



Mirnu

Term 2 Week 9

2021





Book club
23rd 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.

Maddy read 'Cleopatra Silverwing'

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.



Archie's BIG BOOK of friendship adventures

A guide to solve social hitches and friendship glitches



A companion for the social skills program, *What's the Buzz? For Early Learners*

Mark Le Messurier & Madhavi Nawana Parker



23rd 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.

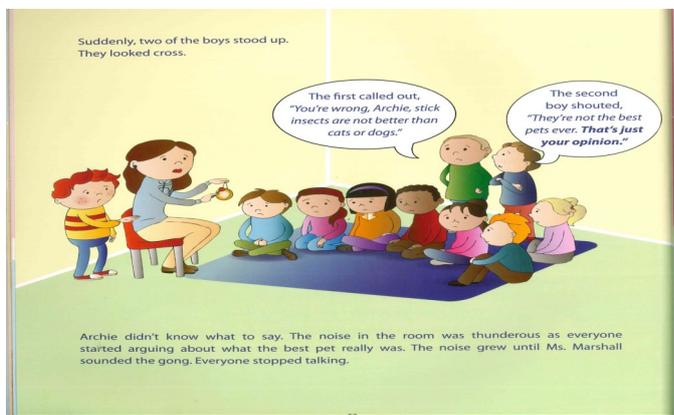
Archie **had practiced** his talk many times. He knew it off by heart. But as he stood with Ms. Marshall in front of everyone, he worried he'd forget everything. He even **worried** his friends would find his talk boring.

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

Who can tell me now what an opinion is?

Elle—an idea

An opinion is something you think is true, but it doesn't have to be true for you.

In my opinion red cars are better than blue cars—Brett. No! that's my opinion.

Blaise—my opinion is green cars are better than blue cars. William—my opinion is blue cars are better than any cars. Great examples of [an opinion] something that is true for you but it doesn't have to be true for anyone else.

Who can tell me what a fact is?

Jack—an idea.

A fact is something that is true because it is proven by an expert like a scientist. Its true and it is real.

What was the feeling Archie had before he started doing his talk?

Joshua- Nervous

Isobel—feeling worried, because the other boys argued about it.

Aalia—nervous

What could Archie do to make things better? William—three deep breaths

What is an expert?

Aalia—something that you can do

Fergus—doing everything

Theo—good at sport. An expert is someone who is really good at something.

What are you an expert at?

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.

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Print awareness



Today we are helping the children to learn about various concepts of print.

This fortnight we are talking to the children about upper and lower case letters and when you use them in writing.

In this activity the children used coco blocks to write their own names using the upper and lower case letters.

The children also practised persistence as they looked for each letter. They then transferred their work into their portfolio folder, to support further their name recognition, as they found their name on the spine of their folder.

Visual discrimination is the ability to discern subtle similarities and differences visually. This is the process of seeing the details of what we are looking at. What is the same? What is different? Shapes, sizes, and colors are details to be looked at. When you read the details of these attributes define the letters and words and translate to the meaning of the sentence.

The Link Between Visual Discrimination and Reading Fluency

Most of us know that visual discrimination is a foundational reading skill, but we typically don't think about the connection between discrimination and fluency. Visual discrimination is directly connected to reading fluency. Visual discrimination impacts fluency in that if you don't discern subtle similarities and differences visually, you can't read fluently. This may cause a person to re-read the words or sentence that was difficult to visually discriminate. An additional part of visual discrimination is 'form constancy.'

Term 2 –Week 9—23/06/2021

Print awareness



Print awareness



Print awareness



Print awareness



Print awareness



Indicator- I engage with texts and make meaning.

Key elements

- choose texts for particular purposes
- respond meaningfully to symbols and texts
- Understand that texts convey meaning.

Indicator- I represent my world symbolically.

Key elements

- represent ideas and theories in multiple ways
- use a range symbols to convey meanings understand conventions of texts.
- create texts for a range of purposes
- meaning from familiar texts

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

Children begin to understand how symbols and pattern systems work

Family night Term 2

24th June 2021

With the weather not on our side, the venue changed but the sense of belonging didn't. The space provided a great opportunity for families to connect, children to play and for all of us to enjoy good food and conversation.



Principle: Secure, respectful and reciprocal relationships

Educators who are attuned to children's thoughts and feelings, support the development of a strong sense of wellbeing. They positively interact with the young child in their learning

Principle: Partnerships

Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families. Educators recognise that families are children's first and most influential teachers.



