

Almir's Kindergarten Stories



Almir is often interested with his reflection in different surfaces. Ms. Rachelle noticed him looking at himself in the paper towel dispenser one morning.

She gave him one of the classroom mirrors. He enjoyed looking at himself and smiling. He then found that he could see other people when he turned the mirror. He walked around the room peeking at friends and adults through the mirror. Then looking at the person without the mirror.

What does he like about reflections so much?

Is he curious about his own expressions and face?





Almir is still very interested in his reflection in the mirror. It is now one of the preferred activities in his day. He has discovered that he can watch himself eat his food. Many times before snack he will get his mirror and bring it to his table. One day he handed it to ms. Rachelle so that she could hold it up. This allowed him a hands free chance to eat and watch. I wonder how can we extend this into other activities?





Almir is placing chestnuts into a bowl for our 'fall potion'. Then he uses a wooden spoon to scrape them into the cauldron. He often is playing with the food in our kitchen centre.

I wonder if he enjoys helping with cooking at home?



Almir was exploring with the mirror and Mason came over to look. "I see you," said Almir. He turned the mirror around so Mason could see himself and handed it to him. After a few moments, Almir took the mirror back. Mason hid his face behind the mirror and then popped out saying, "Peekaboo!" There was so much laughter and giggles with this interaction.



Date: Oct 8, 2024

Listen/Observe Theories/Thinking

I sat to the side and observed the children's play. There were 4 trays at a table with various equipment, cranberries and water. There was one child at each tray.

R "I made a compactor. It smashes cranberries to make cranberry soup."

He poured the cranberries into a larger cup then put the smaller cup on top and pushed down. He tried to pull the cup back out but couldn't get his fingers around it to pull it out. Eventually he dumped it out on the tray.

W tried to squish cranberry between his fingers.

"Cranberries are stronger than I thought." He put the cranberry on the tray; picked up a cup and pushed down on the berry.

"I can crack them when I push like this on the cup."

Reflect/Roadblocks

- I found they shared their wonders and exploration with me rather than one another.
- I had to work hard on keeping my mouth shut, especially when they started to squish them.
- I was curious to watch how they each explored and experimented. Some using droppers and syringes for the first time. Again I had to stop myself from giving direction.
- Why do they want to engage with me more than one another?
Does individual trays take away from social interaction?

Collaborate

We talked about the lack of conversation between the kids as they explored and wondered why. Michelle wondered if they had to share trays would it encourage more social interaction? We decided to change the invitation for the next time and have kids pick a partner to explore with.

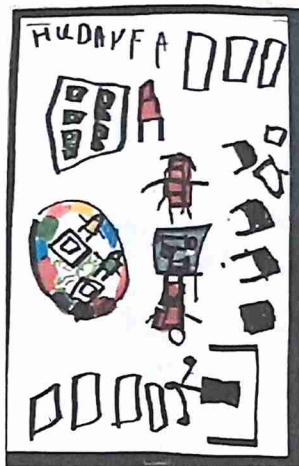
We also talked about me moving further away so I wasn't as accessible for them to talk to. Could this activity build closer connections between the kids?

Take Action

- Set up table where children need to share.
- They pick their own partner
- Adult away from area.

Observations

- ◆ Fresh cranberries come from the factory. People wear big boots to get them in the water. I saw that on Sesame Street. Sesame Street is never wrong.
- ◆ They bounce when they fall on the floor.
- ◆ They look like mini apples.
- ◆ Cranberries are stronger than I thought.
- ◆ It popped it and it made me yucky!
- ◆ I can crack them when I push like this on the cup.
- ◆ When I push the cranberries down in the water they sink and the water pushes out.
- ◆ It's hard to move water with the dropper.
- ◆ You can eat them.
- ◆ They make the water splash when you drop them in.



Wonders Conversations at the table

Why are cranberries different colours?

- ◆ Because they're rotten.
- ◆ Because they grow.
- ◆ I turned them white by stirring them.

Why are some bigger?

- ◆ Because they sat in water all night.
- ◆ They grow that way.

What happens when you mush them?

