Relationship-Based Documentation in the Real World
Agenda

◆ Sharing of digital documents
  ❖ Example of a lesson plan and a documentation piece by Alyson
  ❖ Example of a lesson plan and a Weekly Highlights by Gwen
  ❖ Sharing of digital lesson plans from 9 different classrooms
  ❖ Little bit digital documentation from other classrooms
  ❖ Picasa tutorial by Kara

◆ No Computer?
  ❖ Sharing of Documentation in Our Classrooms: School-Wide
    (Not digital)
October 8 – 12, 2012
Preview of the week...

During our “garden” curriculum, the children have been acquiring new knowledge about composting. We engaged in a discussion, charted their thoughts, and viewed a compost video on the computer. The children have also been observing (plastic bag, paper, and a banana peel) a decomposition container and are documenting the changes that are occurring in the temperature and placed items, as well as making observational drawings. We will continue to observe and record what is happening in the decomposition container. This week we will also be taking a learning trip to the UH garden next to Noelani school and see the UHMCC Noelani garden. More details about our garden curriculum can be seen in our documentation.

Another form of designing abstract art was created as the children engaged in sewing felt pillows. Before the children participated using real sewing needles, we set out lacing cards for them to practice the technique of stitching as they inserted the string through the hole and pulled it out repeating the process. The teacher exposed the children to new vocabulary as she explained what a quilting hoop, felt, and a sewing needle was. The teacher also clarified that they were going to participate in sewing “when you want two things to stay together”. Before the children began, the teacher demonstrated how to sew on the felt. As the teacher observed the children, she noticed Kian was having a challenging time sewing a felt design since it was rather thick and the needle was a blunt tip. Kian was struggling and sat there commenting “I can’t do it”, the teacher suggested one felt at a time and to wiggle his needle into the felt to loosen it while he inserts the needle. The teacher noticed it was still a bit challenging for him, so she decided to try a different teaching strategy by creating a song “wiggle, wiggle, push... green, green, pull that’s the pattern”. Kian attempted to follow the pattern and the teacher noticed the yarn was too far apart, so she poked it with her finger to show him that is where the cotton would fall out. As she did this, Brandon commented “Yah, then your pillow won’t be fluffy and comfortable”. The teacher again modified her technique by making dots for him to poke the holes like the lacing cards. This helped Kian to understand and successfully complete his sewing project. Kian loved sewing so much, his mom shared instead of staying home with his family he rather come to school to sew. What a great learning experience for the children as well as the teacher.
Setting out the palette painting was a great opportunity to have the children explore color mixing with various paints. The children have been experimenting mixing the three primary colors to generate green, purple, and orange. For the palette painting we provided the three basic primary colors as well as white and black. As Kamakea was mixing his paints, he produced the secondary colors he was familiar with (green, orange, and purple). Then, he turned to the teacher and said “I like the color pink. How do you make pink?” The teacher asked him “What two colors do you think would make pink?” Kamakea predicted “I think red and white”. As he blended the two colors together he excitedly said “Look, I made pink!” The teacher responded “Wow, you made pink by mixing red and white”. Next, Kamakea created as different shade of pink and said “I made a darker pink”. Kamakea pointed to the two shades of pink on his palette and showed the teacher “This one is light pink and this one is dark pink”. The teacher asked “How did you make a darker pink? What color did you add more of?” Kamakea looked at his palette and replied “red”. The teacher questioned “If I wanted to make a lighter shade of pink, what color would I add more of?” Kamakea responded “white”. Just then Uncle Wayne came by and Kamakea proudly showed him all the colors that he created.

We celebrated Masha’s 4th birthday on Friday, Oct 5. In celebration of Masha’s birthday the children decorated paper cups with stickers and attached them with string to create telephones. We sang Masha the birthday song and ate apple muffins. Happy Birthday Masha!!!!!!!!!