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 begin to recognize that they have a right to belong to many communities.



**Koori Dream-
time
Gary King
Shenanigans
Community
dance!**



Koori woman, Koori man,
caring for the living land
And if you love Australia
true, you can be a Koori
too
And dance just like a kan-
garoo
And dance just like the
brolgas do
And fly like a wedge tail
eagle
And dance just like a din-
go too
Kookaburra up in the old
gum tree



Practice: Learning environments

Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Environments that support learning are vibrant and flexible spaces that are responsive to the interests and abilities of each child.



Our set list:

Kaurna welcome, Lady George kindy, Archie song, Kaurna counting, From little things, big thing grow, Feathers, fur and fins, Corroboree, Koori dreamtime and our Kaurna goodbye.

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Indicator-I use language to connect with my world.

Key elements

I maintain a reciprocal shared conversation.

I use language appropriate to the purpose.

I use increasingly sophisticated language to connect and communicate.

I describe experiences and express ideas.



30th June 2021

Damper time!

Damper is a traditional Australian bread that has 4 basic everyday ingredients and tastes amazing when cooked on a fire.

You need

6 cups of Self raising flour

Pinch of salt

180g butter (we use nutelex)

Mix them all together to form a 'dry dough'



Next you slowly add, while mixing, 375ml of water (you may need some more)

Mix until a consistency similar to pizza dough (add flour or water if needed)

' You need flour, water, butter ' - Emily

Can you see the learning happening here?

'Flour, water, butter, water' - Jack

Measuring, turn taking, describing, mixing, observing and anticipation.





What happens next?

Put the flour in the bowl butter, water and mix it' -Isobel.

'To make a damper, star shape' - Evie

' Flour, water, butter, cook on the fire – 'on top of the fire'- Emily

Once it is looking and feeling good, time to clean up.

Place your dough ball onto foil. We recommend 3 large sheets to protect the dough. Score 4 line across the top like a star. Wrap it up loosely, ensuring that there are no large gaps for the dough to get ash on. Let rest until you have great coals.

The fire is ready now, lets cook some bread!



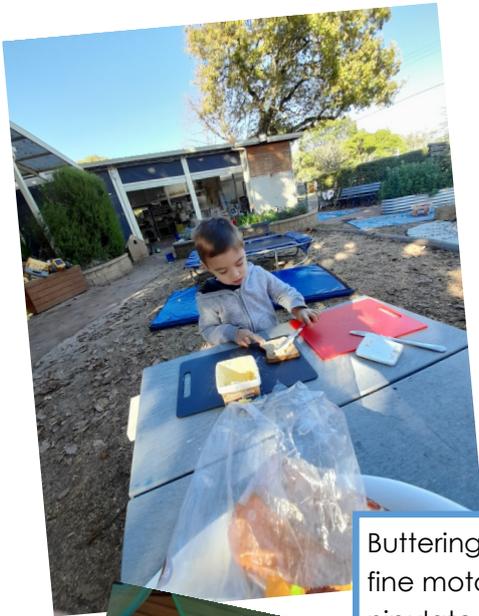
Cooking and singing around the fire.





Cooking on the fire showing we are capable and competent!





Buttering toast involves great hand eye coordination, planning, fine motor skills are further developed as children hold and manipulate the knife with precision and gross motor skills are challenged to spread evenly and across the whole piece of toast.





After cooking bread, the coals were looking good, time for group time and for the damp-er to go on the fiery coals.





Time to eat. It certainly smells nice, looks good and tastes sensational. Simple ingredients— but the fire makes the difference. Make sure you have a go at home in the holidays!



It took us nearly 1.5 hours of cooking on medium coals. Once cool enough, remove from foil (roll it up into a tennis ball for the yellow bin) and enjoy with butter!



30th June 2021

Caitlin from Unley library popped in for a story time today and because it has been a long while, some children had almost forgotten her! 'You read us the run away pea' Emily remembered.

Caitlin helps us to remember how to be a great audience and tune in with our listening ears.

First story was 'how to read a story' a fantastic book that gives you tips to chose a great story for you and how to use the pictures to help to read the story.

Time for a wriggle. Caitlin knows that we need to wriggle to help us to concentrate on our learning.

Next, 'Bears don't wear shoes!'. A great story about finding new friends in a new neighborhood.

