

05.11.2022

During group time Silke asked the children if they knew what special day it is tomorrow.

Finn: A party day.

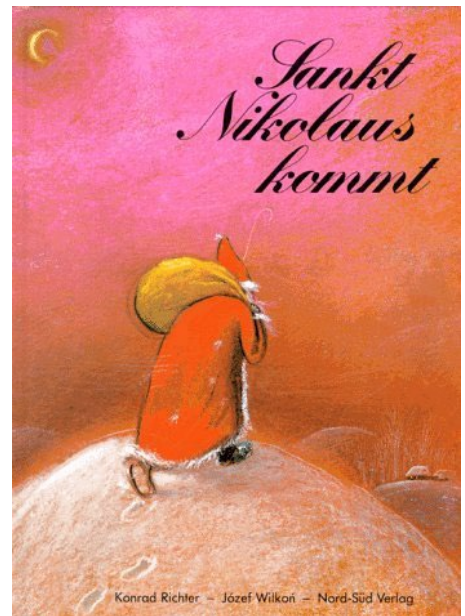
She then showed the children the cover of a book titled 'Sankt Nikolaus kommt' by Konrad Richter and Jozef Wilkon.

Reggie: Nikolaus Tag!

Looking at the first illustrations depicting snow the children commented on where the story could be set...

Eli: In Deutschland...or Russia.

Luca: Switzerland!



The story begins with Stephan (the central character) trampling snow and dirt inside the house where he his mother has just cleaned the floor.



Silke asked the children why his mother was upset (She was cleaning the floor in the illustration)...

Jack: She's saubering the floor.

Mia: what happened?

Eli: You have to clean your shoes.

Stephan then goes back outside to visit his uncle, who reminds him that 'Heute kommt doch der Nikolaus!' (Nikolaus is coming today!) He then gets cross and says that he doesn't like nuts and mandarins anyway (traditional gifts from Nikolaus on 6th December).

Silke asked the children why Stephan was so upset...

Mina: He forgot Nikolaus day.

Lena: He thinks he won't get presents.

Silke asked if he looked happy...

Gushti: No, he's sad.

The mother then asks Stephan to come inside because Nikolaus will soon visit them.

When there is a knock on the door Stephan hides under the table and Silke asked why he was doing that...

Luca: So Nikolaus can't see him. He looks so scary.

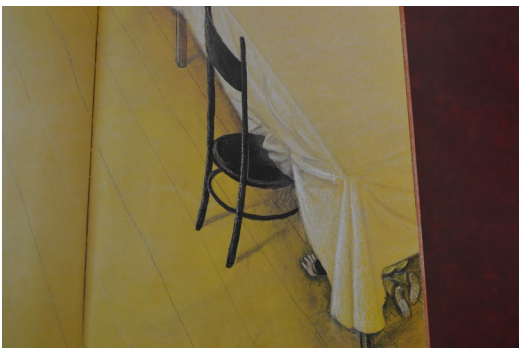
Mina: He (Stephan) can see his boots.

Reggie: Dass er nicht wuetened wird.

Lena: So he can get presents.

Silke asked the children to look at Nikolaus' boots...

Luca: They're dirty. Now the mum has to clean again.



Stephan points out to Nikolaus that his boots are dirty and Nikolaus explains that everyone can make mistakes, even Nikolaus.



Moving forward, together they promise to not walk through the house with dirty shoes. Stephan then later finds nuts, mandarins and gingerbread on a plate beside his bed and remembers his promise. Gabriel notices some toys as well: Spielsachen sind auch versteckt. Silke encouraged the children in the circle as well to also ensure they have clean shoes before coming inside at preschool (as our floors too are often so sandy or muddy).

The story ends with Stephan dreaming about his adventures in the forest. When we went to the library, Simone commented that she liked the way this story ended and we asked the children what they dream about....



Philippa: Ich traem immer davon dass die Pferd auf der Koppel grasen und ich dann auf sie reite.

Mia: I dream about puppy dogs.

Oliver: I dream about Santa Claus...doing...giving me all of the presents of him.

Felix: A robot cause I'm building very much robots.

Grace: I dream about Santa. He gives me presents.

We also worked on reciting our rhyme for next week's Christmas carols event. Many of the children now know the rhyme very well, especially the songs and the actions. As it is also the second of advent, we lit two candles on the wreath.



Listening to the story enabled us to share with the children the tradition involved with St Nikolaus. The message in the story encouraged the children to reflect on the importance of taking responsibility where necessary and that we all can make mistakes, with the focus being on what we can do to correct them. We Will continue to offer the children books, stories and rhymes associated with German Christmas traditions.

EYLF Outcome 5: Children are Effective Communicators

Children engage with a range of texts and gain meaning from these texts

This is evident, for example, when children: listen and respond to sounds and patterns in speech, stories and rhymes in context view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions sing and chant rhymes, jingles and songs take on roles of literacy and numeracy users in their play begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured explore texts from a range of different perspectives and begin to analyse the meanings actively use, engage with and share the enjoyment of language and texts in a range of ways recognise and engage with written and oral culturally constructed texts