

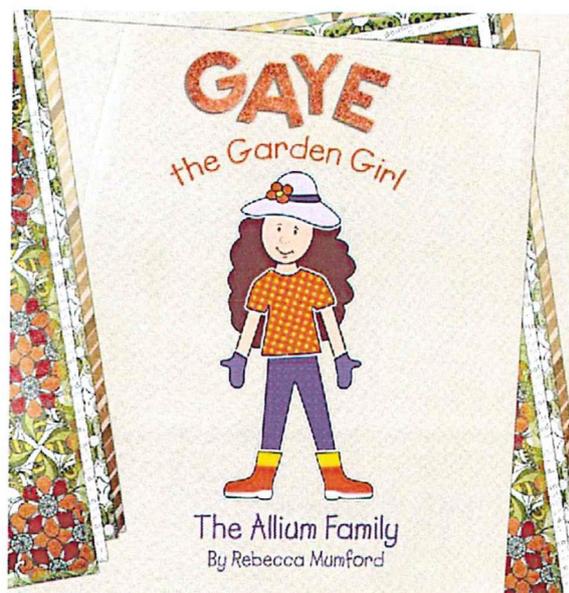


Karra

Term 2 Week 7

2021





Garden
Girl
Week 7.

Monday 7th June.

Today Garden girl come in to share her 4th book. We talked about the season we are now in—Winter! And what we can plant at this time of the year.

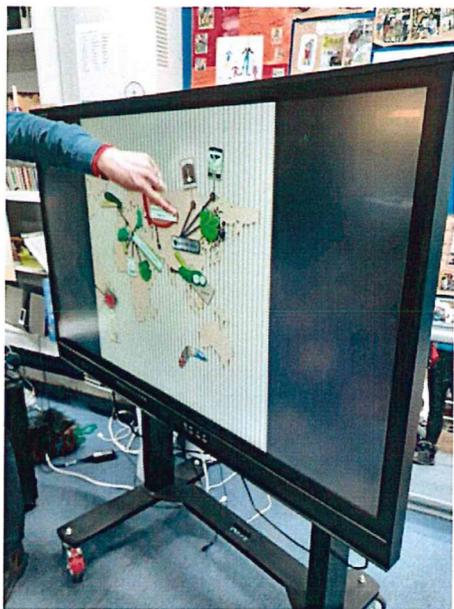
Now is a great time to plant onion and garlic. Rebecca had red, brown and white onions to show as well as seeds that we were going to use out in our garden.. For the garlic, simply let a bulb grow green shoots from the top and then plant it under the soil, shoot side up! Both of these lovely veggies will be ready in summer—just in time for garlic bread and pizza!

Rebecca talked about all the foods from around the world and we discovered that foods like carrots, spinach and broccoli actually come from Europe and Africa! In Australia we have bush tucker and this is where we met Bill the Bush tucker boy. In his book Bill shares with us all of the beautiful Indigenous plants we have, unique to Australia and very delicious! Our bush tucker garden—the Kaurna Garden has all of the food in Bills book and at he moment our Warragal Spinach is looking brilliant!

Time to get in to the garden to weed, pick carrots and plant garlic and onion!

Lets go!

The carrots were absolutely delicious, but will be much bigger in a months time!



Children's voice:

Leek (gone to seed)– Hugo S “ It's taller than you”

Isaac “ Red onion looks purple not necessarily red.”

What did the indigenous people eat before first English people came?

Isaac “ Bread”

Emily “fish”

Miles “tomatoes”

Esther “Ham”

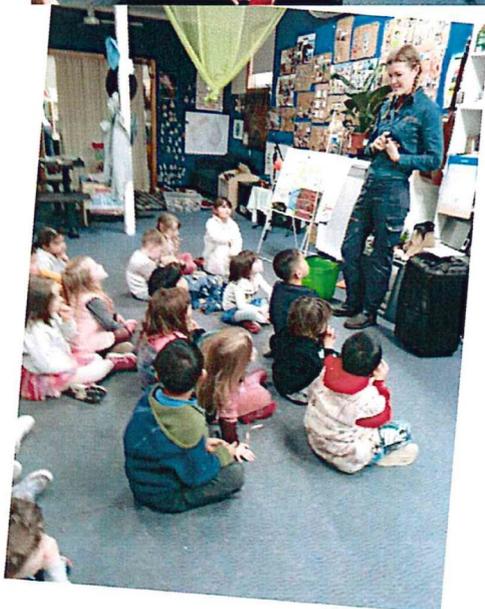
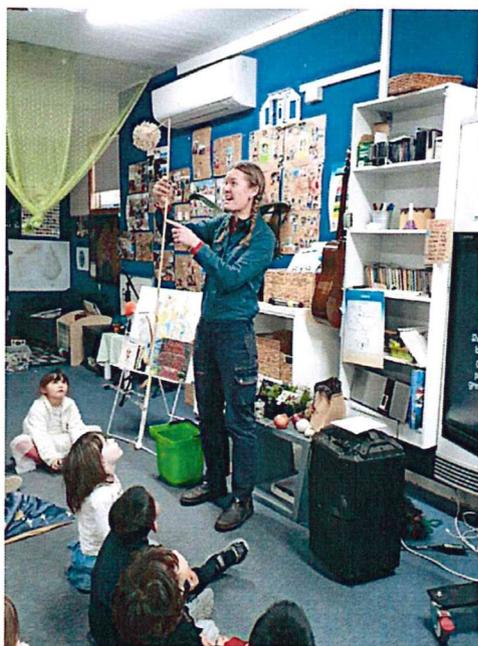
Hugo s “Carrots”

