

The Early Years

February Edition Year 2024

Making Learning Visible in Early Years

Current Events

Make Story Stones at Home

Do it yourself

Why and How of Documentation in Early Childhood

Happy Parenting/Teaching

Superbuddy plays number games with cards

Story

Interesting facts about Cuckoo

New explorations


February
The month of
Learning Showcase

Quote of the month

"Documentation is not just what we collect, it's the practice of how we observe."
- Daniel Wilson

February, the month of Learning Showcase

Making Learning Visible in Early Years



Early Years requires a focused educational approach for holistic development

The developmental stage during early years are **highly sensitive** to growth across multiple domains in ways that are interwoven and concurrent. So this time of remarkable growth requires a focused **educational approach** which ensures to look at the overall holistic development of young learners such as growth milestones, life skills, cognitive concepts and most importantly social-emotional skills that children attain during this period of their lives.



Learning in outdoor surrounding

Besides meeting other parameters of providing a balanced learning environment to learners such as organising the classroom setup, materials to integrate play and learning in both the indoor and outdoor surroundings to facilitate curiosity, investigation and discovery, an equally **critical element** is to make learning visible to the participants.



Learning indoor surrounding

Making learning visible in early years is crucial for all stakeholders. It not only fosters cognitive development, enhances communication skills and makes children self assured, it also helps the teachers observe, document, assess development and **design appropriate strategies** to create a suitable and positive learning environment.



Teacher using strategies

In these environments the teacher must observe, interact, extend and document children's learning.

The observation and documentation of children's learning is central to achieve this objective. The record keeping of the journey offers apt opportunities to children to reflect on their **experiences and initiate leading inquiries.**



Teacher interacting & observing



When learning becomes visible it makes the **achievements of children** evident to teachers, parents and learners' themselves making their growth seen. It also helps the educator address the individual needs of learners in achieving age appropriate milestones using relevant strategies.



The clear vision of the learning milestones, enables the educator to work on **strong and weak areas** of learners.



A **descriptive feedback** by the educator to parents assists them in knowing the where of their ward in the academics journey.

With both parents and teachers working together on closing these gaps can facilitate the task of meeting learning milestones with **collaboration and open mindedness**.

Some simple ways of making learning visible to all stakeholders:

👉 Enquiry Wall:

Prepare an enquiry wall of the theme or topic being explored. This can have the central idea and line of enquiry. **Tuning in** questions and **circle time** ideas can be displayed in text and visuals for third parties to see. Children's responses and ways of interactions in the form of pictures can also be put on here.



👉 Display:

Display of children's work at their eye level is a great way of making learning visible to the learners. It helps them in **rethinking, recapitulating and retrospecting** over the ongoing learning process. Thus reinforcing the micro and macro details of the desired pedagogical outcomes designed by the teachers.

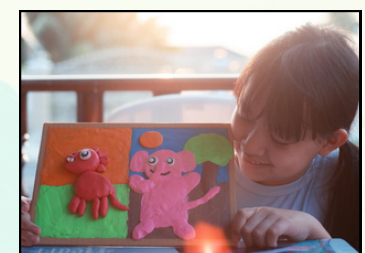


👉 Annual Showcase:

Once in a year **showcase** of what the learners have created and achieved for the parents and community at large ensures responsible participation from both. There is a sense of achievement in seeing how the learners are moving towards finding and carving their path around the ways of life. Children can present a musical or dramatic performance and an art work exhibition also is a great way of showcasing their expression.



Making learning visible is a simple way of **onboarding parents** as co-passengers in the learning voyage, making them see what they miss when they are away while their children are cruising and sailing through the forceful waves of learning explorations.





Superbuddy plays number games with cards

Superbuddy visited the community club one evening and came across some people playing the game of sequence with cards.



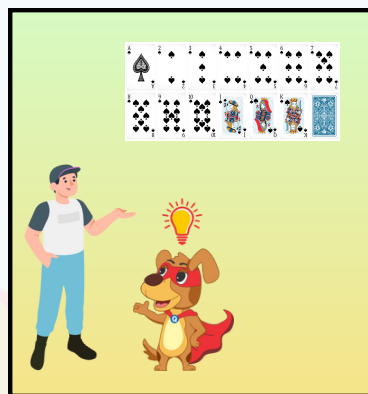
The setting was simple, four people were sitting with some cards in their hands and clockwise one member would pick up a card from the pile or from the open cards. Superbuddy sat with them and observed the game intently.