- ◆ They open.
- ◆ They spit.
- ◆ They have seeds in them.
- ◆ They're green.

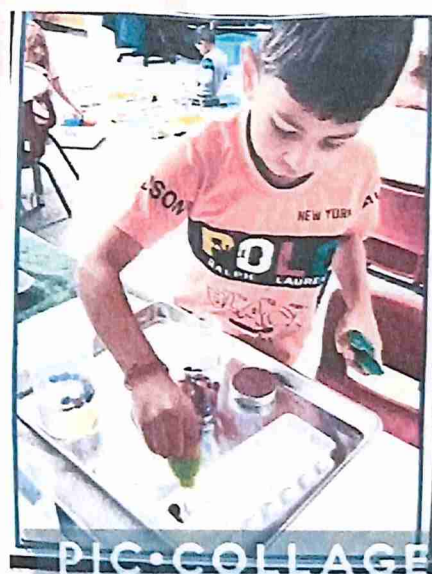
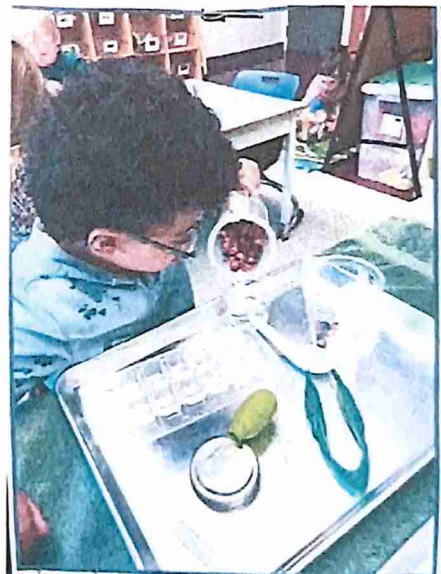
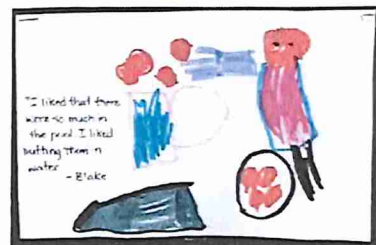
What happens when cranberries dry?

- ◆ Maybe they go white.
- ◆ I hope they go orange because it's my favorite color.

