



Karra

Term 1 Week 7

2021





Archie's BIG BOOK of friendship adventures

A guide to solve social hitches and friendship glitches

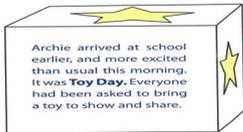


Lesson 3: Sharing and taking turns

Key social principle

This lesson explores how-to share and how-to take turns. It also looks at how you might feel if something you care about is taken without your permission, and how you can cleverly fix the problem. The goal is to provide deeper insights into sharing and taking turns because sharing plays an important part in friendly connections with others

3: Archie's Story – "When sharing got hard"



Archie arrived at school earlier, and more excited than usual this morning. It was **Toy Day**. Everyone had been asked to bring a toy to show and share.



His excitement made his legs feel like running as **fast as a bullet train**, so he sped through the playground holding Bernie.

Bernie was his talking and walking robot. Bernie was amazing and Archie was ready to share Bernie with everyone.

Next, she explained:

THE RULES about sharing & taking turns.



SHE SAID, "If you want to play with a toy you must ask the owner if you can play with it."
SHE SAID, "If someone wants to play with your toy, do your best to let them."
SHE SAID, "It's a good idea to sit together and talk while you play with each other's toys."

Finally, Marshall reminded everyone to be very, very **careful with the toys**.

"Are you ready to share and enjoy one another's toys?" She asked. The class all cheered, "Yes!" and the children jumped up ready to explore and share!

Tuesday 9th March 2021

Today we explored chapter 3 –when sharing got hard.

We talked about the last chapter and the three things that a smile can mean.

Hugo S—friendly

Isaac—Happy

And Kind!

What do we say when we want to join in?

Yasmin—please can I play!

Chapter 3 opens with Archie very excited about his show and share—his dancing robot. After the rules about sharing toys were made the children began to explore their friends toys—but quickly things went wrong! What went wrong with toy day?

Hugo S—Robot was taken away

Norah—buttons were pressed

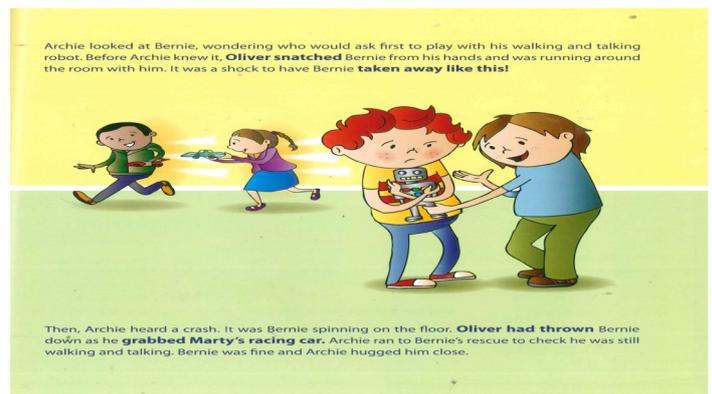
Yasmin—crashed toys

How is Archie Feeling?

Norah—Angry

Adam—sad

Adam—sad



Archie looked at Bernie, wondering who would ask first to play with his walking and talking robot. Before Archie knew it, **Oliver snatched** Bernie from his hands and was running around the room with him. It was a shock to have Bernie **taken away like this!**

Then, Archie heard a crash. It was Bernie spinning on the floor. **Oliver had thrown** Bernie down as he **grabbed Marty's racing car**. Archie ran to Bernie's rescue to check he was still walking and talking. Bernie was fine and Archie hugged him close.

Let's find out what happens next...

Archie stood tall and **took three deep breaths** just like his mum and dad had shown him. They say by the time you take three deep breaths you **give your brain a chance** to work out a great way to fix a problem, and that's what Archie wanted to do. He wanted to **fix this** bad start to Toy Day.

As he finished his third deep breath Archie walked bravely towards Louis and his friends who were still roughly playing with Bernie. He sat with them and took Bernie from Louis. He said, "Let me show you **Bernie's crazy dance**. It will make you laugh."