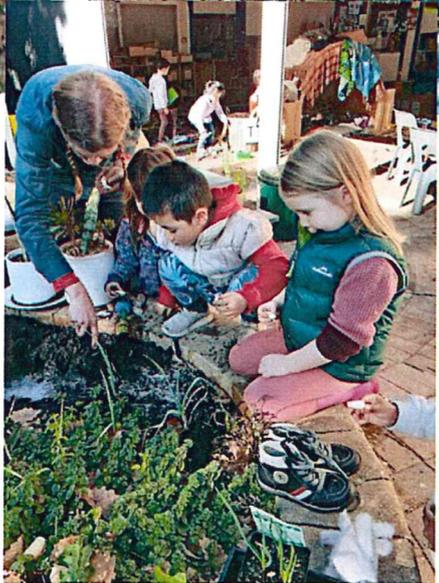
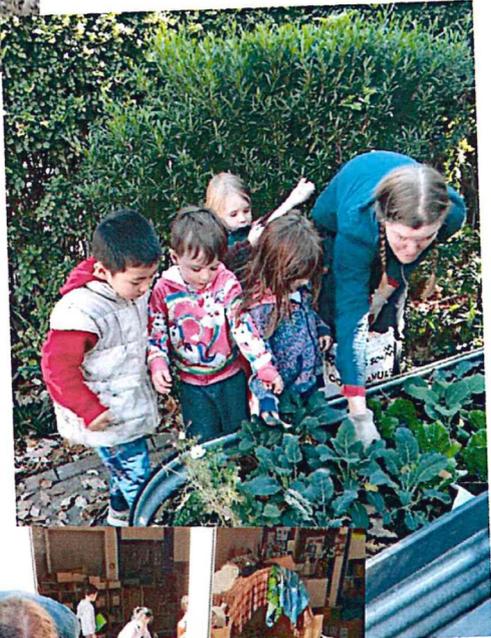
Norah “Broccoli”

Katie “Kangaroo”

Who are the indigenous people in Adelaide?

Leo “Kurna people”







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

Children become socially responsible and show respect for the environment.

Learning Outcome 3: Children have a strong sense of wellbeing.

Children take increasing responsibility for their own health and physical wellbeing.



Empowering children to lead change!

Monday 7th June.

At Lady George educating about sustainability and care for the environment is embedded in our learning. For us a big part of this is educating about how we can reduce rubbish going to landfill and recycle as much as possible.

Today we revisited the series of bins that we have at Lady George. (there are many). First we talked about recycling and what it means. We discovered there are many forms of recycling.

We then had a go at sorting some rubbish. During the discussion we talked about the impact rubbish can have on the animals in our environment. The children answered with passion about the harm rubbish can do.

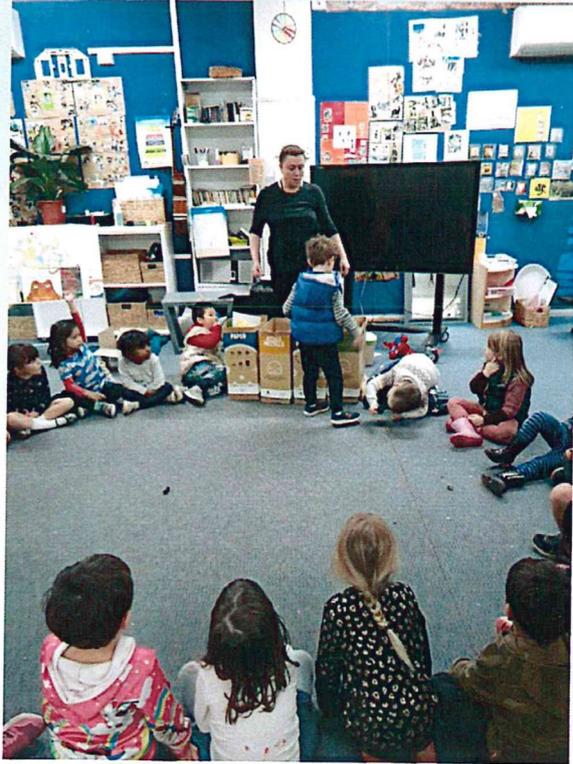
Children have then power to change behaviors in our world, even if it just starts with them educating their family. Knowledge and passion for the environment empowers children to have an impact now and in the future about how we care for our world.

We finished with watching a short clip on the big screen about some divers helping a small octopus who had made a home in a plastic cup, swap the cup for a more appropriate shell.

During these discussions the children displayed a clear about the impact rubbish can have and how we can change



PLOD: In future learning we will keep challenging the children about how they can care for the environment. Building a love of our environment and respect for the creatures in it is crucial to help children become passionate about sustainability.



Children's voice:

What is recycling?

Eric " It goes into the bin. The rubbish truck takes it. It goes to a special place to make new one."

What does rubbish get recycled into?

Kate "It might make some pictures."

Esther " Furniture"

What kind of rubbish is this?

Daniel "Soft plastic."

How can you tell it is soft plastic?

Esther "you let it go (after scrunching it in your hand). If it unfolds it is soft plastic."

