



Story Time with Miss Sue



Learn About “Behaviours That Hurt!”

In the morning, Miss Sue read this social-skills-building-up book again for her little Zebra friends. Because she didn't want anybody miss out this learning opportunity, and she wished they all would make better choices in the future when they play.

The children who attended school yesterday became much more familiar with the story. They were able to tell her what their hands/ feet/ teeth should do instead of hurting someone. Sometimes they even brainstormed with her and offered her some creative suggestions. For example, Mirana told Miss Sue that we could use our hands for cooking, and Chloe then added “hugging”.

This learning experience can be linked to Smilanski's theories. Smilanski believes that children develop and thrive in social settings, and that the interactions between a child and their peers contribute to the child's development of creativity and intellectual growth.

— Miss Sue

Role Conversation: Respecting Personal Space



Today's role conversation was about the personal space. As we could see from the photos, children engaged well with interest, energy and enthusiasm.

Miss Sue firstly demonstrated how to pay respect to the others' choices and space, and then she invited her little Zebra friends coming forward, to role play with the concept.

Chloe and Mirana came firstly, when Mirana chose to read quietly, Chole learned to respect her choice, and to play with something else, keeping their personal space comfortably.

Then HanHan and Hana Kim bravely came. One chose to call mummy, and the other one stayed next to her, remaining quiet and comfortably distanced.

Most young children want to touch everything and everyone as they learn about the world around them. They lick, poke, slap, and hug things and people with little concern about what those objects are or who they belong. So, as they grow older, it is important for them to learn about the personal space.

A visual clue can be used for introducing such an idea, then practicing and repeating will help them to master the rule.

— Miss Sue





Today we continued to help the children developing their scissor cutting skills. The opening and closing motion of cutting with scissors helped them to build up the small muscles' strength in their hands (also known as fine motor skills). These muscles are crucial for holding a pencil or crayons and gripping and manipulating objects.

Managing paper and scissor together helped them to develop hand-eye coordination and bilateral skills. Keeping the scissors on the line is a visual perception and tracking skill. As we could see from the photos, highlighting the cutting line with a marker helped giving an extra visual cue for the children while the dots meant to stop.

— Miss Sue

**Cutting
Along The
Lines**

- Evelina told Miss Sue that “I got a book to read” :).
- Sidak cuddled the big lion after the mat time finished and her mum left.
- Asher often went back to the tree, and looked at himself on the tree. He looked happy, secure and supported.



More Photos of Today

- Mirana told Miss Sue that “I’m selling ice cream now”, and “strawberry flavour is the best”.
- Meanwhile, Chloe made a picnic site, and patted her babies quietly.

- Mirana kindly brought some more food for Chloe and her babies later on.
- Hana Kim learned to identify some food that she was cooking with. (Later, Miss Sue used those food for the memory game, and helped her to memorize the item names.)



- Grace happily showed Miss Sue the seashell that she found in the room.
- HanHan signed herself a big task :) — helping the big baby doll to carry a little baby doll — and you could see her big smile when she completed her task :)

More Photos of Today

- Stella prepared a bottle for her baby. She looked caring and gentle.
- Ivan told Miss Sue that his crocodile liked to eat an egg.

- Madison and April have shown their helping hands and been very responsible after they finished cutting. They picked up papers and placed the rubbish into the bin. They both received the praises and sincere thank you from Miss Sue.

— Miss Sue



- Jordan and Nana went for shopping happily together. They enjoyed each other's company and conversed in some of their home languages :).



More Photos of Today

- Morning transition time — quietly reading on the mat. Children were empowered to make their own decisions of which book they would like to read. Some of them pretended to be Miss Sue and did a story telling for their friends :).
- After that, they remembered to put the books back neatly.

- Before having their lunch and rest, children have been offered an opportunity to play a memory game with Miss Sue. She used some toy fruits and taught them the names of those food at the same time.

