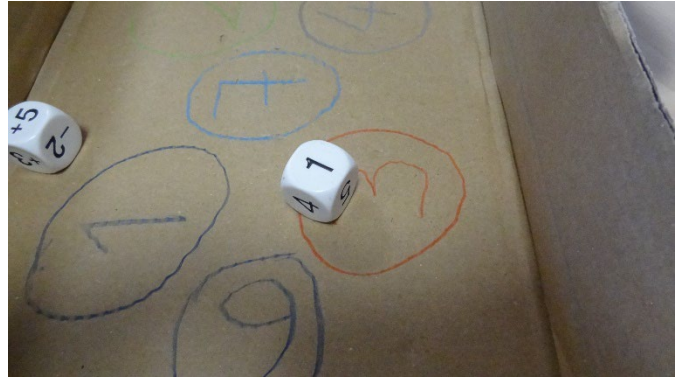




Some children took an renewed interest in our tower picture with the numbers next to the different floors/storeys and were interested in recognising and naming the numbers.



After this Eli, Theo, Fabio, Youssef and O. practiced addition with these numbers.

We made a little box where we could roll the dice inside. Theo started and his number 1 landed on the 3. So we used our fingers to count. On the one hand we had 3 fingers and on the other hand we added 1.

"Eins, zwei, drei, vier." said Theo.

Youssef was next and had 5 plus 5, he started counting and then said, "10. I know this one."



Eli also added, "Ich mag dieses und habe das schon ganz viel geuebt."



We continued and practiced many more times, also adding little wooden tiles as counters as the children rolled the dice a few times and the numbers were too large to represent with their fingers. Oliver's example was 5 plus 6.

Using visual and tactile cues helps the children to internalise the numbers in relation to their correct amount and series. Repetition within a variety of experiences will also deepen their knowledge.



Yesterday we had a visit from Tristan's twelve week old puppy who came in with his mum, Miriam. Silke asked Tristan 'Wer ist das?' 'He licked my ear', replied Tristan. 'Wie heisst dein Hund?' asked Silke. We discovered that his name is 'Oreo'. The children were keen to share their own knowledge and experiences with dogs. 'Doggies are really very cute', said Mia. 'Ich glaub er mag Baelle', said Matteo. 'My dad always calls 'Doggies' dogs', said Finn. 'Doggies run around', said Frieda. 'Sometimes people say 'You have to rub it to let them know you', explained Jack. 'Our baby rabbit knows us', Lily added. 'Wie alt ist der Hund?' asked Silke. Miriam explained that he is 'Zwölf Wochen alt'. 'Ein Freund von mir hat einen grossen Hund und er hat in unsere Haus gegangen', explained Gabriel. 'Koennen wir ihn Streicheln?' asked Emily. 'It's a cub. That means it's very small', said Jack. 'Stay here Oreo', said Mina as Miriam took him around the circle for the children to pat. Miriam also explained that Oreo has 'ein ganz weichen Bauch' and encouraged the children to give him a tummy rub.



Gudrun asked about Oreo's bed and sleep routine and Miriam explained that Oreo 'Muss drei mal in der Nacht Pipi machen'. 'Ich auch', said Carla. Silke asked why Oreo was wearing a bell... 'Maybe she will get lost', said Lena. 'Er hat das angezogen weil dann koennen die Leute ihn hoeren und wissen wo er ist', explained Emily. 'Duerfen Hunde Schokolade essen?' asked Gudrun. 'Die duerfen keine Schokolade essen weil die nicht Zaehneputzen koennen', explained Emily.



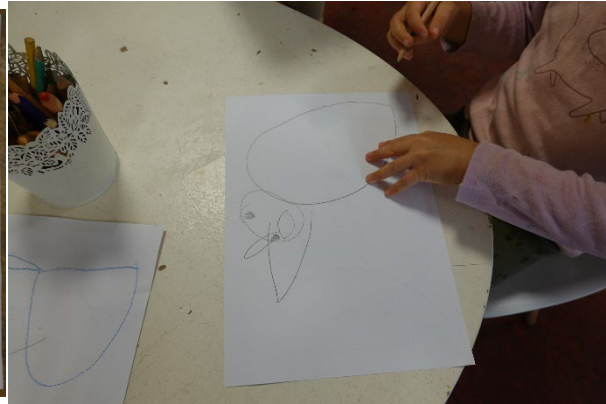
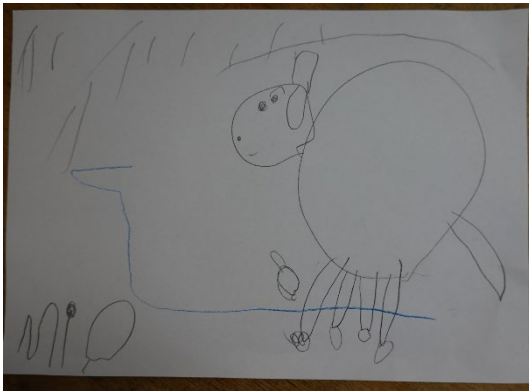