After the game was over, Superbuddy asked the players to share some information about the game as Superbuddy was quite intrigued by it. So one member of the group spoke, "This is a type of card game and is known as - Sequence. The players are given 13 cards and with the pick and drop of cards from the unseen stack and the open cards rejected by other players, one is to prepare a number sequence."

While this gentleman was explaining the rules and other facts of this game, Superbuddy's mind was racing towards designing a number card game for itself! Once the conversation was over, Superbuddy thanked him and dashed towards Ms. Emm's house.

As soon as Superbuddy entered the house the words started flowing out of its mouth, "Ms. Emm my Q-riosity metre is spinning crazy.

I am coming from the club house after witnessing a card game-sequence. My mind is buzzing with a similar card game that can help me and my friends play with numbers."



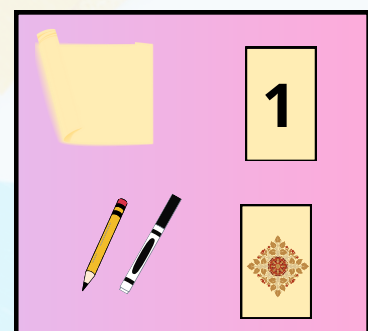
"Catch your breath, Superbuddy! I can sense your excitement, so without spending any time on other details, let's just jump to create this game. Tell me what is in your mind, how do you want to go about it." said Ms. Emm.



"I am thinking of creating number cards from 1-50. And use these cards in exploring the concepts of simple counting, addition and subtraction. Here's all that we need to create the deck of cards." said Superbuddy.

Materials required:

- Chart paper to make rectangular cards, same as the size of the common playing cards.
- Pencil, pen or marker to write the numbers
- One side of the card has numbers and the other side can be decorated with a pattern or motif of one's choice.
- All cards have the same decorative design.



“Ms. Emm, can you help us with devising some strategies to use these cards?” asked Superbuddy after sharing the materials list and design format.

“I can give you some examples, Superbuddy and you can come up with new ways on the go.” answered Ms. Emm

Here are some ways one can use the cards to practise simple number concepts.

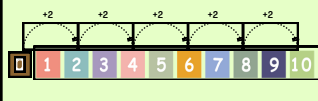
- Use these cards to arrange the cards in any sequence such as 1-10, 25-30

Sequencing

1	2	3	4	5
6	7	8	9	10

- Do skip counting with these cards

Skip counting





- Play what comes after and before using these cards

After & Before numbers

1	?	?	16
49	?	?	31

- Make two decks of the cards and play memory game

Memory game

21	
	

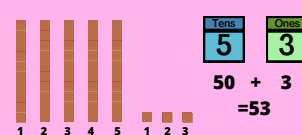
- Count on-do sequential rote counting

Rote counting

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30





- Play number value- more/less, comparing number value of two cards

Number value



- Organise one to one correspondence activity using these cards

One to one correspondence

1 	2 
3 	4 

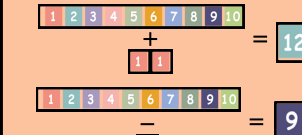
- Do simple addition and subtraction, draw two cards and calculate their addition or subtraction value and look for the card that represents the answer.

Addition & Subtraction

1	+	2	=	3
11	-	3	=	8

- Make tens - create stacks of tens such as 1-10, 11-20, 21-30 and practise maths operatives and double digit addition or subtraction.

Stacks of tens



Superbuddy is already on its way to start preparing the cards and explore the many ways of playing with numbers using these cards after thanking Ms. Emm for her help. Share some of the ways you can think of playing with these number cards!



Cuckoo



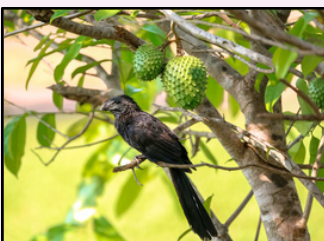
Cuckoo's are well known as brood parasites; it lays its eggs in the nest of the crow, where the eggs look like its own. Thus the young cuckoos are reared by foster parents so a cuckoo is also called a **lazy bird**. The common cuckoo does not make a nest of its own, and they do not bring up their own young.