**Indoor Activity**: On the menu for this week: Frozen Yogurt & Sherbet
- Table 1 am: Sewing Pillows  pm: Space Mud
- Table 2: Glitter Mazes  Sensory: Colored Salt

**Outdoor Activity**:
- Lahai table art: Watercolor mixing (using different techniques)
- Gross Motor: Mr. Fox

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Before diving into composting, we wanted to learn what the children knew. Yuki asked them, “What is composting?” Some of the children who had prior experience of composting at home and school were able to define composting like when putting certain foods into the compost bin, the ants will eat it. During our circle time, Uncle Wayne made an appearance and created a song for us about composting:

*Compost, compost*
*Look at it rotting, look at it oozing*
*Compost, compost*
*It makes my garden grow!*

The next day, we did more research on the internet to learn more about composting. We viewed some videos on youtube.
We described that just like how we need to follow a recipe when baking a cake, we need to follow a recipe when composting. Yuki asked, “What might happen if we didn’t follow the recipe when baking?” The children replied, “It might taste yucky.” Yuki added, “That’s right, and if we don’t follow a recipe for composting, it will be very smelly.” We explained that some of the things it needs is green and brown things. Green things are vegetables, fruit, and starch and brown things are non-food items that we can compost. The children gave examples of each category which we will turn into a book of green things we can compost, brown things we can compost, and things we cannot compost (like dairy, protein, things with sauce because it might attract animals).
The videos we viewed were informational but we also wanted the children to learn through first hand experience. In a see-through container, we added a green item (banana peel), a brown item (paper), and an item that cannot be composted (plastic bag) in moist soil to view the decomposition process over the next several weeks.

What do you think will happen to the items? - In the see-through compost container

Banana peel
- the worms will eat it (Bao-cheng)
- the spiders and bugs will eat it (Brandon)
- the bugs will eat and there will be no more (Bao-cheng)
- the bugs and spiders will eat the banana peel (Wesley)

Paper
- the ants and spiders will eat it (Bao-cheng)
- it will break (Maya)
- the worms will break the paper (Bao-cheng)
- the spider is going to eat it with its sharp teeth (Brandon)
- the plants are going to eat the paper (Maya)
- it will be mushy (Kamala)

Plastic bag
- the plants will eat it (Bao-cheng)
- it’s going to break and eat the plants (Kamala)
- it’s going to grow (Kamala)
- it will break in half because the spiders and bugs and worms will eat it all (Brandon)
We have been charting our see-through compost container everyday. We measure the temperature, add a description, an observational drawing, and will be adding photos to see the changes. So far we have seen some condensation, a slight temperature change, and some browning on the banana peel.
Preview for the week of September 10-14, 2012

Dry vs. Wet with Dirt and Mud
The children enjoyed filling and pouring dry dirt in the sensory table this week and many are also drawn to the water table. Moreover, during water play, we have encountered mud a number of times...with our bodies! 😊 Next week, we will continue our explorations while building the children’s understanding of measurement concepts and the use of measuring tools, i.e. measuring cups and measuring spoons. We will also spend some time talking about wet and dry while making mud!

Mantis Investigation
We will continue observing and caring for our Praying Mantis next week. Moths have been hatching in our cricket habitat and we found out that the Praying Mantis likes to eat them AND crickets. The children have also been interested in the reference books available, which we have been referencing to learn more about this insect.

Sensory Play
(Conversations and experiences about what DRY is/means)
Many of the children showed great interest in the moon sand that was available indoors this week. Next week, they will find flour, a dry ingredient for cooking, indoors. Experiences and conversations during this sensory experience will create another opportunity to talk about dry and wet. MAYBE the children will be curious to see how the dry flour changes when water is added.

Caring for Our Plants
The children helped to care for the Mother-in-Law plant from Cruz’s family and we also transplanted baby iris plants this week. We will continue caring for plants in our garden next week.

Art Activity
We’re going to make sun catchers. We’ll be working with glue, paint brushes and colorful tissue paper.