Archie pressed some blue and green buttons and put Bernie onto the floor. Suddenly, **Bernie lit up** into all sorts of colours. Then **the music started**, and he twisted and turned **and zigzagged** all about the floor next to the boys. The boys laughed and laughed.



A great strategy was introduced to the children to help them turn on their smart thinking!

3 deep breaths! We practiced our breathing before we sang a song to help us with understanding the difference between sharing and taking turns. At kindy, what do we use to help take turns and make things fair?

Norah—we use a timer to make swings fair to take turns.

The sharing song—Jack Johnson

It's always more fun, To share with everyone
It's always more fun, To share with everyone
If you have two, give one to your friend
If you have three, give one to your friend and me
It's always more fun, To share with everyone
It's always more fun, To share with everyone
If you have one, here is something you can learn
You can still share, just by taking turns

Everybody now

It's always more fun, To share with everyone
It's always more fun, To share with everyone
It's always more fun, To share with everyone
It's always more fun, To share with everyone

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation when they can build their skills to cooperate with others and negotiate roles and relationships in play episodes and group experiences.

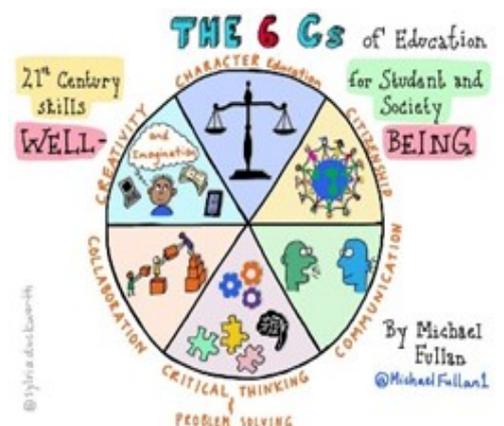
Children become aware of fairness when they are empowered to make choices and problem solve to meet their needs in particular contexts through stories.

Children interact verbally and non-verbally with others for a range of purposes when they can use language and representations from play, music and art to share and project meaning.

Literacy indicators and *key elements* describe children as active constructors and co-constructors of knowledge, and active participants in their own learning.

The *Learning Processes* children are using include:

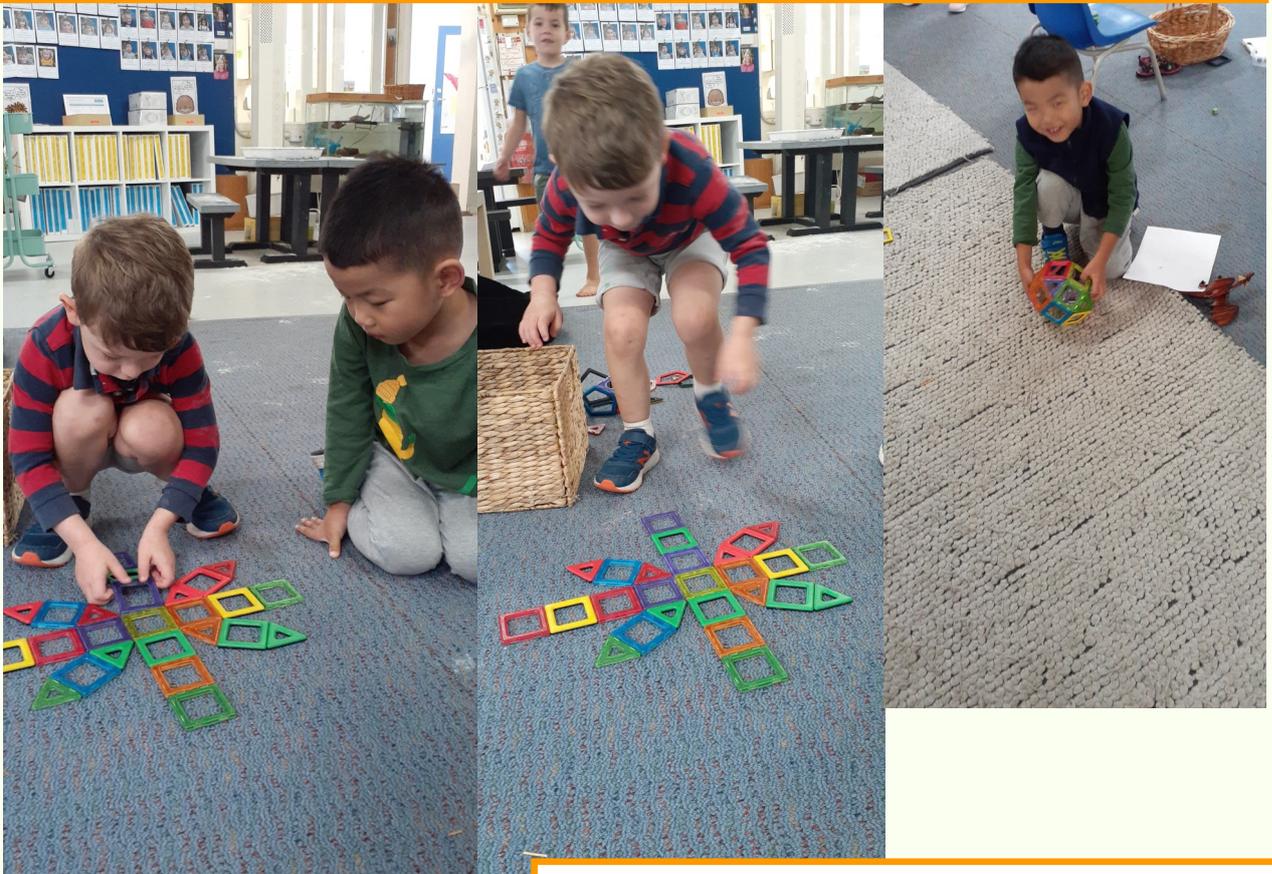
1. communicating
2. creating and making meaning
3. coding and decoding
4. reflecting critically.