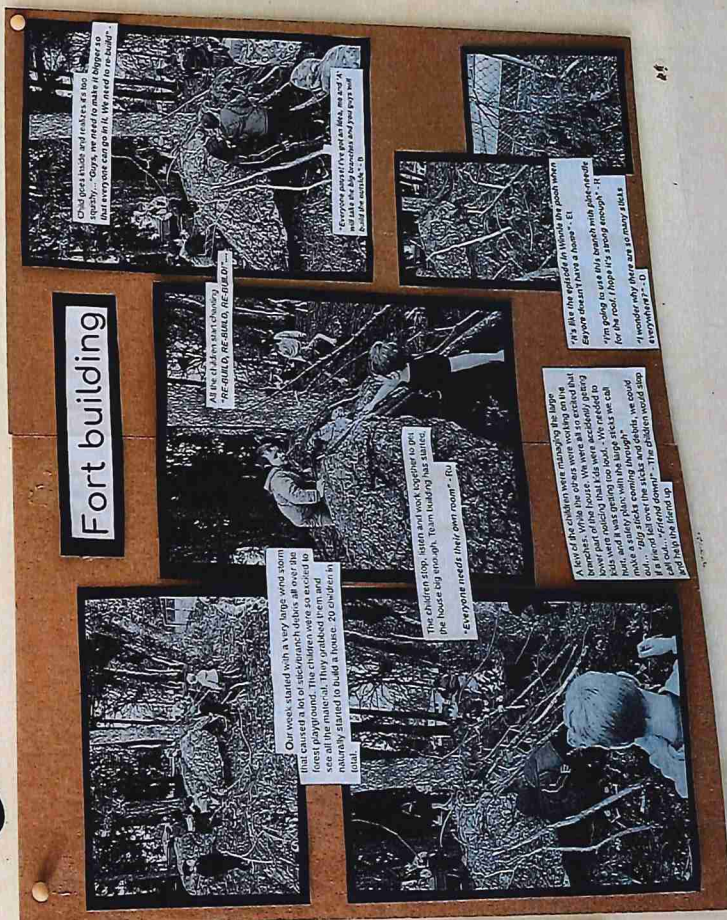
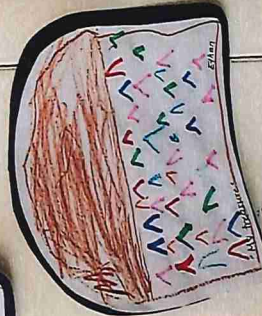
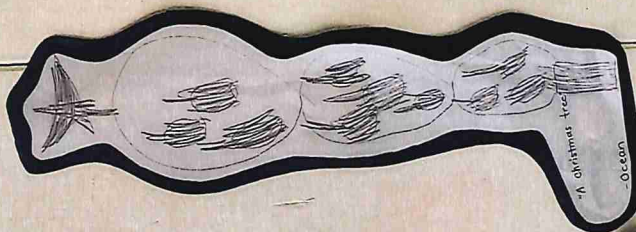
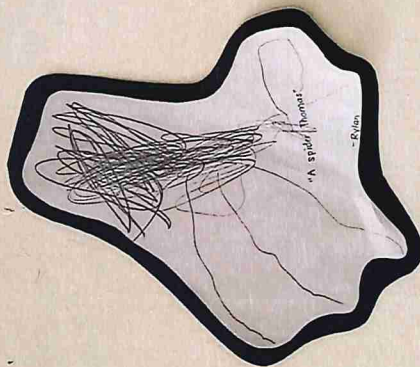
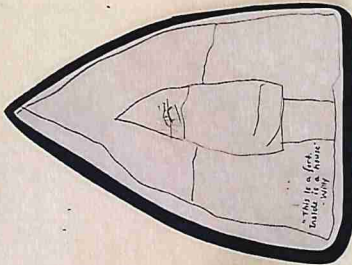
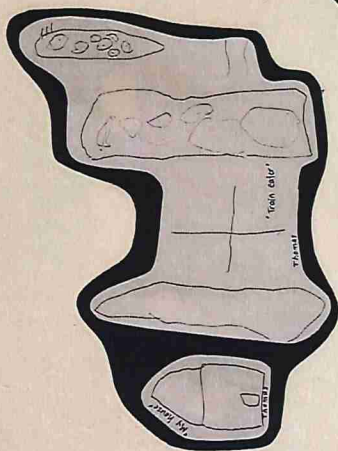
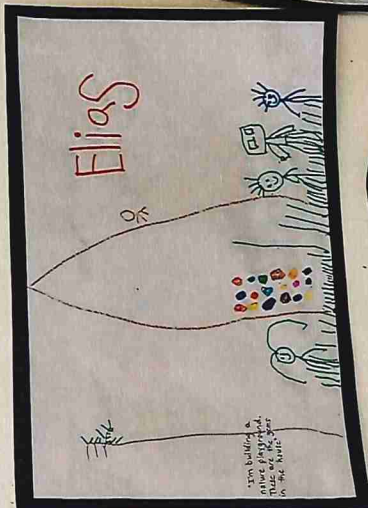
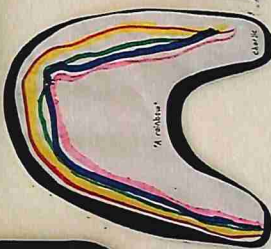
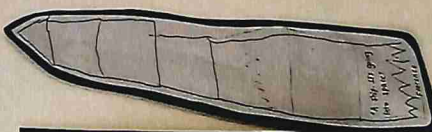
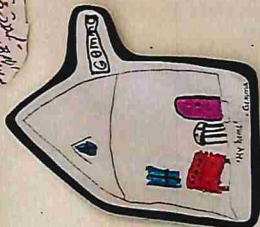
How come they float?

- ◆ Because they're white.
- ◆ I put water in it and they floated!
- ◆ Maybe the white ones make them float.