Friday, 9/14/12, is Miyuki’s last day at UHMCC. Miyuki is an intern that helped care for the ‘Ōma‘oma‘o friends. She will be returning to Japan. Please join us in the morning on Friday to bid her farewell and grab a bite to eat.
The ‘Ōma‘oma‘o Friends

Week #2 of the fall semester
Providing writing tools both indoors and outdoors provides ample opportunity for the children to express themselves creatively. Sometimes drawing helps friends make their transition from home to school. Using the writing tools also helps the children develop their fine motor strength and coordination.
Language Development & Literacy

When your child begins labeling his/her drawings and you write down what they say and read the dictation back to him/her, s/he begins understanding the significance of print.
The Baby Steps of Cooperative Play

In this photo, cooperative play in the dramatic play area is being modeled by Aunty Kristen. Language is rich during pretend play.

Look at this teamwork! Sometimes, trains derail, but with help from the aunties and uncles, our friends are steadily learning to negotiate as they play together.
The friends are learning how to enter play that has already begun. In the photos below, one of the children in each photo entered play that had already begun. Aunties model language or offer suggestions of how a child might do so. If a child wants to build independently, we respect that child’s need and encourage the other to build his/her own structure or move on to another activity.

Block Play and Negotiation
Exploring Cardboard Tubes

The friends found large tubes in the classroom this week and began exploring what could be done with them right away. Some discovered that you could look through them. Another found out that the decorative apples fit through them. Others rolled cars and trains through them. It was pretty tricky carrying the cumbersome tubes around without bumping friends and objects in the classroom too.
Seamus brings a puzzle piece up to his eyes, saying, “My ‘dinoculars!’”

Jude builds a parking lot with a bit of assistance and parks his cars.

Daniel lines up all the puzzle pieces (organization). He also counts the holes in some of the pieces with an aunty to figure out where they fit.
We had another fun water play day!!
Learning & Playing Outdoors

Aaah, sensory play in its many forms...
Just one of the many kinds of experiences we have outdoors.

What your child does outdoors at school according to the Hawaii Preschool Content Standards (HPCS)
Pretend Play with Sand and Water

DOMAIN I: Physical Development
Standard 4: Develop strength and coordination of small muscles.

DOMAIN II: Personal and Social Development
Standard 3: Develop social skills and positive peer and adult relationships.
Standard 5: Acquire behaviors and skills expected in school

DOMAIN III: Communication, Language Development and Literacy
Standard 1: Use language in a variety of ways
Standard 2: Listen with comprehension to a variety of spoken forms of language
Standard 3: Acquire increasingly rich vocabulary and sentence structure

DOMAIN IV: Cognitive Development
SYMBOLIC PLAY
Standard 1: Represent fantasy and real life experiences through pretend play
Standard 2: Engage in sustained symbolic play with other children

SCIENCE
Standard 1: Increase sensory awareness
Standard 3: Explore physical properties of the world
Fingerpainting

DOMAIN III: Communication, Language Development and Literacy
Standard 1: Use language in a variety of ways
Standard 2: Listen with comprehension to a variety of forms of language

DOMAIN IV: Cognitive Development
SCIENCE
Standard 1: Increase sensory awareness

DOMAIN V: Creative Development
Standard 1: Create and express themselves through a variety of art experiences
Standard 2: Begin to learn about art elements and techniques
Examples of Other Digital Weekly Lesson Plans
University of Hawaii at Manoa Children's Center
Poni Class Preview October 1-5, 2012
Aunty Nicole and Aunty Heather

Upcoming Events:

- OCTOBER 4- PATH MEETING 5-6PM
- OCTOBER 14- NATURE HIKE AT FRIENDSHIP GARDEN, KANEHOE 9AM
- OCTOBER 20- BIG HOUSE YARD WORK DAY
- OCTOBER 20- PARENTS NIGHT OUT
- OCTOBER 25- FAMILY HAPPY HOUR WITH UNCLE WAYNE @ BALE