Child(peer) to Child (peer) Learning.

Tuesday 9th March

At Lady George we value and encourage peer to peer learning. In our Karra group Adam has been building amazing structures with our magnetic blocks. Today Hugo noticed one that Adam had built and asked a teacher to help him build one. The teacher said “ Do you know Hugo, Adam built that, you could ask him.” Hugo asked Adam to show him and Adam patiently gave Hugo instructions to build the structure without actually doing it for him. An excellent example of peer teaching. Social learning is a big part of our curriculum and our children of all abilities and stages have a lot to learn from each other. We see our children as teachers and will continue to encourage and support the children to learn from each other. As well as the shared learning, the child who is doing the “teaching” often receives a boost in confidence through sharing their knowledge and skills.



During play, children develop their thinking as they participate in a range of *learning* experiences with their *peers*. It is through these experiences that children actively challenge and extend each other's thinking. —The Role of Peers in Children's Learning : Massey Research by PJ Smith · 2010

Learning Outcome 1: Children have a strong sense of identity:
Children feel safe, secure, and supported

Children develop their emerging autonomy, interdependence, resilience and sense of agency

Children develop knowledgeable and confident self identities

Children learn to interact in relation to others with care, empathy and respect

Learning Outcome 2: Children are connected with and contribute to their world:

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Oral Language and Pretend Play.

Monday 15th March

Today the teachers were intentional and set up a play shop. It was open ended with Australian pretend money, a counter, shopping bags and a table for items to be placed on to sell. The intention was for the children to choose how they would set up the play as they wanted to from there. The shop was busy all day with different groups of children involved. Being intentional in this way by setting up different play scenarios supports children's oral language development. While we usually follow children's interests we will continue to be intentional in what we set up for the children, to extend their oral language.



Pretend play (also known as dramatic play or role play) is critical for developing oral language. Researchers discovered that children engaged in pretend play often use higher forms of language than they would use in normal situations. This makes sense because they are pretending to be someone else, often-times, adults. **-Myae Han.**

Literacy Indicator- I use language to connect with my world.

Key elements

- maintain a reciprocal shared conversation
- use language appropriate to the purpose
- use increasingly sophisticated language to connect and communicate



Myck-Wayne's (2010) study of dramatic play areas provided evidence that setting up these areas allows children to practise functional uses of language and literacy in context.