Cuckoos are members of the bird family Cuculidae. The family consists of more than **125 species**, including the roadrunners and anis.



Roadrunner



Smooth billed ani

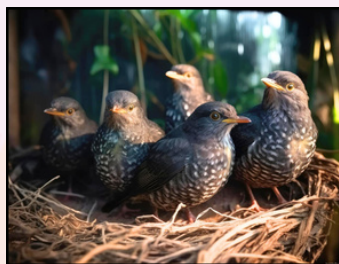
The common cuckoo is a greyish bird with a slender body, long tail and strong legs. It looks somewhat like a small bird of prey when it flies. The male is dark grey above with a blackish brown tail, spotted and tipped with white and unevenly barred in black.

The female is similar but a bit more reddish on the upper breast.



The cuckoo gets its name because the male common Cuckoo sings two notes which sound like the word "**cu – ckoo**". The female does not make this sound. She has a loud bubbling call.

Adult cuckoos move back to Africa as soon as the breeding season is over – as early as the second half of June in southern England.

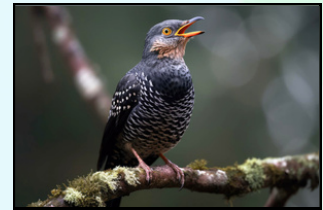


Young cuckoos **follow their parents** back to Africa several weeks later. The cuckoo spends nine months of the year in tropical Africa, where it has never been heard to sing.

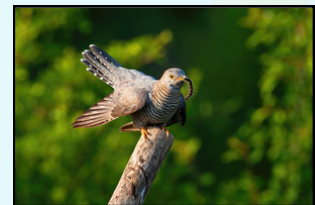


Fun facts about Cuckoo

1. The common cuckoo is the only member of the family that makes calls **cuckoo-cuckoo-cuckoo**. Most of the others have loud voices but totally different calls.
2. A cuckoo's favourite diet is **hairy caterpillars**.
3. Each season a female lays between 12 to 22 eggs, all in **different nests**.
4. Young cuckoos **throw other chicks** out of the nest to get enough food.
5. Cuckoos are **shy birds** thus they are more heard than seen.



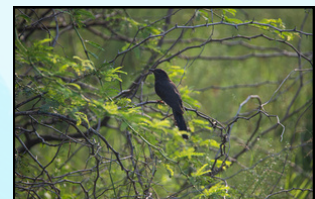
Common cuckoo



Hairy caterpillars is its favorite diet



Female lays eggs all in different nests



Cuckoos are shy birds



Find out more:

1. Why is Cuckoo called a lazy bird?
2. Where does the Cuckoo live?
3. How many species of Cuckoo bird are there?
4. Which type of Cuckoo makes the call you hear from a Cuckoo Clock?
5. What is Cuckoo's favourite diet?



Music and Movement

I love to



I love to pick, drop, mix and throw
It's fun when I sway, hum, swing
and drum



I am happy to look, touch, feel and
blow
Talking, asking, blabbing help me
know



I like it when you let me do these
And ask me not to stop
Because knowing by doing
Is what I need!





Making a Balance scale (More/less concept)

Materials required:



Cloth hanger

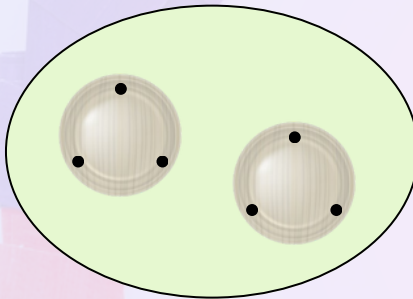


Disposable plates

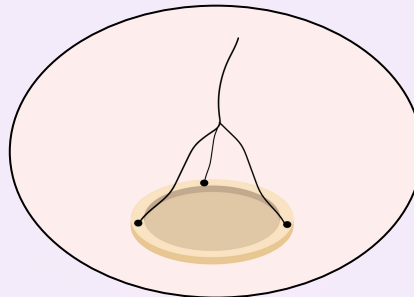


Thread

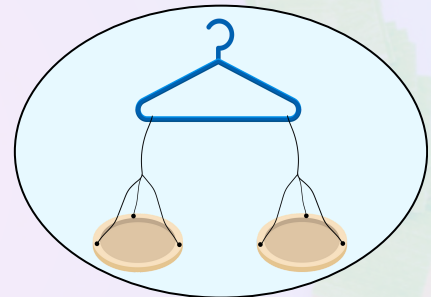
Procedure:



Take two disposable thick flat plates.
puncture three holes in each plate-equidistantly closer to the rim.