Indoor Activity
Hand Tracing & Printing
Fine Motor, Language and Cognitive Development

Outdoor Activity
Foot Printing, Movement, Art
Gross Motor, Language Development

Happy Birthday
Kylie Wong
Noah Hamill

Aloha Poni Parents,

Time is flying by as we are starting the month of October! This past week, the Poni friends enjoyed creating their collage and stamping with Aunty Nicole. Through these activities the Poni friends refined their fine motor skills by practicing brush strokes and understanding the concept of "sticky" while also moving around the floom. Poni friends sculpted and shaped the floom into various items such as shapes, animals, mommies and daddies! The children have also enjoyed exploring with new materials such as the soil and paint. We also talked about the Poni Class Rules that is pictured in our room. Our rules are that we take care of ourselves, others, our things and environment. We will be discussing these rules and also exploring what they mean through our new curriculum "All About Me". We will explore our senses with gardening and painting activities so please bring your children in clothing that you do not mind getting stained or dirty. We will also be welcoming Kylie Wong and Noah Hamill to the Poni class whom both just celebrated their 2nd birthday!

Please remember to sign your child in and out on the clipboard as well as check your file for important notices from the office and teachers. If you have any other questions, please let us know!

Thank you,
Aunty Heather and Aunty Nicole
This week, we will continue caring for the seeds and beans we planted last week. The basil and wildflowers have sprouted very quickly. We are still waiting to see sprouts from the lima beans we planted.

We will also be bean counters. We still have soy beans and another kind of “bean” left to plant; however, before we plant them, we will practice lining them up and counting them.

The friends are very interested in using the magnifying glasses we have available in the classroom. We will spend mornings taking small groups of children around school modeling how to use a magnifying glass properly to magnify objects.

The children continue to observe the praying mantis and await baby mantises. According to the internet, it will take about 5 months depending on the kind of praying mantis. Yikes, that’s a long time! We shall see. The children have begun recording their observations by drawing pictures of the mantis. We will continue drawing next week.

Goop in the blue, small swimming pool? We’re going to try it. We may end up with mud. We shall see.

We are going to plant soy beans next week and cook and eat soy beans too! YUM!

Dates to Remember This Week
Thurs., 9/27 Family Happy Hour with Uncle Wayne at 5PM
Hoku

Second Grade

In the Garden: Part of Plants

If you've got the time and if you've got the seed, you can grow a little sprout in the soil back here. Yes, and you will have a little plant going up from the seed you planted from the seed in the pot.

Hoku class has been spending a lot of time in the garden, picking fresh and food safely to eat and learning about how we can grow our own vegetables and fruits. The students grow their own plants and learn about the cycle of growth. The plants are growing and we're seeing the fruits of our labor. The students are learning about the cycle of growth, which is the process that these plants go through. They are also learning about the importance of water and sunlight for plant growth.

Mark Your Calendar

Community Garden Planting

Saturday, May 19th, 9:00 am - 11:00 am

Join us as we plant a community garden for local residents to enjoy.

Magnet Shape Manipulatives

Children have been exploring magnets in science class. Using magnets, sticks, and other materials, children have designed and constructed various objects. These objects are then used to teach children about the properties of magnets, such as attraction and repulsion. Children have also been exploring the concept of polarity and how magnets can attract or repel each other. This activity helps children develop fine motor skills and understand basic scientific concepts.
Looking back at last week, one of the highlights that mostly all the children enjoyed being a part of was the cooking activity. We prepared the vegetables (carrots and cucumbers) by washing, peeling, and cutting them. Then we made the turkey rice and added it to the menu (pancakes), added vegetables to the rice and served it up. The second day we added another ingredient - beetroot stew. Did your child try the different ingredients that they added to their plates and see if they continue to like all the food as well as the sequence of how to make a salad roll?

Just like last week, we are still looking for more volunteers to help us out in our outdoor garden as well as our indoor classroom projects. Please let us know when you are available to help! Thank you so much!