Also, in a review by Weisberg, Zosh and Hirsh-Pasek (2013) the following conclusions are made about the links between language and play:

- play allows children to practice using symbols and understanding symbolic relationships (a key part of using language)
- play encourages children to use more advanced language that is specific to certain scenarios or social roles
- during play, there is a significant amount of language used by children, their peers, and adults, providing numerous opportunities for children to hear, practice, and learn language
- play allows children to be in control and engaged in the interaction, and when adults follow this lead, children are likely to learn more language (compared to an adult-led experience).

-Victorian Early Years and Development Framework.



Today Evie organized animal stickers into columns on a piece of paper based on the species (type) of animal. Evie was making a zoo but her work inspired us to record in a graph which animal was our favorite at the zoo.



Monday 15th March.

Using real situations and topics of interest to children to engage in numeracy learning engages them and allows them to see how data can be used to find out information. It also provides opportunity for children to engage with number and counting.



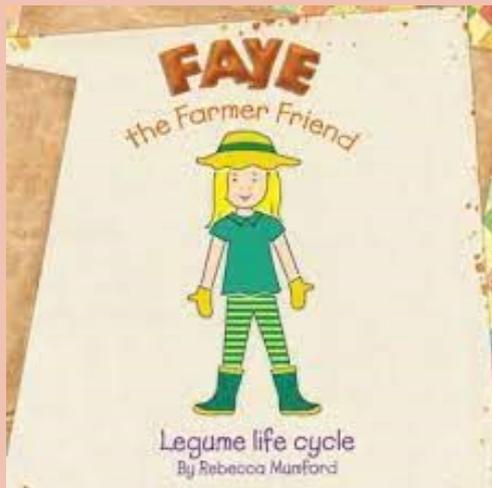
Numeracy Indicator- I analyse, read and organise the data in my world.
Key Elements
 Notice and use likelihood in everyday routine.
 Interpret and use data to make decisions
 Collect sort and organise data.
 Use data as part of my everyday routine.



Numeracy Indicator- I quantify my world.
Key Elements -
 Notice quantity as an attribute
 Divide or combine quantities to form new quantities
 Use the standard number system
 Use quantification to describe and compare

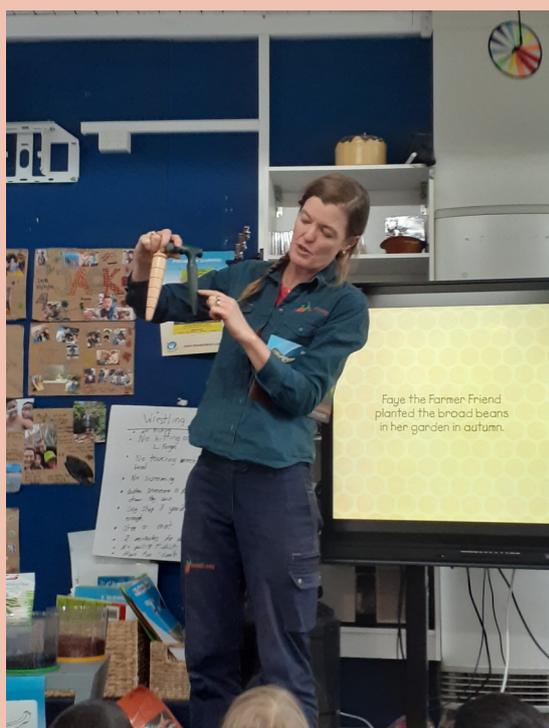


Garden girl week 8



Monday 15th March.

Our second visit from Garden Girl for this year. Today we talked about the change of season, Autumn. Rebecca read Faye the Farmers Friend introducing the legume life cycle to us. Legumes are used to put nutrients back into the soil. They are also yummy to eat. We all planted a broad bean seed in the garden. We can't wait to see them grow. We also helped Rebecca to clear some garden beds and care for our worms in our worm farm. Rebecca also introduced us to a Dibber, a tool to measure how deep we need to plant seeds. We are so grateful that Rebecca comes to share her knowledge with us each term.



Garden girl week 8



Learning Outcome 2: Children are connected with and contribute to their world

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Children respond to diversity with respect

Children become aware of fairness

Children become socially responsible and show respect for the environment



Children's voice:

Eric- They (the bean seeds), look like rocks.

