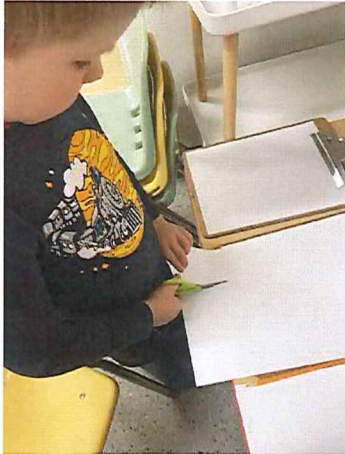


Grateful Tree

When you are thankful for your friends, tell them

November 2022



Did I tell you how much these children make my work easy? At least in my observation and creative part of the job!

This morning my idea was to paint real leaves and use them to decorate the tree we had on the wall. It seemed fun and creative to me, but someone had a different idea, and it actually was much better and more meaningful than mine.

When I explained my plan, Seth didn't seem really enthusiastic about it and asked, "What if we make a grateful tree and make our leaves?"

“Actually this seems interesting! What do you mean for our leaves?”



“We can use paper!” he said.

“So we will draw and cut the leaves?” I asked.

“And coloring,” he added.

It sounds like a plan!

Immediately we collected papers, colours and scissors.

“How do you want to make the leaves?” I asked.

Seth was unsure, he looked around and then he found some leaves from Strong Start and he said, “We can use that one!”

We used the leaf to draw the outline of our grateful leaves. We cut and colored them.

Seth had a very clear idea about what to write on the leaves. “This is for Shirinka. Can you help me write Shirinka?”

“Yes! Is it ok if I write the name on this paper and you will copy it on the leaf?” I asked and we did it for all the others.

While we were working, I asked, “Why do you want to make this leaf for Sirinka? Why are you saying thank you to her?”

And he said, “Because she played with me yesterday.”

Then we had a ‘Thank You’ leaf for:

“Pasha, because he always helps me to reach the hardest Lego blocks.”

“Louisa, because she plays doctor with me.”

“Talea, because she is nice with me.”

And, “Ms. Deanna because she came with me to bring my picture to the office.”

What a wonderful way to start the day!?!

This morning a child was able to make up an activity which involved many learning processes and skills. We cut, wrote, copied, coloured, and moreover we projected, worked as a team, collaborated, recalled memories, connected them and expressed our feelings and sense of belonging in the school community.

We looked at the days as the best ones and the people around us as a source of love and positive energy.



Don't you think that we need to do it every day? Will you do it?

It makes me feel better and I will start just today!

I am so thankful for:

Seth because he made my morning meaningful!

Noyan because his cheerfulness makes the darkest day bright!

Clay because his curiosity and passion for story is contagious!

Louisa because her enthusiasm motivates me to do more!

And more importantly, I am thankful to work in this field because it enriches my mind, my thoughts, my knowledge and my heart.

Developmental Outcomes:

Physical: Develop fine motor movements skills as grasp, control hands, trace, pincer etc.

Affective: Express feelings verbally; form attachment; care for others; feel sense of belonging to a group.

Cognitive: Recall events relate to the past; choose an activity and define the tasks; anticipate and plan ahead.

Connection to the Early Learning Framework:

Express positive regards for others.

Communicate thoughts and experiences with others.

Valued others and recognize consequences of actions on others and himself.



Hollyburn Seamless Day

Play, Explore and Learn

Recipe From a Dear Witch Friend

When your teacher is friend with a witch, everything can happen

November 2022



It seems that there are rumours between kindergarten and grade one students about a friendship between me and an old fun witch who loves to invent crazy recipes and share some with me.

I will tell you a secret: It is TRUE!!! And I love to share them with my young students.

A few days passed from when Louisa was asking about it, and finally I was able to have time to share with the morning students the famous witch recipe.

Louisa worked at it with attention: she helped me read the recipe and followed the instructions carefully and when everything was mixed up and finally waiting for the poison (baking powder) to react with the Blood of Vampire and the Terror Tonic (vinegar), she said, "I know this! I do it with my mom!" and this was the exact moment

when I thought that working with teachers' children probably makes our work challenging.



I did not receive the reaction that I expected but as always Louisa showed me all the enthusiasm to explore the rest of the materials independently. She enjoyed it and when Noyan arrived, she immediately called him at the table "Look Noyan! I am making a witch potion!" she said, "Look it is bubbling"



Immediately, Noyan enjoyed the group and started to mix the strange ingredients. "Look, look," he called for our attention, "I have a spider."

“Wow,” I replied, “this is cool! How many spiders do you have?” He used the witch spoon to move the materials and then said, “2! I have 2 spiders.”

Louisa, who was observing her friend said, “I have some too!” She counted her cauldron, “I have three spiders, two bats and two ghosts.”

“Wow, a lot of ingredients! I am wondering what this recipe can be. Do you think we can try it?”

Both shook their heads, smiled, and said no.

“What? We can’t try it? Do you think I will be transformed into a frog? Or into a Giant? Or a little mouse?”

They laugh and then Noyan grabbed the poison jar (baking Powder) and said, “Poison.”

“Oh, you are right, we can't drink poison. We can die!”

He smiled at me with confidence and I was able to read in his mind something like “If I was not here...!” Our interactions and comments helped them to build confidence through a creative exploration and show their knowledge about the materials we were mixing. A basic knowledge of the capacity of those elements and consequences of mixing them.

When Seth arrived the other two welcomed him with big smiles. They decided to share everything in the big container. So, they mixed more Arsenic and liquid toxic tonic to show him what they already discovered. Noyan explained to him, “Lava!” Then opening his hand on the top of his head to help the description, “boommmm!”



“Is it an explosion? Like a volcano?” I asked.

He smiled, shaking his head up and down with his happy big eyes “Yes! A volcano!” he repeated.

They shared so nicely, asking for more ingredients (I had to refill the jars at least two times!), waiting their turn, making plans about what they wanted to put in first, showing their understand that the liquid was the ingredient which made the most fun reaction and they decided to use always for last. They explored the ingredients, smelling them

and touching them, mixing everything with their hands, "It's cold!" said Noyan.



"Not really," replied Louisa, but then she smiled and added, "Yes, a little."

The table was a little messy and the old recipe was covered in several points with part of the potion. But Seth saw something special in it. He always can see extraordinary things in all things.. He opened his eyes bigger and his mouth as an oval, "Look Ms. Rosa! A cookie!!!"



Please don't tell me that this was not more than a witch's cookies recipe?

After all these years of friendship I just discovered that the witches have a sweet tooth too!!

Anyway, only good witches can make cookies from poisoned ingredients, after all, my witch friend is a good inspiring friend!

Developmental Outcomes:

Physical: Sensory perceptual abilities development

Affective: Act independently; initiate contact with others; function successfully in group; feel sense of belonging.

Cognitive: Recall what was previously experienced; perceive small details; link cause and effect; understand quantity and count meaningfully; use body and/or verbal language to describe the experience.

Connection to the Early Learning Framework:

Recognize and express a wide range of thoughts.

Feel valued and explore their own strategies for learning

Build healthy relationships with peers and adults.

Actively explore materials using bodies and senses, think and reason.

Use numbers, measurement and form in a meaningful context.



Hollyburn Seamless Day

Play, Explore and Learn