

08.06.18



**Car painting**

This activity was very popular as children waited for their turns to paint using cars. They dipped the car wheels in the paint, then moved their car on the white paper to make track prints. Some children said that they were making roads. The educators extended children’s thinking and encouraged them to express verbally about their paintings. *ZG* responded in Chinese when the educators asked about what he has made. *Ni* assisted educators to understand as he translated *ZG*’s Chinese words and sentences in English.

Learning skills: fine motor skills, receptive and expressive language skills, code switching between two languages



**Playing with wet sand**

Due to rain, the sand was wet. The children explored the wet sand and used moulds to make bunny rabbit, fish, octopus and hand prints and foot prints using moulds. *Ms Ch* assisted *O* to use long spade to fill the containers and invited *En* to play with them. The children made moulds and showed it to their peers by naming what they made like octopus, rabbit etc. They were able to share the equipment with each other.

Learning Areas: cooperative play, sharing equipment, communication skills, identifying and naming the objects



**Character interview from the book 'Three little pigs'**

After listening to the story, 'The three little pigs', *Ms K* pretended to be a reporter and invited children to take the role of a character pigs or wolf from the story. The children listened to the reporter's questions and responded verbally. Later, the children took the role of the reporter and asked questions like "Why did you go down the Chimney?" or "Why are your sad little pig?". All children took turn to be a character from the story. *Ni, Ch and La* were asking excellent questions like "What did you do when you got burnt?".

Learning areas: receptive and expressive language skills, understanding the pragmatic of the language, forming sentences and asking questions, dramatic play

**Children's input for routines times**

The educator asked children how they would like to come to group-time during transition times by providing two choices by making a train or by walking to the group area. All the children chose to walk to the group time except two children who chose the choice mentioned later. But when asked again without mentioning the choice, all children made a decision to come by walking.

Learning areas: receptive and expressive language skills, making choices, making rules for transition



**Collecting rainwater**

On Wednesday and Thursday, we collected rainwater in a plastic tub. The rain was so heavy that the tub was full of rain water in a few minutes. We made paper boats and floated it on the water. Next day we used rainwater to water the plants.

Learning areas: developing awareness about sustainable practices and the ways to use rainwater