What is soft plastic recycled into?

Eric "furniture"

Our aim is not to use the landfill bin!!

Why do we need to keep the rubbish out of the environment?

What might happen?

Ray " A little fish might get trapped"

Kate " Animals might die in the forest"

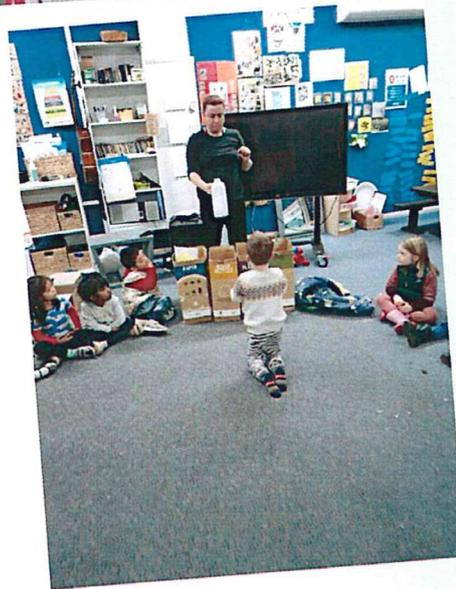
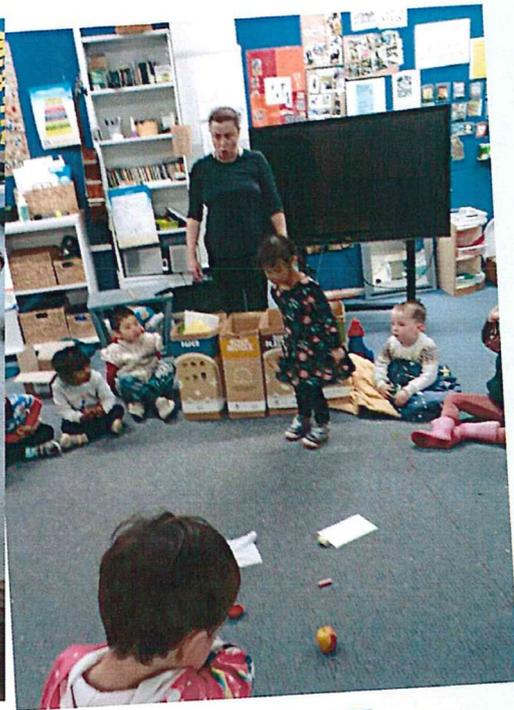
Hugo S "The plastic might get stuck in animals throat"

Emily " They (animals) will eat rubbish and die"

Milles " They (animals) might get sick"

Noah " The animals can't breathe."

Leo " The dolphins are trapped".



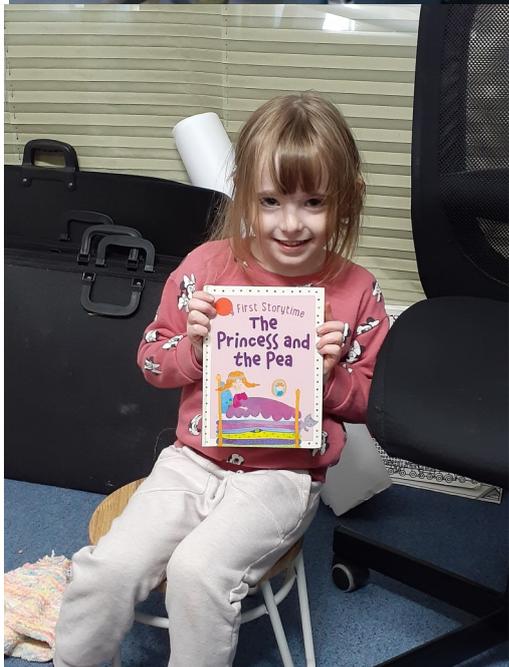
Learning Outcome 2: Children are connected with and contribute to their world

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



Book club

8th June 2021

Book club gives children the space to share their favourite stories. At this age when asked to read, children often say 'I can't read' once encouraged to use the pictures as a reference, it is great to watch how quickly and easily we begin to read the story line as the pictures tell it.

Adam read 'Chickabee'

Leo read Daisyhead Maizie'

Yasmin read 'The princess and the pea'

The *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: communicating - creating and making meaning - coding and decoding - reflecting critically.

Indicator- I understand the language of my world.

Key Elements

I demonstrate critical understandings of texts.

I respond to sounds and patterns in speech and stories.

I understand what has been communicated.

I actively inquire to make meaning.

Indicator- I engage with texts and make meaning.

Key elements

I choose texts for particular purposes.