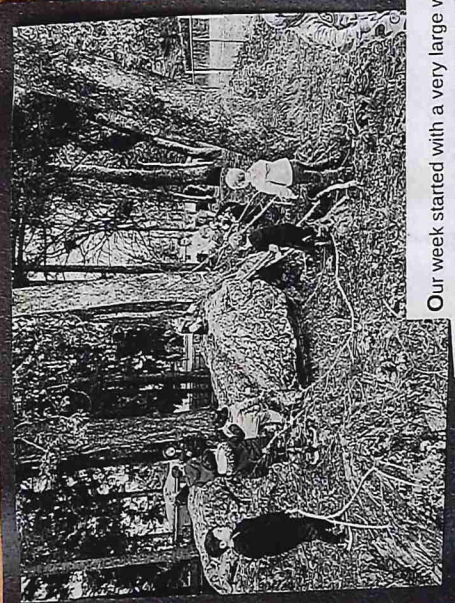
Cranberries



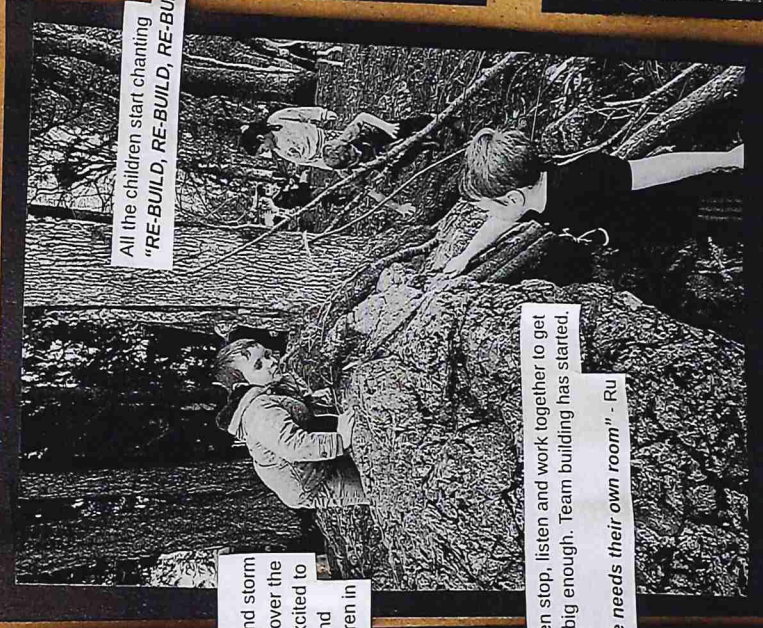
PIC-COLLAGE



Fort building



Our week started with a very large wind storm that caused a lot of stick/branch debris all over the forest playground. The children were so excited to see all the material. They grabbed them and naturally started to build a house. 20 children in total.



All the children start chanting "RE-BUILD, RE-BUILD, RE-BUILD!" ...

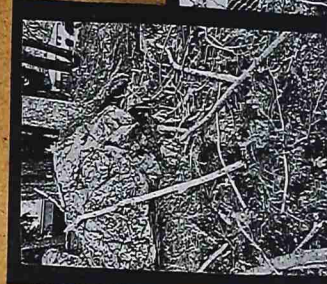
The children stop, listen and work together to get the house big enough. Team building has started.

"Everyone needs their own room" - Ru



Child goes inside and realizes it's too squishy... "Guys, we need to make it bigger so that everyone can go in it. We need to re-build" -

"Everyone pause! I've got an idea, me and 'A' will take the big branches and you guys will build the outside" - B



"It's like the episode in Winnie the pooh when Eeyore doesn't have a home" - Et

"I'm going to use this branch with pine-needle for the roof. I hope it's strong enough" - R

"I wonder why there are so many sticks everywhere?" - D



A few of the children were managing the large branches. While the others were working on the lower part of the house. We were all so excited that kids were noticing that kids were accidently getting hurt, and it was getting too loud. - We needed to make a safety plan: with the large sticks we call out... "Big sticks coming through" If a friend fell over the sticks and debris, we could call out... "Friend down!" - The children would stop and help the friend up