Love,

Art Project: Creating abstract art using construction paper and ripped and/or cut pieces of colored construction paper

Language and Literacy: Continue reading pictures and making bathroom/compounding words

Science: Making seed sprouts and growing seeds

Cooking: Make soup (with soup)

Table & Tea Set activity: Tearing and cutting newspaper into your own

Math & Measurement: Learn new song, "There's a spider on my head"

Music & Movement: Continue jumping up and down. Practice rolling and jumping. Continue to use numbers to count.

Upcoming events:

Monday, November 18th: Family Theatre - Room 4 (Tama) and Room 5 (Tama)

Tuesday, November 19th: Student Night Out - Room 4 (Tama) and Room 5 (Tama)

Wednesday, November 20th: Family Math Night - Room 4 (Tama) and Room 5 (Tama)

Thursday, November 21st: Morning TZe TZe TZe (Room 4)

Friday, November 22nd: Goodbye Ceremony (Room 4 and Room 5)
October 1-5, 2012 Preview of the week...

Aloha Moana Families,

This was the culminating week for our focus on peace, but not the end of our ongoing discussion about how we can all get along with each other. When a Moana child described a certain event as, “that is not peace,” we knew the information we have been sharing is understood and becoming a value to live by. We also know this will take time, yet each step can be so rewarding, as the Moana Ohana learns to engage with each other peacefully!

Last week we worked on measuring the children’s height and then taking those measurements and creating staffs decorated with colored masking tape. Neel and Shell began to compare their height with their friends and Noah observed, “I am growing since I’m four!” Our next step was designing identity flags that we taped to the staffs. These flagstaffs then became incorporated into the design of a castle that the Moana friends have decided to build in the loft area. Sensory activities have been very popular too. This week we created “perfect mud” for cement and sifted piles of flour. The sifting stimulated many observations. Lainey said, “it feels soft like a paper flower.” Kirin noted “it feels smooth,” and I can make pancakes.”
This week we began reading some well known folktales and some very fun fantasies about the days of yore when especially lucky people lived in castles. Moana brought *The Princess and the Pea* to share, which we will act out this coming week. We also read a book about *Little Pea* who does not like to eat his sweets. If Little Pea eats all his candy, then he can eat his very favorite food - vegetables! We followed these stories with our cooking activity: *Peas Please!* We took the time to pull the string from snowpeas and discuss what a pea pod is and opened it to see the small peas inside. By the time the peas were cleaned, steamed and mixed with pasta it was time for lunch. It was fun to eat our peas!

This was the week for three four year-old birthdays! Maxine and brother Taino came bearing blueberry corn bread muffins for Meridian's birthday on September 25th. We celebrated Joshua and Shayan's September 29th birthdays on Friday. Joshua's mom, Lisa and brother Jacob brought banana bread and Shayan's daddy, Puja delivered grapes and strawberries. We crowned our princess and princes and sang Happy Birthday to all!
Calendar of Events

- September 26
  Walking 103
  Japanese Garden, East-West Center
  8:30 AM to 11 PM
- September 26
  Parent Seminar:
  Learning through Play
  5 PM to 6:30 PM
- October 10
  Halloween Party
  5 PM to 6:30 PM
- October 17
  Parent Workshop:
  Dual Language Learners
  Noelani
  5 PM to 6:30 PM
- October 14
  Family Nature Club
  Friendship Garden, Kaneohe
  9 AM
- October 20
  Family Yard Day
  9 AM to 1 PM

Community Events

- September 27
  Uncle Wayne Concert
  5 PM to 6 PM
- September 29-30
  Kaneohe Airshow
  Kaneohe Marine Corps Base
  9 AM, Free

Angry Birds: Preschool Edition

Children are naturals at disseminating information. Sometimes this is academic, sometimes it is cultural. The children have spent the past couple of weeks exploring "Angry Birds," a video game many are able to play on a smartphone or iPad. They have been wearing Angry Birds T-shirts, and have brought in Angry Birds toys. The discussion has been so engaging that even children who have never played the game have a full understanding of the premise of the game and what the various birds do.