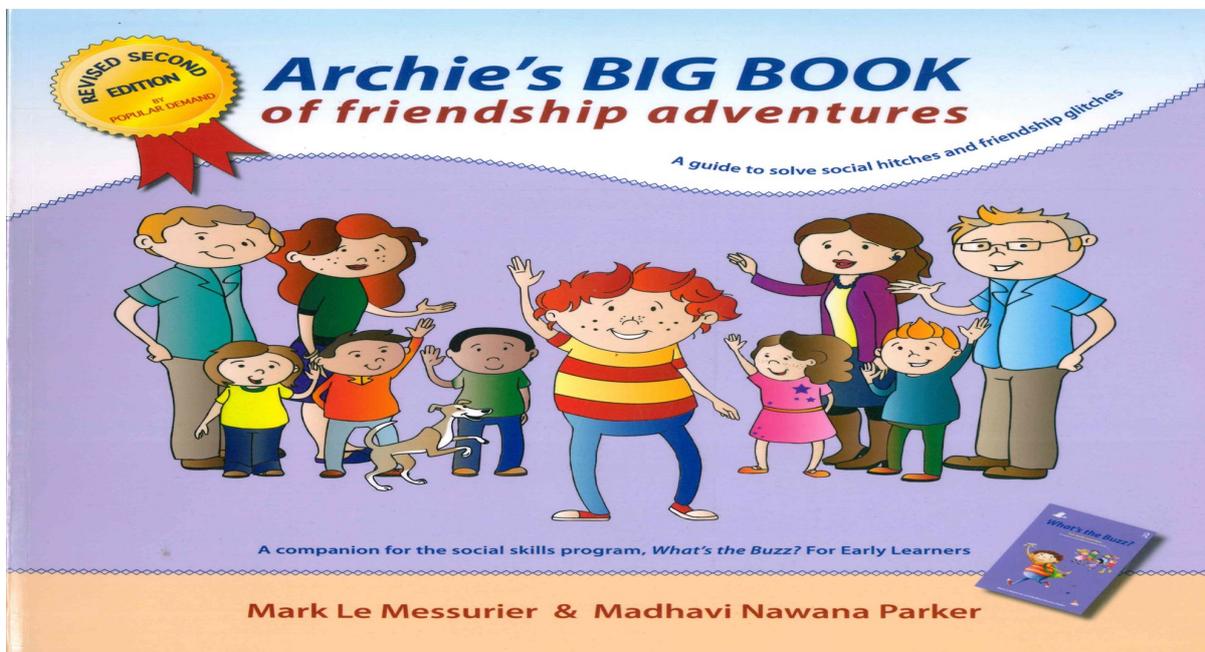
I respond meaningfully to symbols and texts.

I understand that texts convey meaning.

I infer meaning from familiar texts.

Children are confident and involved learners when they develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity this skill is developed during small group work.

Children are curious and enthusiastic participants in their learning and can follow and extend their own interests with enthusiasm, energy and concentration when reading their favourite story out loud.



8th June 2021

Lesson 8: Fact or opinion: staying friendly over different ideas

Key social principle

This lesson teaches children the difference between 'Fact' and 'Opinion.' A natural consequence of relationship is being challenged, sometimes provoked, by opposing opinions. The lesson explores the kinds of feelings that different opinions can set off in us. It coaches how to respond respectfully, rather than following an impulse to argue over differences. With this knowledge friendships are more likely to be enriched over having different ideas and opinions.

8: Archie's Story – "That's your opinion"



Ms. Marshall sat in front of the class with Archie's **three stick insects** clinging to her jumper. Archie stood proudly next to her. It was science and Ms. Marshall had promised Archie could bring his stick insects in.

Archie was excited, bouncing **up** and **down**. His mopy red hair bounced right along with him.

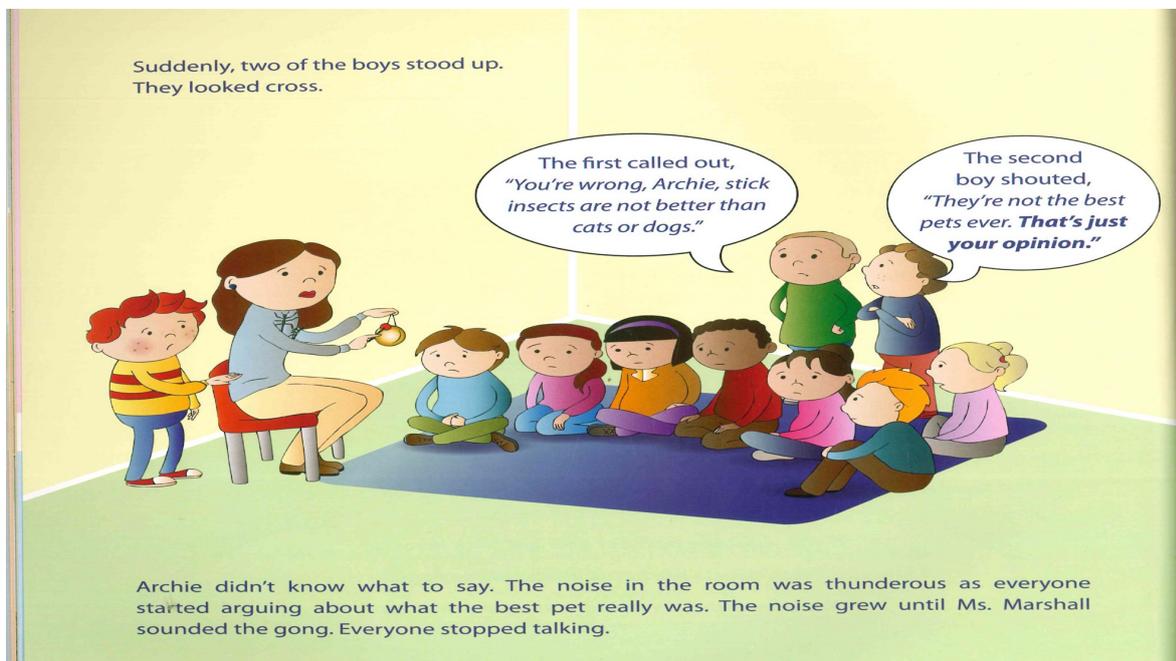
Archie **had practiced** his talk many times. He knew it off by heart. But as he stood with Ms. Marshall in front of everyone, he worried he'd forget everything. He even **worried** his friends would find his talk boring.

