

# 'It's a monster F!'

The title was chosen from Nhi's comments during this learning experience.

**Context**     Play     Real-life experiences     Routines and transitions

This section includes the learning contexts from the *Queensland kindergarten learning guideline* (QKLG, p. 26).

**Type of support**     Explicit     Occasional prompting

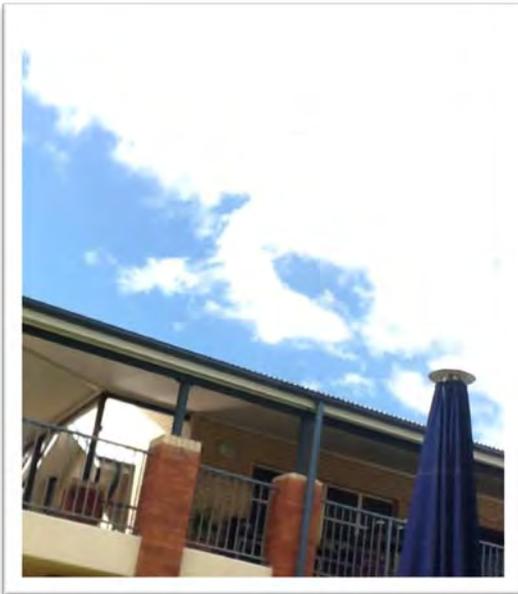
**Type of situation**     Familiar     New

Including the language of the *Continua of learning and development* supports us when we are ready to make judgments about the child's phase of learning. We always note the type of support and type of situation of a learning experience.

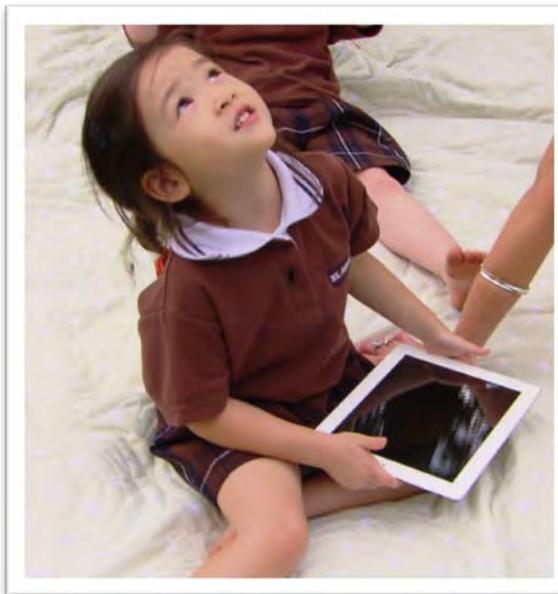
**Date:** 12/6/2014

Nhi selected the story *Ruby Makes a Friend* and suggested we read it to everyone. The children were all excited by the pictures of the cloud shapes in the book. Nhi said that she could see shapes in the clouds outside. We built on this emerging interest to promote the opportunity for learning. The children went outside to look for shapes in the clouds. We used iPads to capture cloud shapes.

This section gives context for the activity. It explains why the experience came about and how educators supported Nhi's learning.



*Nhi's photo of a 'monster F'*



*Nhi using her iPad to capture cloud shapes*

Photos of the child participating in learning experiences may be included. In this instance, that includes an image Nhi captured of the clouds with the iPad.

Nhi described one of the clouds as a 'monster F' and took a photo with her iPad. After looking at the clouds for a short time, Nhi announced: 'I can see a tornado there!' Remy asked Nhi about tornadoes. Nhi confidently explained 'a tornado is a wind that sucks up everything and it breaks when it is in.'

This section provides information about Nhi's involvement and conversations. It also explains how Nhi's learning occurred.

### Child's comments

Nhi said she liked looking at the clouds and was very happy when she found a 'monster F'. She explained that she knew about tornadoes after seeing one on TV and then asked her Dad about it.

It's useful to include a space for children to comment on their own learning. This ensures their voice is included in the documentation.

QKLG learning and development areas	Evidence of learning
<b>Identity</b> <ul style="list-style-type: none"><li>• Building a sense of security and trust</li><li>• Acting with increasing independence and perseverance</li><li>• Building a confident self-identity</li></ul>	
<b>Connectedness</b> <ul style="list-style-type: none"><li>• Building positive relationships with others</li><li>• Showing increasing respect for diversity</li><li>• Showing increasing respect for environments</li></ul>	
<b>Wellbeing</b> <ul style="list-style-type: none"><li>• Building a sense of autonomy and wellbeing</li><li>• Exploring ways to show care and concern and interact positively with others</li><li>• Exploring ways to promote own and others' health and safety</li><li>• Exploring ways to promote physical wellbeing</li></ul>	
<b>Active learning</b> <ul style="list-style-type: none"><li>• Building positive dispositions and approaches toward learning</li><li>• Increasing confidence and involvement in learning</li><li>• Engaging in ways to be imaginative and creative</li><li>• Exploring tools, technologies and information and communication technologies (ICTs)</li></ul>	Nhi uses her iPad to explore and capture images of the shapes in the clouds.
<b>Communicating</b> <ul style="list-style-type: none"><li>• Exploring and expanding ways to use language</li><li>• Exploring and engaging with literacy in personally meaningful ways</li><li>• Exploring and engaging with numeracy in personally meaningful ways</li></ul>	Nhi uses appropriate vocabulary and clear sentence structure when communicating with her teacher and her peers to explain her tornado cloud and what a tornado is.

In addition to linking to the QKLG learning and development areas, this section provides evidence of learning. This observation is an example of Nhi engaging in the areas of Active learning and Communicating.

Including all of the learning and development areas on the observation template and only highlighting those that are significant for the child and the particular observation saves time. It also means not having to alter the template for each observation.

### Where to next?

We will continue to extend Nhi's interest in clouds and provide clipboards with paper and pencils so she can draw the cloud shapes she finds. Working with Nhi, we could research different types of clouds and begin to learn the names of each of the different types.

A 'where to next?' section communicates different activities that might extend Nhi's learning.