



Newsletter 9/25/17-10/5/17



Kuleana

As we continue to learn about Malama~to take care~ we became more focused on our third classroom rule, "We take care of the things around us." The children were introduced to the Kuleana chart. This is like a job chart that lists classroom chores that need to be done daily. The job becomes the child's kuleana or responsibility for the week. Initially, the teachers scaffold and support the child in completing their task but eventually, it will become their kuleana to complete their daily jobs. Jobs include guinea-pig carer, fish feeder, plant waterer, sweeper amongst others. All of the jobs are purposeful and are required daily to ensure the smooth running of our classroom community. It may seem that we have spent a long time discussing and exploring our three rules with the children but these become the basis for everything moving forward. We need to build a strong foundation of understanding amongst all members of the community so that they know the expectations and can function as a contributing member of the group.



Thank you for bringing ingredients for our friendship trailmix! Each group mixed their ingredients as they discussed what it means to be a friend. At the large group, we combined the two bowls together signifying that we can all be friends. We enjoyed the trailmix as our park snack. Mahalo!

What is a friend?

Over the last two weeks, we have been discussing what it means to be a friend. The children already have lots of ideas. It is someone who plays with you, someone who likes the same things as you, someone who is nice to you. We used our small group discussions with our community ball to take their ideas and build on them talking about similarities and differences and asking questions to deepen their thinking. For example, if you and your friend have a disagreement, are they still your friend? Can you be friends with more than one person at a time? How can people open up friendships and let others in? Social development is a huge part of the preschool process. Learning how to get along with others, how to stand up for yourself and how to solve conflicts are important skills that reach far beyond our classroom community. Collaboration is a 21st century skill that has received a lot of attention in both the business and the education world. Other skills include creativity and critical thinking. Before we can collaborate, we have to cooperate. Before we can cooperate, we have to

communicate. We take time to help children generate solutions and solve problems; we reflect with them on their words and actions in a non judgmental way; we engage with them in an intentional way to develop friendships with those who are different from themselves as we discover the strength in our diversity.



Planting a Garden

As we talked about taking care of the things around us, plants came up a lot. We decided to shift our focus to learning about plants. We began by asking the children what they know about plants. They agreed that plants needed sunlight, water and soil to grow. We decided to test this hypothesis out by enacting an experiment. Each child planted beans and gave them what they needed. This was our control group. Then, we planted

experimental beans. Some received no light; some no soil; and some no water. We will see what has happened after Fall break. In addition, we did some weeding in the garden and planted three different seeds outside. The children chose seed that would grow into a plant that grew mostly above the ground, beans; below the ground, carrots; or across the ground, cucumbers. As they began to sprout, we could see the different parts of a plant. Braecyn wanted to know whose was the tallest. We took out rulers and measured the plants. Then, we tried to find something else on the playground that was the same length as the ruler. The seedlings will be ready to transplant when we return next week. At the park, we collected seeds and sorted them back at school. Some children chose to make a seed collage. We asked the children, "What do you think is inside a seed?" We were met with some very interesting answers. Keziah said, "Instincts!" Jenna said, "A heart." As we tried to come up with something to change our dramatic play area into, many children suggested shop and a handful of others suggested garden. We decide to combine the two into a plant shop. Next week, Ms. Gemma's husband will come and talk to the children about his greenhouse and plant shop and do a planting activity with them.