You might think this would lead to building block structures and knocking them down with thrown objects, the basic operation of the game. They didn’t. Kos had the great idea of turning it into a running game on the playground. Any number of children find large plastic blocks and carry them or hide them in a "nest" that changes location. The designated green pig tries to get an egg, and the birds must chase him or her to retrieve the egg while protecting the remaining eggs. The birds must cooperate to protect all the eggs, and must strategize to get the pig to release the stolen egg. Sometimes it is a verbal plea to save the baby inside the egg. Sometimes they lay traps to surround the pig. What a creative thinking game!

Comparing recipes

We made focaccia bread this week, using herbs growing on the playground. We began it by comparing this recipe to the bread recipe we used last week for our peace garden dedication. It was very interesting to see how the children were able to look at not just the number of ingredients, but also the types of ingredients. One recipe had more liquid ingredients (not by volume), and one had more green ingredients. They also looked at the volume of matching ingredients, such as flour and yeast.

Happy Birthday Nathan!

We celebrated Nathan’s 5th birthday this week. He wore his crown all day. We sang, gave him a gentle blanket toss, and let him be our special leader for the day. We hope it was a special day!
On Wednesday we visited the Japanese Gardens at the East-West Center. Prior to our visit we predicted the things we would see when we were there. Most of the responses related to food, such as strawberries and watermelon. We did have a few responses such as “camel” and “zebra,” but even the teachers were surprised not to find a cat. When we got there we looked at all the plants and animals we did find, and we made observational notes and a map of the garden. We also investigated its relationship to Manoa Stream, an on-going question as we explore our community. One child asked where the water for Manoa Stream comes from. The response? “A man with a hose.”

We have a lot of questions remaining such as, “what kind of garden is this?” and “Did someone make this?” For this reason we will be returning this coming Wednesday to complete our exploration and drawings. We will be leaving the gardens tomorrow and continuing on to the Japanese Tea Garden in the City of Honolulu. The children are really looking forward to seeing the teahouse and traditional tea ceremony!”
October 8 – 12, 2012
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What do ducks eat?
On Monday the children conducted their very first scientific experiment based on their prediction of what ducks ate.

We tested basil leaves, avocado leaves, pasta, rice, banana, cereal and bread. The children sat and observed as Aunty Shanda placed each separate food item along the riverbank. We were pleased and surprised at our findings. After our observation we revisited our predictions and charted if the ducks ate what we had previously guessed.

Surprise visitors...
On Monday morning as we gathered in our backyard, we were pleasantly surprised by some unexpected visitors, toads! Over the weekend, our back yard ponds had attracted a few friendly toads. On Tuesday we already started to notice strings of eggs. By Thursday morning the eggs had hatched to thousands of squirming tadpoles! Looks like our duck study has now shifted to observing the life cycle of toads. With “animals around us” as the focus of our curriculum, Kristi and I thought this was a great opportunity to make the connection between wildlife of the Ala Wai to our backyard pond life.
October 8-12, 2012
Noelani Preview of the Week

Yessiree! We will continue following our bliss in every way possible and encourage our children to find their passion in our daily experiences.

“Nothing without joy!” ~Loris Malaguzzi

The towering tree fronting our class has provided much twigs for our children to manipulate in their play. Last week, they collected these twigs to make such things as a “birthday cakes,” “campfires” and hand held collections just for the thrill of gathering. This week we will collect as many of these twigs as we can to design 2-D masterpieces on contact paper. We are excited to see the children unleash their creative juices using these twigs from mother nature.

On the neighboring table, we will feature “Floam.” It has a sticky feel with a mound of colorful tiny foam balls that can be manipulated into any shape and size. This sensory experience provides the children with opportunities to develop and strengthen their small finger muscles and an avenue to express their thoughts and ideas about their worldly experiences. Expand the knowledge from school to home as we highlight these words through conversations at the sensory table: pinch, press, form, flatten and separate.