Miriam asked the children 'Was essen Hunde gerne?'
 'Dog treats!', said Luca MH
 'Was macht der Hund wenn er gluecklich ist?' asked Miriam
 'Er bewegt den Schwanz, wie der', said Emily.
 Miriam again raised the discussion about how to approach a dog and asked the children 'Wie sagst du 'Hallo' zu einem Hund?'
 'You have to let them know you', said Jack.'
 Silke reinforced this concept by pointing out that it is better to ask a dog's owner first if you can pat their dog.. ' Man muss zuerst die Besitzer fragen und dann die Hand hinhalten zum riechen'.
 'Die essen Knochen', said Matteo.

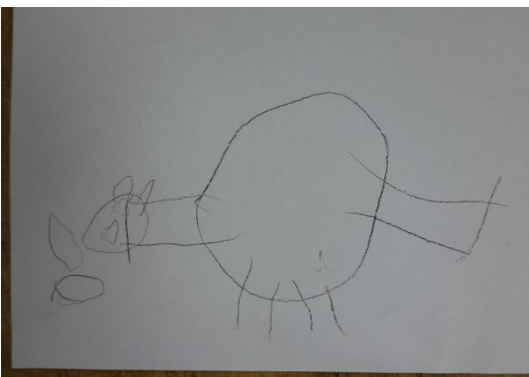
'Man darf nicht so laut sein, weil Hunde koennen besser hoeren als Menschen. Bei Hunden darfst du nicht rennen beim spazieren gehen. Man braucht auch Hundetueten', explained Emily.
 'Tueten', said Fabio noting that Miriam had one with her. "Fuer das Kaka" Emily explained "Wor haben ein Kaka Wegmacher" (and she explained how the poop remover works).
 'What is that?' asked Luca pointing to a container. 'Eine box mit Essen', explained Miriam.
 Tristan showed the children some of Oreo's toys and sat down with him on the mat to give him a pat.
 'Dogs are so crazy', said Lena noting that Oreo was constantly on the move.

The children were encouraged to draw a picture of Oreo after the experience.

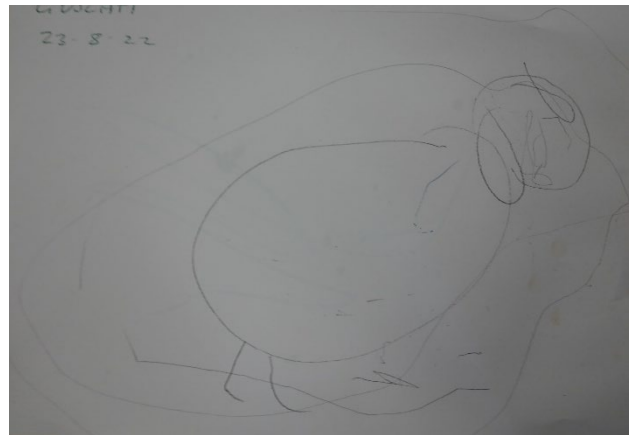
The experience of drawing the dog provided the children with a new challenge as many are emerging from creating marks to recognisable symbols and shapes. 'I can't draw a dog', said Mia.



She was keen to try , as she stayed with the activity and with some discussion and support about the different body parts of the dog she managed to depict Oreo from the side. She also drew the body and head in proportion to each other and was happy with her work.



Luca MH was encouraged to persist with the task as well. We spoke about how Oreo was black and he shaded his work in to depict this.



E. was keen to write the name and did this to accompany her work. Eli and Theodor gave their depictions very long legs, with Eli's work showing Oreo's knees. G. was also keen to try and encouraged after some first attempts, to create circular enclosed shapes to depict the dog's body.

The experience provided the children opportunities to discuss and share their own experiences with dogs and to learn about how to handle animals safely. We will continue to work on encouraging the children to ask questions (as here they were asked if they had a question and many shared information or statements about what they knew) as part of EYLF Outcome 5: Children are effective communicators, in relation to learning to developing listening and speaking skills. The visit also encouraged the children to draw from memory and observation (we also had some photographs of Oreo from the visit for the children to use in order to navigate various proportions and shapes. Reflecting on experiences through drawing is an important part of our work with the children and encourages them to develop drawing/ writing and fine motor skills.