

Fuka, Colette and Fea

Child: Fuka

Date: October

Teacher: Karen

A Learning Story	
<p>belonging mana whenua</p> <p>Taking an interest</p>	<p>What great excitement today. Fuka brought her hen to kindergarten.</p> <p>I grabbed the video camera and began recording Fuka's excitement and her friends' excitement as she chased the hen around the kindergarten playground with her friends. As children arrived at kindergarten Fuka told them, "My chicken", and then Fuka giggled and giggled and giggled, as did her dad when he was telling me about Fuka the hen.</p>
<p>well-being mana ahu</p> <p>Being Involved</p>	<p>I asked Fuka where she got her hen from and Fuka told me, "Car come to kindergarten." Fuka's dad then explained to me that Fuka's hen brings Fuka to kindergarten every day! Usually the hen stays in the car but today Fuka decided to bring her hen into kindergarten.</p>
<p>exploration mana aotiroa</p> <p>Persisting with Difficulty</p>	<p>I asked Fuka what her hen's name was and she replied Fuka! I thought I had misunderstood her but her dad confirmed that indeed the hen was also called Fuka!</p>
<p>communication mana reco</p> <p>Expressing an Idea or a Feeling</p>	<p>How exciting – we had Fuka the girl and Fuka the hen at kindergarten. Fuka the hen stayed for mat time and we gave her some birdseed but she didn't eat it. Some children had a hold of Fuka's hen and some patted her feathers. Fuka was in her element. She showed such delight, smiling from ear to ear as she shared her hen with her friends and teachers at kindergarten.</p>
<p>contribution mana tangata</p> <p>Taking Responsibility</p>	<p>After mat time we waved goodbye to Fuka the hen and she went home with Fuka's dad.</p> <p>We hope Fuka the hen can come and visit again another day!</p> <p>We had such fun!</p>



Short-term review

What a great surprise! Fuka's hen visiting kindergarten.

Today Fuka took an active role in contributing to the programme. (*Te Whāriki*, Belonging, Goal 2.1)

Fuka has increased her own sense of belonging by sharing something that is important to her (her hen) with her friends and teachers. (*Te Whāriki*, Belonging, Goal 2.4)

It was magical to see Fuka's excitement!

What next?

We recorded Fuka's story into a book so she can revisit her experience and share it with her family.

Fuka and her friends can record their thoughts about the hen's visit.

Can Fuka the hen visit again?

The Day Fuka's Hen



Came to Kindergarten

by the Morning Children
November



Karen was talking to Trevor and out the corner of her eye she saw Fuka coming in the door.

Fuka was carrying a hen!



Fuka's dad brought Fuka's hen to kindergarten.

This is Fuka and the hen with her friends George and Aminiasi.



The hen is with Aminiasi, Fuka and George.

Aminiasi is patting the hen's head and saying "Hello".



The hen was funny. She came inside.

Fuka the hen ran all around our kindergarten.

Fuka the hen walked around the mat. She didn't want to eat the birdseed.

She made a cluck, cluck, cluck sound.



We fed the hen. Bailee gave the hen some fruit but she didn't eat it.



Fuka's hen is not eating the birdseed.

Fuka's hen likes bread not birdseed.



Fuka is holding the hen and her wing is showing.



Fuka's dad took the hen home to Fuka's house.

Fuka the hen waved goodbye.

Child: Fuka

Date: October

Teacher: Karen

A Learning Story

The day after the visit from Fuka the hen!

Today Fuka bounced in the door and began talking about her hen Fuka.

“My chicken, car, kindergarten,” Fuka told me.

“Fuka, did your hen come with you to kindergarten in the car?” I asked.

“Yes, chicken come kindergarten,” replied Fuka.

At morning mat time Fuka joined in the discussion and brought up the topic about her hen. She shared her ideas with her friends again.

After mat time we watched the video footage of Fuka the hen’s visit and Fuka and some of her friends revisited yesterday’s experience. Once again, this was a great joy for Fuka and her excitement was contagious. Fuka enjoyed sharing her hen again with her friends and teachers.

Fuka and her friends took turns sharing their ideas and wrote a page each for Fuka’s book. Fuka watched as each page came off the printer and jumped up and down with delight! We made two copies, one for Fuka to take home and one for our kindergarten library.

Short-term review

It seems to me that Fuka now feels her friends and teachers share a common interest (her hen). This has given Fuka the confidence to talk and initiate conversation with her friends and teachers. Fuka has fostered her own sense of belonging and this has empowered her to join group discussions. English is an additional language for Fuka and it is fantastic to see her excitement when she shares her interest with us.

What next?

Continue to increase Fuka’s confidence and extend her verbal communication through her interest, Fuka the hen!

Fuka the hen to visit again!

Colette beats the sneaky voice

Child: Colette

Date: December

Teacher: Jane

A Learning Story



I had phoned Colette at her home the previous day. We spoke about various topics, one of which was about what Colette had been watching on television that day. Colette said that she had been watching *Sesame Street* and that she really liked that programme. I told her that I had some *Sesame Street* socks and that I would bring them the next day. I asked Colette if, when she came to the kindergarten the next day, she could remind me what I had to show her. Colette said that she would “remind me”.

The next day Colette and I approached each other and I asked her what it was that I was going to wear that day. Colette pointed at my feet. I wasn’t wearing any socks and I asked Colette if she could use her words and tell me. I said different words beginning with the letter ‘s’, except for the word “sock”. Colette shook her head each time I said the wrong word.

I asked Colette if she could tell me the word and then I would be able to show her the socks.

Colette then tried to “cough” the word out and I could see that she was really trying to say something. I suggested that perhaps she would like to come with me into the office where it was quieter and then she could tell me. She nodded.

We went into the office and I asked her to tell me what I had to wear. Colette very quietly said, “Yes.”

I put the socks on and asked Colette who she could see on them. “Ernie and Bert” she replied, this time in a louder voice. I gave her a choice of stamps to have. She asked for the “smiley faced one”.

I continued to ask her questions throughout the day, in a quiet area of the kindergarten, and Colette continued to talk to me.

The following day Colette brought her mum and dad in to show them “her talking to the teachers”.

Colette showed me her “sneaky voice” book and she told me that “I have beaten the sneaky voice and I will beat him again every day.”

Short-term review

It is “fantastic” to hear Colette talking to us at kindergarten. Some of the children have also remarked on her “talking”. They were very excited as were I and the other teachers.

Colette is quickly gaining confidence in having conversations with the teachers and talking to them about her artwork. She is also initiating the conversations, and has lots of things to talk about.

Well done, Colette, on “beating that sneaky voice”.

What next?

Encourage Colette to talk to the children as well as the teachers.

Give Colette the opportunity to talk at mat time – when she feels comfortable and confident enough to do this.