Outdoors we will explore our garden and see if there has been any wonderful developments. We will also check to see how our new Talandisis (air plants) that Mallory's Grammy gave us is thriving in our Ficus Tree. We will also check how our “Alligator” is faring without a pool of water surrounding it. We take note of this data and document any changes to it's size if any.
More Forms of Digital Documentation
Documentation Through Teacher Made Books
This week we focused on the art element COLOR. We wanted to demonstrate how two primary colors can be mixed together to form another color. We added Red, Yellow and Blue to three bowls of yogurt and mixed it. Some children were able to pick which color they wanted to make – Green, Purple or Orange, while other children experimented with two different colors.

Evelyn decides to mix yellow and red. “What color did you make, Evelyn?” She looks at her yogurt and exclaims, “Orange!”

Cassius recalls the book Little Yellow and Little Blue. “Hey, little yellow and little blue hugged and they made green!”

Haya is asked what color she wants to make. She points to the purple color on the paper and repeats, “Purple.” She mixes Blue and Red together and has several servings – all purple!
In the morning, Avis commented on how well the Ficus Tree has grown since the time she brought it from her home and needed much care. She noticed how large the leaves have become and how each leaf is now vibrant green. In the process, she found a few leaves that were closed and mentioned that some leaves were different. Robyn got wind of her comments and wanted to see these leaves.

Robyn: Where are the leaves?
Avis: Look right here. These leaves are closed.
Robyn took a closer look. Avis picked a closed leaf off from the plant to show Robyn.
Avis: Look inside.
Robyn: What is that?
Avis: They are bugs. The bugs are eating the leaf.
Robyn continued to look for these type of leaves and inspired Evan and Pranidhi to look for these leaves on the other Ficus Trees on our playground.

Hawaii Preschool Content Standards
Domain IV: Cognitive Development (Science)
Standard 4: Explore characteristics of living things.

Crede: Instructional Conversation (IC)
Camilla begins the day watering our herb garden...
Picasa Tutorial
Hmmm, No computers??
Examples of Documentation (that are not digital) 😊 in Our Classrooms that Display...
Learning Through Children’s Art

Clay Sculptures
Progression of the Topics Children are Interested in
Children’s Work Over Time

Building Bridges

Our Drawings of Bridges

The first bridges we built in school in January.
Documentation of children’s artistic representation of ducks they observed on a recent walking trip.
Children’s Thought Processes & Ideas

Present & Yesterday’s Discussions

Mind Mapping
Children’s Thoughts & Ideas

What is Peace?

Before

Miles: “No guns!”
Brielle: “I don’t know.”
Reina: “Something peaceful.”
Ellie: “I don’t know.”
Elijah: “Come together and work together.”
Joshua: “Don’t take away someone’s food.”
Lainey: “My baby is eating my food.”
Noah: “No fighting.”
Shell: “No pinching or kicking.”
Meridian: “Come to school.”
Emma: “Clean up everything.”
Kirani: “Don’t take away someone’s food.”
Neel: “Smile and no fighting.”
Moana: “No hitting and no kicking.”
Emily: “Emma was helping me.”

After

“No guns!”
“Help friends pick flowers.”
“No fighting and no kicking.”
“No scratching and no hitting.”
“Don’t take friends things.”
“My dog licks my face.”
“Don’t take away things.”
“Peace is playing nicely with friends.”
“No throwing rocks.”
“Clean the whole house.”
“Clean up the whole house.”
“No fighting.”
“Peace is playing nicely with friends.”

Charting
Documentation Through Child-Made Books
Documentation of How the Children Use the Materials & Environment

Writing Center

Wafiqah and Izzy drawing together on the writing table.

Shamus practicing his writing using the big crayons.

Play Dough

Ella making cookies out of play dough.

Darius, Shamus, and Luna using the pizza cutting tool to cut practice cutting the play dough.