



Imua Inclusion Preschool Newsletter

January 4~8

DATES TO REMEMBER

Monday, January 18

**Martin Luther King Jr. day
NO SCHOOL**

Tuesday, January 19

**Ocean Center payment due
\$5.25 per child/\$11.25 per
adult**

Thursday, January 21

**Learning trip to the Maui
Ocean Center
Be in class by 7.45**

February 1

**Whale watch
payments due \$8.00 per
child \$15.00 per adult**

Thursday, February 11

**Whale Watch
Be in class by 7.45**

Monday, February 15

**President's Day
NO SCHOOL**

What's On Your Agenda?

The children have become familiar with our large white board known as the agenda board as well as our personally relevant calendar. This semester, we have begun having the children write in their own, personal agenda books. These three elements combine to give children opportunities for learning in multiple areas. Firstly, they begin to recognize symbols as we consistently use the same icons over time and on both of our boards, this lays the foundation for reading. They also begin to recognize and write numbers as we invite them to look at the number of the day or write how many days until their birthday.

On our calendar, previous days are covered up with a post-it note and we talk about yesterday, today and tomorrow in a concrete way helping children develop a concept of time. Because our calendars are created each month, we can look back through time and see how long ago things were. We can also stretch our calendars from end to end and take a trip through time! Our calendar contains days that the children can personally connect to, such as upcoming learning trips or visitors. We count the days until these special events and write them on the news side of our agenda board. Days off are surrounded by a colored box and the children begin to distinguish week-ends from week days. The agenda board contains the agenda which is a list of available activities in addition to news which is often connected to the calendar. Children are welcome to add to either side of the board.

The agenda books are the children's planning books. Research on effective preschool elements has shown that a program that offers opportunities for planning, executing, and reviewing have a positive effect on learning through 2nd grade! Our agenda books contain these three steps. The child draws a picture of what they want to do for the day. It could come from the board or it could come from their imagination and it can be as simple as a scribble. They articulate their plan to a teacher and it can be as simple as "I am going to play with my friends." The teacher then assists the child in writing the words depending on their developmental level. Initially, we will write all of the words and model the procedure of writing. Eventually, after a lot of practice, the child will write their own words either by sounding out the words, using inventive spelling or copying from a model. As we go about our day, the teachers comment when the child is executing their plan. Already, Nainoa has figured out the power of the agenda book. He planned to play in the hammock and when we went outside he justified that he should go first because he had planned it in his book. At the end of the day, we look at each plan with the children and ask if they did it and how it went. Sometimes, a child will plan to do something that is not possible at school or they will say "I am going to do nothing." At review time, we get to talk about why their plan didn't quite work out!

Do not be concerned that your child's drawings are not representational! They are recognizable to them...it takes time and a lot of practice for them to become recognizable to others. Also, do not fret that your 3/4/5 year old is not writing. It is a developmental process and all children are at different stages. They need lots of practice! We want to keep this activity fun and engaging so please do not pressure your child. We would not expect them to walk before they were ready and it is the same for writing.



Introduction to Oceanlife Unit



This week, we introduced the topic of ocean life to the children. We began by making a web of all the things they knew about the ocean. Zylar knows a lot about octopus and Zuri went on a whale watch and saw the whales jump out. Aoife has seen turtles in the water and Monty knows a lot about sharks. We used our voting chart at group time to see which animal the children wanted to learn about first. They chose their favorite animal and placed their picture card in the column beneath. Sharks was the favorite for two days until Zylar convinced people to choose octopus which was the favorite on the third day.

An inquiry based discussion was sparked when one child commented that all ocean animals had to stay in the water. The children began talking over each other to respond so we split into two groups: Those who thought ocean animals all stay in the water and those that thought some ocean animals come out of the water. The children then had to justify their position. They talked about fish breathing with gills under water and dolphins having blow holes. Someone had seen a turtle on the beach and someone else knew that whales were mammals. We were able to re-visit our discussion on animal types and eventually, the two groups agreed that in fact, many animals that live in the ocean do have to come out, even if it is just to breathe at the surface.

We set up various activities connected to the ocean. Sand trays were available at the art table. Children used their fingers to draw

designs in the sand working on their fine motor skills.

Our dramatic play aquarium was equipped with an observation station where children looked through magnifying glasses at the skeletons of sea creatures, the background of their tank was a picture of the same animal in the ocean. There was a shell sorting activity available and a fish counting game. Also in the aquarium were sea animal puppets. The children were highly amused when Ms Gemma used them at circle time to sing songs and ask questions. We learned the song "Pupu hinu hinu" that was written by Aunty Nona Beamer as she watched her grandchildren play at the beach. She describes the cowry shell as it tumbles in the ocean and the children listen to it. We saw lots of children listening to "the ocean" inside shells this week! We will continue with our ocean unit next week as we focus on sharks. Please let us know if you have any materials that may assist us!



Welcome to Tatym & Zuri
and welcome back
to Kaiyana!