Archie's worried feelings took over. He forgot everything he'd planned to say. He was so nervous words just spilled from his mouth! It wasn't good.

"If you want the best pet ever get stick insects."

"Stick insects are better than cats or dogs."

"You'd be weird if you didn't like stick insects."



Chapter 8—that's your opinion!

We began with the story with a question to ponder—what is an opinion?

As we read the story the theme of opinion and fact began to appear.

At the end of the story I asked

Who can tell me now what an opinion might be? Miles—you are wrong!

Does any one know what a fact may be? Hugo W—a fact is when you know something that is...[true].

We talked about the difference between a fact and opinion.

Next week we will read the story again with all the questions from the story.

Children have a strong sense of identity when children feel safe, secure, and supported and have the opportunity to learn to interact in relation to others with care, empathy and respect.

Children are connected with and contribute to their world when they can develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Children have a strong sense of wellbeing as they learn more about becoming strong in their social and emotional wellbeing.

Children are confident and involved learners when they can resource their own learning through connecting with people, place, technologies and natural and processed materials.

Children are effective communicators when children can engage with a range of texts and gain meaning from these texts.

The *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: communicating - creating and making meaning - coding and decoding - reflecting critically.

Indicator- I understand the language of my world. Key Elements I demonstrate critical understandings of texts. I respond to sounds and patterns in speech and stories. I understand what has been communicated. I actively inquire to make meaning.



Rain, hail or shine—
the room 27 was
determined to visit!

8th June
2021
Room 27 R/ 1

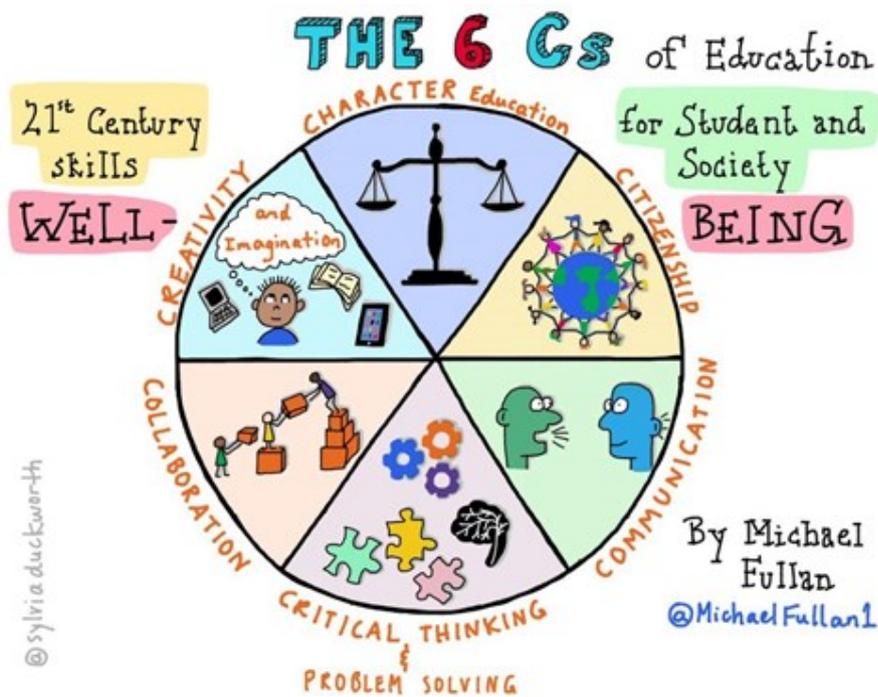


We sang our Kaurua counting song and Room 27 shared
a French hello song!





The group were engaged in all areas of the kindy and our curriculum! The sand pit drew a big crowd of powerful learners who worked together to make the creek run from one side of the sand pit to the other side. Children are confident and involved learners when they develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. In the sandpit the need for collaboration and planning encourages children who are curious and enthusiastic participants in their learning to use play to investigate, imagine and explore ideas. They follow and extend their own interests with enthusiasm, energy and concentration. Confidence in children allow them to initiate and contribute to play experiences emerging from their own ideas and will persevere and experience the satisfaction of achievement. Esther sang the good-bye song in front of the group with confidence. Thank you for the visit room 27!



Building relationships and connections with our local schools helps children to transition in their next stage of education. Providing opportunities for the schools to visit us and for us to visit the school builds children's sense of belonging, develops confidence and nurtures wellbeing.

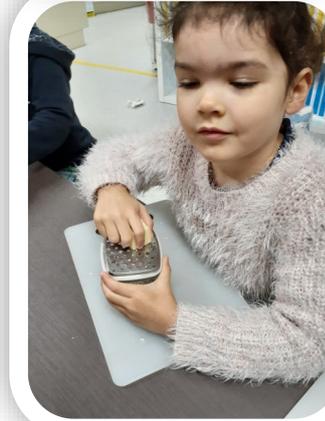
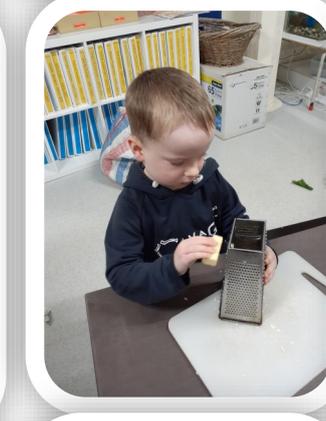
Practice: Continuity of learning and transitions

Children bring family and community ways of *being*, *belonging* and *becoming* to their early childhood settings. By building on these experiences educators help all children to feel secure, confident and included and to experience continuity in how to *be* and how to learn.