— Miss Sue



<u>Zebra's</u>			Staff Name	Sue	Ju	Cathy	
			Shift	8.15-4.15	9.30-6.00	7.45-3.45	
Date	24.02.2021		Rest Pause	didn't take	didn't take	didn't take	
Day	Wednesday		Lunch	11.35-12.05	12.50-1.50	12.10-12.40	
CHILD'S NAME		Morning tea	Lunch	Afternoon Tea	Rest Time		Clothing
April		All	All	All	12.15	1.51	
Asher		All	All	All	12.25	2.05	
Chloe		All	All	All	12.10	1.23	
Evelina		All	All	All	12.00	1.40	
Hanhhan (Zhihan)		All	Half	All	12.10	1.50	
Hanna (Ying-He)		Away	Away	Away			
Ivan		All	All	All	1.00	1.50	
Jordan		Some	Some	All	11.45	12.44	
Madison		All	Half	All	12.20	1.40	
Mia L		Away	Away	Away			
Mirana		All	All	All	Rested		
Nana (Elizabeth)		All	All	All	1.08	1.35	
Stella		All	Half	All	12.10	1.18	
Grace		All	Most	All	12.40	1.41	
Sidak		Late	All	All	12.30	1.47	
Hana Kim		Offered	Some	All	11.55	1.27	
UV Rating							
Morning Tea		Fresh fruits (i.e. orange, apple, pear, banan and rockmelon)					
Lunch		Thai chicken balls with mango coconut curry sauce and brown rice					
Afternoon tea		Cheese and crackers					

LO 1 — Children have a strong sense of identity

LO 1.1 — Children feel safe, secure and supported

LO 1.2 — Children develop their emerging autonomy, interdependence, resilience and sense of agency

LO 1.3 — Children develop knowledgeable and confident self-identities

LO 1.4 — Children learn to interact in relation to others with care, empathy and respect

LO 4—Children are confident and involved learners

LO 4.1—Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

LO 4.2—Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating

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

LO 4.4—Children resource their own learning through connecting with people, place, technologies, and natural and processed materials

LO 2—Children are connected and contribute to their world

LO 2.1 — Children develop a sense of belonging in groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participations

LO 2.2 —Children respond to diversity with respect

LO 2.3— Children become aware of fairness

LO 2.4—Children become socially responsible and show respect for the environment

LO 3—Children have a strong sense of wellbeing

LO 3.1—Children become strong in their social and emotional wellbeing

LO 3.2—Children take increasing responsibility for their own health and physical wellbeing

LO 5—Children are effective communicators

LO 5.1—Children interact verbally and non-verbally with others for a range of purposes

LO 5.2—Children engage with a range of texts and gain meaning from those texts

LO 5.3—Children express ideas and make meaning using a range of media

LO 5.4—Children begin to understand how symbols and pattern systems work

LO 5.5—Children use information and communication technologies to access information, investigate ideas and represent their thinking

1.1 The kindergarten child is building a sense of security and trust

1.2 The kindergarten child acts with increasing independence and perseverance

1.3 The kindergarten child is building a confident self-identity

4.1 The kindergarten child is building positive dispositions and approaches toward learning

4.2 The kindergarten child shows increasing confidence and involvement in learning

4.3 The kindergarten child engages in ways to be imaginative and creative

4.4 The kindergarten child explores tools, technologies and information and communication technologies (ICTs)

2.1 The kindergarten child is building positive relationships with others

2.2 The kindergarten child shows increasing respect for diversity

2.3 The kindergarten child shows increasing respect for environments

5.1 The kindergarten child explores and expands ways to use language

5.2 The kindergarten child explores and engages with literacy in personally meaningful ways

5.3 The kindergarten child explores and engages with numeracy in personally meaningful ways

3.1 The kindergarten child is building a sense of autonomy and wellbeing

3.2 The kindergarten child explores ways to show care and concern and interact positively with others

3.3 The kindergarten child explores ways to promote own and others health and safety

3.4 The kindergarten child explores ways to promote physical wellbeing