Miles- The seeds look liked they are about to crack.

Wynn-I got one too. It brown.

Dibber conversation:

Yasmin- Is that how deep you dig it? (the seed).

Rebecca there is lots of things the you could use as a Dibber what are they?:

Emily- a shovel.

Daniel- A spoon.

Miles- You will be back next time in winter.

Fine Motor Skills

Today one of the activities at Kindy was threading. This required the children cross mid line and to use their eye/hand coordination to hold a piece of wire and thread the tubing or other materials onto the wire. It also gave the opportunity for the children to make patterns as they alternated different types of materials. Many children showed great concentration and persistence as they completed their threading.



Fine Motor Skills



Fine Motor Skills

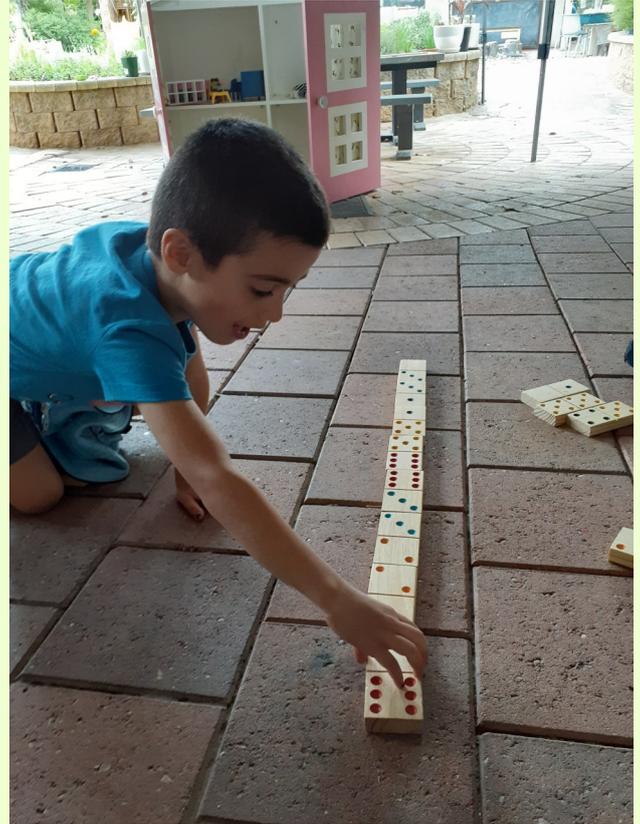


Children have a strong sense of wellbeing.

Children use their fine motor skills to achieve complex patterns of movement, such as threading and also crossing midline which will support their writing skills to be able to write across the page from left to write.

Monday-15/03/2021-Week 8-Term1

Dominoes



Tuesday 16th March.

Today a group of boys engaged in a game of dominoes. While there is of course lots of numerical learning in a game of dominoes that was not the purpose for the teachers introducing this game today. The group of boys playing this game have shown lots of interest and prior knowledge about number, counting and other numerical concepts. The intentional purpose of introducing this new game was to extend and foster the interest and knowledge the children have shown in numeracy. The boys loved the game and quickly learnt the rules and become independent playing together. When children show interest and knowledge in an area of learning it is the teachers role to support and extend this learning. Giving children learning at their level of understanding and offering extension helps them to maintain interest in their learning and feel satisfied and engaged. At the same time it is important to let children consolidate their learning and support their wellbeing by allowing them to learn from a level that they feel confident and comfortable with.



Extending children's learning is about so much more than facts. It covers wellbeing, identity, connection and contribution to world and being a learner. Extending learning encompasses areas such as leadership skills, independence, negotiating, teamwork and ability to work with others. In other words, it includes learning dispositions.

There's a related risk, by the way, in over-attending to extending learning. Children need time to consolidate learning and to enjoy being able to do something that's new or that they have worked hard to learn.

-Extending learning—more than activities by Anne Stonehouse, on Early Childhood Association (Australia), professional blog.



Learning Outcome 4: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Children transfer and adapt what they have learned from one context to another

Children resource their own learning through connecting with people, place, technologies and natural and processed materials