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 begin to recognise that they have a right to belong to many communities as they cooperate with others and negotiate roles and relationships in play episodes and group experiences.

Pizza

07/06/21



Pizza

Following on from our harvesting with Garden Girl on Monday we have been busy making pizza using the vegetables we picked from our garden. We carefully chopped up the Basil, Oregano and Marjoram and added it to the passata sauce that will be the base sauce for our pizza. We then carefully chopped up all the spinach and put that on top of the tomato sauce that had the herbs from our garden in it. The last thing we needed to do was to carefully grate the cheese to sprinkle on top. Once that was done the pizza was ready to be put into the oven to cook.

Be able to cook with the produce from our garden is a powerful learning tool for the children as they get to see it from the very beginning from planting to growing to being harvested to be turned it into food to fuel their bodies. Children learning how to safely use knives to chop up their food is a skill that they will take with them through out their lives.

Once it was cooked we shared it out in the meeting circle, it was yummy!

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

- engage with and co-construct learning
- develop an ability to mirror, repeat and practice the actions of others, either immediately or later
- make connections between experiences, concepts and processes
- use the processes of play, reflection and investigation to solve problems
- apply generalisations from one situation to another
- try out strategies that were effective to solve problems in one situation in a new context
- transfer knowledge from one setting to another

Practice: Intentional teaching

Intentional teaching is deliberate, purposeful and thoughtful.

Educators who engage in intentional teaching



Story table

Last week in our small group the children were engaged in bookmaking that related to the story book we have been revisiting the last three weeks.

Today the children created a story table that related to the story.

I'm green and I'm Grumpy!

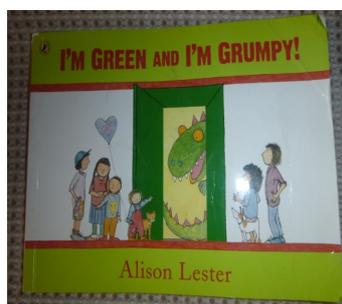
By Alison Lester.

Using the book as a resource the children noticed what characters and props was needed on the story table.

Story tables help children to read favorite stories through play. A story table uses props and characters, so children can act out, read and enjoy the story in the first steps before reading later on in life.

Also story tables is an excellent tool for children with English as a second language as they use the props and use verbal and non-verbal communication to tell the story.

Term 2 - Week 7 - 07/06/2021.



Story table



Story table



Story table



Children are effective communicators.

Children interact verbally and non-verbally with others for a range of purposes

Literacy Indicator- I engage with texts and make meaning.

Key elements-

I understand that texts convey meaning.

I respond meaningfully to symbols and texts .

I choose texts for particular purposes.

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.

Describe, experiment and express ideas.

Aboriginal art wall hanging.



Today the children used cotton buds as a tool to create their designs and patterns on their wall hanging.

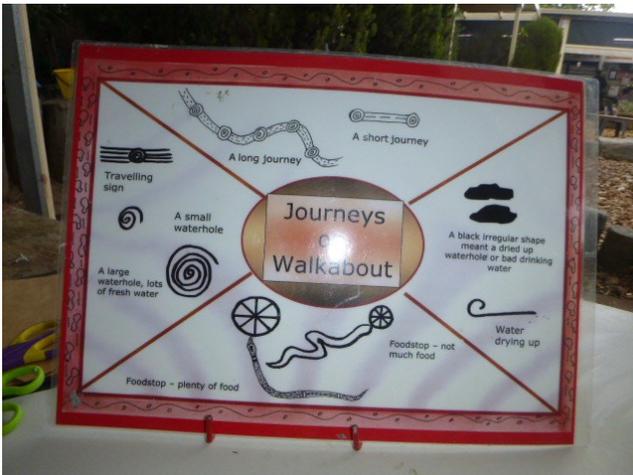
Following on from the Museum excursion the children observed the collections that was on display in the Australian Aboriginal Cultures Gallery.

We talked about how Indigenous Australians often used special symbols to tell a

story and to record information.

We looked at some of the symbols and talked about what they meant. We then had a try at painting some of them ourselves and record a story.

These symbols often also appear in traditional art work by Indigenous Australians.



Term -2 Week 7- 07/06/2021

These are some of examples of the children's voice to tell their story.

Aboriginal art wall hanging

Children's voice



Mia- 'Footprints of a kangaroo and a platypus.'



Esther - 'People sit at a camp fire.'



Eva - 'A small water hole and animals leaving the footprints at the'

Aboriginal art wall hanging



Evie 'A long journey'.



Kate -'Footprints of animals going on a long journey.'



Katie 'Emus footprints going to a waterhole.'



Aboriginal art wall hanging.



Emily - 'Camping'.



Isaac—'Wind, rain, and a rainbow'.

Aboriginal art wall hanging.



