuer and good versus bad that present themselves, which is developmentally appropriate for this age. As we've observed the children at the beginning of this school year, we have seen superhero play, doctor play, Cinderella and evil stepsister play, and cops and robbers. We also see activities that emerge from each classroom community that are group unifiers. This year so far we have seen planning of birthday parties, playing with Legos, fort building and looking at pretend glow-in-the-dark spiders. :) All of these activities provide rich opportunities for the children to develop their social/emotional skills. Teacher Tom puts it the best in his article titled **Hard, Messy, Emotional Work...**

*We don't have a huge set of big wooden blocks, which is OK because we don't really have enough space for more and besides, if the kids are going to play with them, they generally need to find a way to play with them together, which is what our school is all about.*

*The dramatic play game of the year so far in our 4-5s class has been "super heroes." It's mostly boys, but they haven't been particularly exclusionary, with several of the girls regularly joining them, often making up their own hero names like "Super Cat" due to the lack of female characters in our popular culture. This has in turn inspired some of the boys to make up their own hero names like "Super Dog" and "Falcon," along with their own super powers. And although there have been a few instances of someone declaring, "We already have enough super heroes" in an attempt to close the door behind them, most of the time, the prerequisite for joining the play is to simply declare yourself a super hero, pick a super hero name and then hang around with them boasting about your great might, creating hideouts and bickering over nuance.*

*Recently, however, a break-away group has been playing, alternatively, Pokemon and Paw Patrol, which looks to me like essentially the same game with new characters. Last week, some boys playing Paw Patrol used all of the big wooden blocks to create their "house," complete with beds and blankets. A girl who is often right in the middle of the super hero play wanted to join them, but when they asked, "Who are you?" she objected to being a Paw Patrol character at all. Indeed, she wanted to play with them and with the blocks*

### **VOLUNTEERING AT MUSHROOM** **Getting Clearances**

MFLC welcomes and values volunteer participation. State laws regarding child protection require all school volunteers having direct contact with children to obtain background clearances. Please visit our web site for details:

[mushroomfamily.org/volunteer-info.html](http://mushroomfamily.org/volunteer-info.html)

they were using, but the rub was that she didn't want to play their game.

After some back and forth during which the Paw Patrol kids tried to find a way for her to be included, they offered her a few of their blocks to play with on her own, then went back to the game.

She arranged her blocks, then sat on them, glaring at the other children. They ignored her. I was sitting nearby watching as her face slowly dissolved from one of anger to tears. An adult tried to console her, but was more or less told to back off. I waited a few minutes, then sat on the floor beside her, saying, "You're crying." She answered, "I need more blocks." I nodded. She added, "They have all the blocks." I replied, "They are using most of the blocks and you have a few of the blocks."

"They won't give me any more blocks."

I asked, "Have you asked them for more blocks?" Wiping at her tears she shook her head, "No."

"They probably don't know that you want more blocks." She called out, "Can I have some more blocks?" The boys stopped playing briefly, one of them saying, "We're using them!" then another added, "You can have them when we're done," which is our classroom mantra around 'sharing.' She went back to crying, looking at me as if to say, "See?"

I said, "They said you can use them when they're done... Earlier I heard them say you could play Paw Patrol with them." "I don't want to play Paw Patrol. I just want to build."

I sat with her as the boys leapt and laughed and lurched. I pointed out that there was a small building set that wasn't being used in another part of the room, but she rejected that, saying, "I want to build with these blocks." I nodded, saying, "I guess we'll just have to wait until they're done." That made her cry some more. This is hard stuff we're working on here in preschool. And, for the most part, that's pretty much all we do here: figuring out how to get along with the other people. Most days aren't so hard, but there are moments in every day when things don't go the way we want or expect them to and then, on top of getting along with the other people, there are our own emotions with which we must deal. I think of this as the work of creating a community.

If our goal is well-adjusted, "successful" citizens, we know what we need to do. In the early years, it isn't about reading or math. It's not about learning to sit in desks or filling out worksheets or queuing up for this or that. If we are really committed to our children, we will recognize that their futures are not dependent upon any of that stuff, but rather this really hard, messy, emotional work we do every day as we play with our fellow citizens.

As another childhood educator hero of mine, Bev Boz said, "Giving children practice in working cooperatively with each other is one of the most important specific functions the preschool has to offer. Practicing cooperation will help the young child immensely. It isn't only preparation for school, but preparation for life."

Melanie and I are so happy to take part with your children in navigating this hard, messy and emotional work. We are here for your children and will continue to observe and support them through this community building.

## K-Too Class *Marilyn & Cara*

In October the children completed their "All About Me" unit with a portfolio for their journal. The portfolio required each child to write about themselves, their families, homes, phone numbers, favorite things, etc. We incorporated apples throughout the month as a nod to the season. The children made and labeled their own class skeletons with pasta and popsicle sticks as part of our learning about the skeletal system. We also put together our class pumpkin patch, learned Halloween songs, and had fun showing off our costumes at our party.

In November we will learn about the digestive system since we will be feasting! We will talk about giving thanks for food, clothing, shelter, and a peaceful and loving world. We will talk about those less fortunate than ourselves and compassion for others. We will prepare and have our feast at school on November 21. Prior to our feast we will be cooking and writing about what we cook daily. Remember, cooking is always a science and math lesson disguised as fun!

## 2017-18 MUSHROOM CLASS PARENTS

### 2s (M/W AM)

JoAnn Villa

### 2s (T/Th AM)

Abby Parker

### 2s (T/Th PM)

Ashley Collier

### 3s AM

Nadia Wright

### 3s PM

Jeanie Gogal

### 4s AM

Lauren Jacobs

### 4s PM

Lisa Novak

### 5s

Samantha Horvath and Vanessa Silberman

### K-Too

Gina Lipkin



Chick-fil-A  
**Spirit Night**

**Mushroom Family Learning Center**  
**Monday, November 13<sup>th</sup>**  
**4:30-7:00pm**

Join us at Chick-fil-A at  
 South Hills for a Spirit Night!  
**Mushroom Family Learning Center**  
 earns 15% of the sales.  
 Come eat dinner at this Chick-fil-A,  
 tell your cashier that you support  
**Mushroom Family Learning Center**  
 and help us raise funds!



1620 Washington Rd.  
 (412) 833-1165

[www.chick-fil-a.com/southhills](http://www.chick-fil-a.com/southhills)



**BARNES & NOBLE**  
**BOOKFAIRS**

**Mushroom Family Learning Center**  
**Friday, December 1, 2017**  
**Barnes & Noble**  
**South Hills Village**

- Stop by at 12:30pm for **storytime with Miss Jamie!**
- Stay and eat lunch in the café after story time! Any **in-store café** purchases made on 12/1 will also be credited to MFLC when you mention our bookfair at the register.
- The B&N annual Polar Express storytime will take place on 12/1 at 7pm and is open to all!

Can't attend our bookfair at Barnes & Noble?  
 Visit [BN.COM/bookfairs](http://BN.COM/bookfairs) to support us online from 12/01/17 to 12/06/17 by entering Bookfair ID 12258216 at checkout.  
A percentage of your Barnes & Noble purchases will benefit our school/organization.

**#BNBOOKFAIRS**

“Gratitude turns what we have into enough,  
 and more. It turns denial into acceptance,  
 chaos into order, confusion into clarity...  
 it makes sense of our past, brings peace for today,  
 and creates a vision for tomorrow.”

-- *Melody Beattie*