Children engage with a range of texts and gain meaning from these texts when children can view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions and sing and chant rhymes, jingles and songs

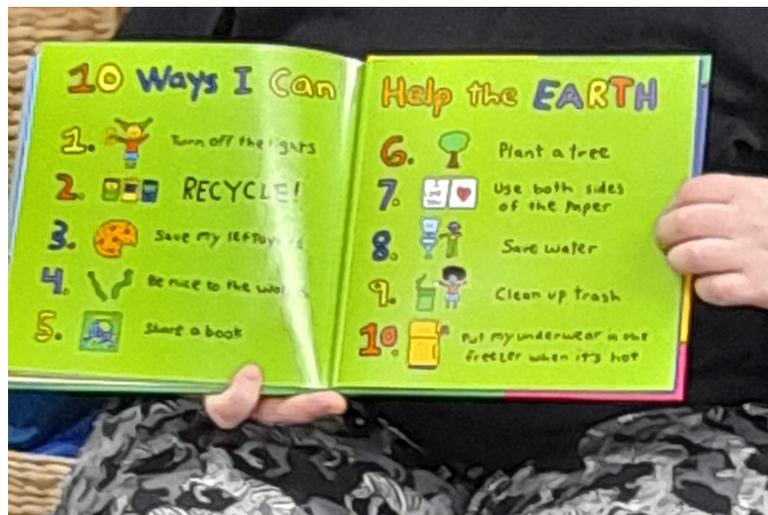




The third story was 'missing Richmond' a story about Tobias and his adventures in Grandpa's boat which gets into a bit of trouble. Who is Richmond? What happened? What did Tobias do make a child feel special?

Then it was time for open shut them—'now lets do the silly one' asked William after the song. Time for some more fun!

The earth book was the final book of the group time. A book about being the change we need to help save the planet.



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2 Wheels Term 2 day 1/ep



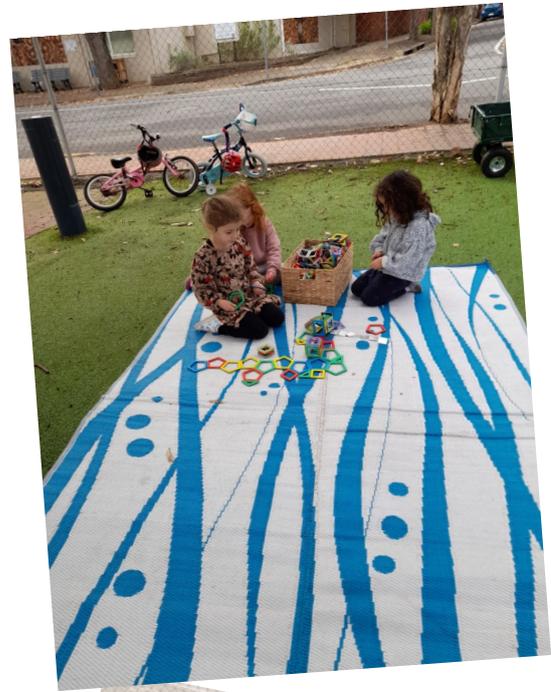
1st July 2021

Wheels days is always a special time for children to enjoy a different play space with their wheels. We always bring resources over to give children opportunities for some down time too. It is here Children take increasing responsibility for their own health and physical wellbeing as they combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity. Children are able to use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world. Riding provides the opportunity for children to demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely. As skills develop, children can easily manipulate equipment and manage tools with increasing competence and skill and show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.



Enjoying this beautiful
weather and our
friends in our Mirnu
Pirku





Children are confident and involved learners when they develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity when they are free to initiate and contribute to play experiences emerging from their own ideas.



Wayne to the rescue! With Williams chain falling off, it was time for repairs. Luckily Wayne (Emily's dad) had his trusty swiss army knife! In no time at all the bike was repaired and ready for action!



We think perhaps our trolley, was the most exciting wheels of all. Two at a time, the children were treated to a different kind of ride!



BOOK CLUB



1st July 2021

Claire and Elle

Thelma the unicorn

Why did you choose this story?

Elle chose the book because she likes this book. Its about liking yourself for who you are and not pretending to be something your not.

What is the problem in the story?

Some people were not making her not feel very nice.

What is so exciting about this story?

When she went back to her best friends Otis

How does the story make you feel?

Happy at the end

Who do you love sharing it with?

Elle and Evie and Dad