Ray- 'Footprints of a wombat and a kangaroo.'



Miles - 'Footprints of a kangaroo.'



Aboriginal art wall hanging.



Children are effective communicators.

This activity provides an opportunity for children to learn different skills and techniques that will enhance their capacity for self expression and communication.

Children interact verbally and nonverbally with others for a range of purposes. Children engage with a range of texts and gain meaning from these texts. Children express ideas and make meaning using a range of media. Children begin to understand how symbols and pattern systems work.

Children are connected with and contribution to their world.

Experiences are planned and resources are provided that broaden children's perspectives and encourage appreciation of diversity.



Karra

Term 2 Week 8

2021





Book club

15th June 2021

Book club gives children the space to share their favourite stories. At this age when asked to read, children often say 'I can't read' once encouraged to use the pictures as a reference, it is great to watch how quickly and easily we begin to read the story line as the pictures tell it.

Ella read 'Angelina Ballerina'

Ava read 'I love you just like this'

Yasmin read 'The princess and the pea'

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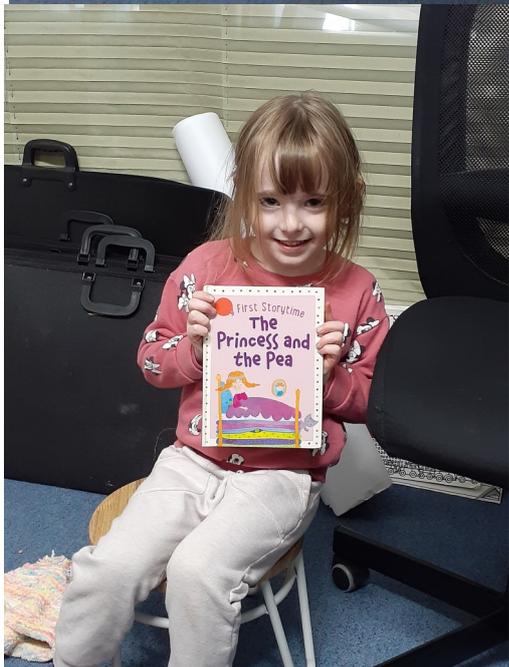
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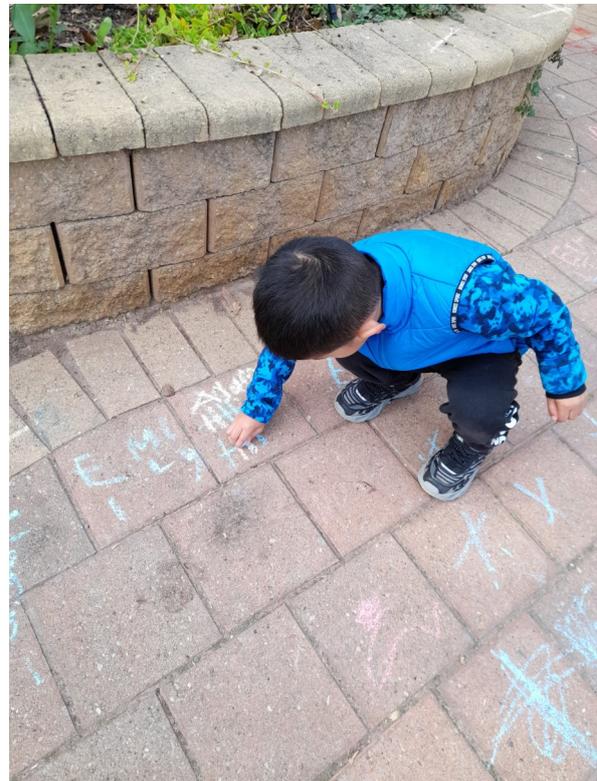
Children are curious and enthusiastic participants in their learning and can follow and extend their own interests with enthusiasm, energy and concentration when reading their favourite story out loud.





Tuesday 15th June 2021

Today, basketball helped build our persistence, hand-eye, physical and numeracy skills. As we scored goals we marked them down next to our name with a stroke. As we got to our 5th goal, we learnt about marking a line through our 4 strokes to make it 5.



The *numeracy 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: *noticing - wondering - generalising - reasoning - patterning - visualising - sorting - communicating - comparing*.

Indicator- I analyse, read and organise the data in my world.

Key Elements

I notice and use likelihood in everyday routine.

I interpret and use data to make decisions.