Tie one piece of yarn through each hole, and tie the three pieces together making sure that the length of all pieces is the same.



Do it for both plates.
Hang both plates from the hanger, one at either end.



Use this simple tool to help children explore the concept of weight.

These can help children develop understanding of comparison and sorting.



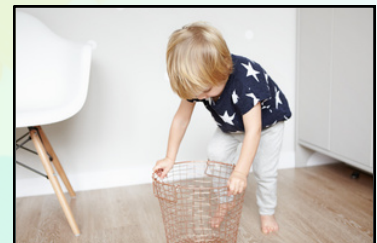
Mindful Practises



Keep the things back to their place after use.



Clean your dishes after having a meal.



Move objects around gently without making much noise.



Words Play

- Collect a bunch of items from your immediate surroundings.
- Play the game of naming all objects. Once done, arrange these objects alphabetically.
- Write the names in the same order on a piece of paper, taking reference from the given visual.
- Invite the learner to sight read the names and match with the object.

A	H	O	V
B	I	P	W
C	J	Q	X
D	K	R	Y
E	L	S	Z
F	M	T	
G	N	U	

Make Story Stones at Home

Materials required:



Stone/Pebbles



Stickers/Pictures or cutouts from old magazines and books



Fevicol or strong glue



Paints & brushes



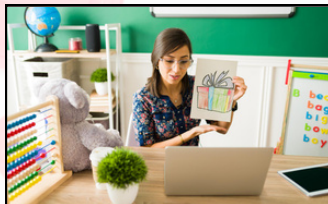


Why and How of Documentation in Early Childhood



The **pedagogical documentation** has the potential to improve learners' holistic skills, which contribute to teachers' awareness of learning processes.

Which also helps caretakers to acquire a better understanding of not only learning outcomes but the learning processes in children's learning.



Documenting in early years involves **observing**, **recording** and **reflecting** on children's development. A mix of photographs, notes and samples of their work can lead in creating a holistic view of the progress of a child's learning.

Keeping in mind the;

- Individual interests,
- Age appropriate developmental milestones
- And peer interactions

are the key fundamentals of documenting a child's growth and development in early years



Individual interests



Age appropriate developmental milestones



Peer interactions

It is a systematic approach to capture a child's step by step journey of learning.

◆ The **first** and foremost step is the skill of keen observation.

Regularity and focussed attention on all domains of physical, social, emotional and cognitive development offers a deep insight into children as young individuals and not a group of small



Observe attentively

◆ **Next step** is recording these observations in the form of notes, photographs, video and audio clips. Adding anecdotes and quotes of children in their verbatim and in the natural chronology offers context and authenticity to the process.



Take photographs



Art sample



Academic sample

◆ Compiling these pieces of evidence in the form of individual portfolios is the **third** important step in this process. These observations and recordings when organised in the developmental domains sections provide great support in mapping the growth of children. Do not forget to add child's art and academic work samples.

◆ The **fourth** step of documentation is to reflect on these observations and derive their implications. Look for gaps and patterns in the analysis and look for support and extensions required to achieve desired outcomes. Always ask for peer collaboration to get diverse perspectives and ideas.



Encourage peer collaboration

◆ The **following step** after reflection is to plan, replan and strategise based on the assessment offered by these documents. Customise your plan based on the differentiated requirements of children.



Plan, replan and strategise

◆ The **final step** is to share these observations and reflections with parents and caregivers. Regular communication of a child's achievements and areas of improvement develops a bond of transparency and trust with parents that eventually benefits the learner.











Share documentations with caregivers

For relevance and accuracy review these documents regularly.



Always remember to be respectful and confidential in sharing information with the respective stakeholders!

★ Here's the answer to this edition's Words play :

A bacus 	C abbage 	E ggs tray 
A lmera 	C otton 	F ish 
A pple 	C urtain 	K ite 
B angle 	D og 	K ettle 
B ottle 	D rum 	M ug 
B us 	D rive 	P lug 

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