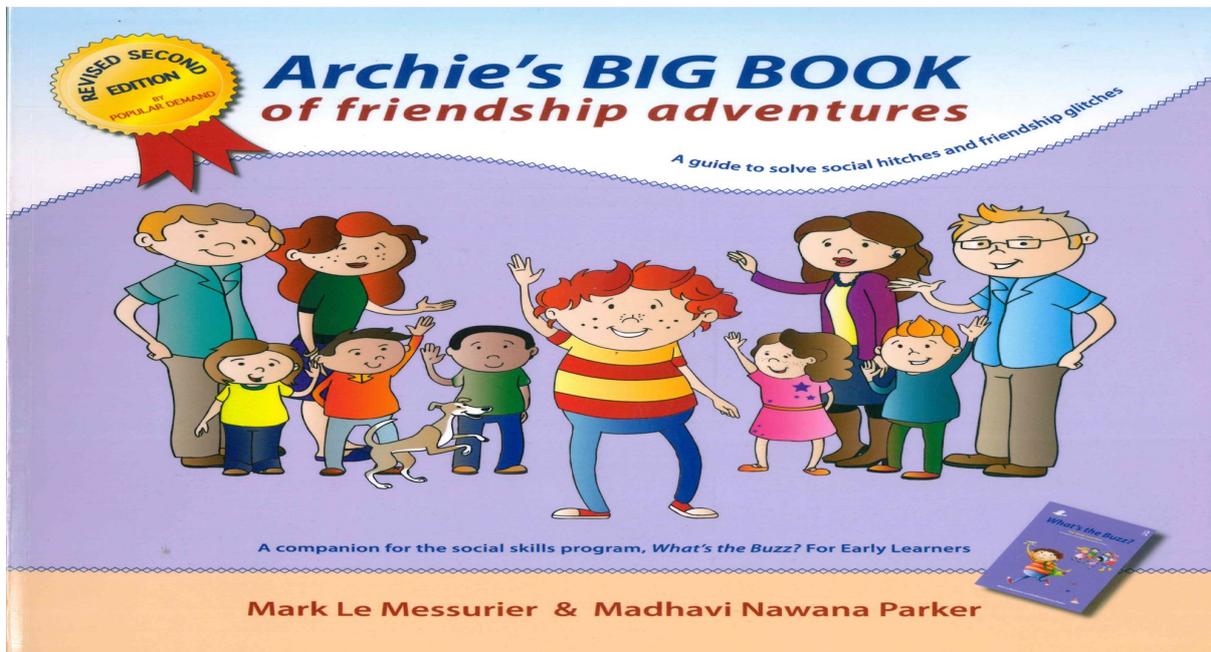
I collect sort and organise data.

I use data as part of my everyday routine.

Children take increasing responsibility for their own health and physical wellbeing when they engage in increasingly complex sensory motor skills and movement patterns and are able to use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world. Shooting balls into a hoop builds persistence and a sense of achievement when scoring a goal.

Children interact verbally and non-verbally with others for a range of purposes when they use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas.

Children begin to understand how symbols and pattern systems work as they develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them. Play and intentional teaching moments allow children to begin to be aware of the relationships between oral, written and visual representations and can later draw on their experiences in constructing meaning using symbols.



15th June 2021

Lesson 8: Fact or opinion: staying friendly over different ideas

Key social principle

This lesson teaches children the difference between 'Fact' and 'Opinion.' A natural consequence of relationship is being challenged, sometimes provoked, by opposing opinions. The lesson explores the kinds of feelings that different opinions can set off in us. It coaches how to respond respectfully, rather than following an impulse to argue over differences. With this knowledge friendships are more likely to be enriched over having different ideas and opinions.

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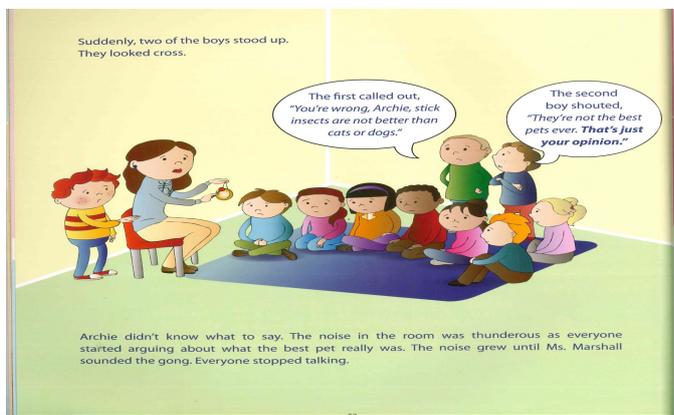
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"If you want the best pet ever get stick insects."

"Stick insects are better than cats or dogs."

"You'd be weird if you didn't like stick insects."



Chapter 8—that's your opinion!

We started to think about last week and asked about facts and opinions.

Who can tell me now what an fact might be? Norah—it something that you know something? Yes, a fact is something that is true. What is an opinion Hugo S—it is something that is yours . Emily—its true for you own thing. Yes, its true for you.

Why do you think Archie forgot what to say for his talk?

Noah—people were talking too much.

Hugo S—he was too nervous.

Why do you think the boys said 'that's just your opinion'?

Leo—because it wasn't the truth [fact]

Emily—it wasn't right.

Hugo S—they were his stick insects

How could we make things better for Archie right now?

Ray—3 deep breaths

Isaac—give him a hug

Ella—give him a high five

How did Archie know about these facts?

Miles—his mum told him

Norah—he learnt it

Noah—Look at things [books]

Scientists [experts] help us with facts.

What an expert is?

Hugo W—its when you know a lot about things.

What are you an expert at?

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BOOK CLUB



15th June 2021

Ezra Herdem. Noah's Mum

Possum Magic by Mem Fox

Why did you choose this story?

Noah likes the magic and he likes to try new things like in this story he is trying new things to be visible.

What is the story about?

The Possum was invisible and through the magic or the food, she became visible again.

What is so exciting about this story?

Being invisible, being a bit cheeky and having fun.

What is the problem in the story?

She became invisible and then she thought it's not fun, she wants to be visible again. She doesn't want to be invisible forever!

How did the story make you feel?

Happy because it's a happy ending

Who do you love sharing it with?

Noah and Teo and I liked reading to you guys, it was fun!