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The Discovery

It all started one day at morning tea at the beginning of the year when some of the children discovered pips and seeds in their fruit and vegetables.

The vegie patch became a source of wonder for our children and they brought seeds and vegetables from home for planting. One day a child brought a potato with eyes to kinder. We planted it amongst our cucumber and pea seeds. potato was all but forgotten.

Months later we were weeding the veggie patch. Look, I found a potato! Called out a very excited child, who was soon joined by many others. From one potato we now had many! They grouped the potatoes into sizes and described these groups.













Potato Talk

A small group gathered in the studio to talk about and draw the potatoes they saw, and what they imagined they could make from the potatoes.

This is a chocolate potato cake. This is a potato and two mashed potatoes! My potato has chocolate on it! The numbers are for how long it takes the potatoes to cook. This is a silly potato – it has a wheel and a shoe!





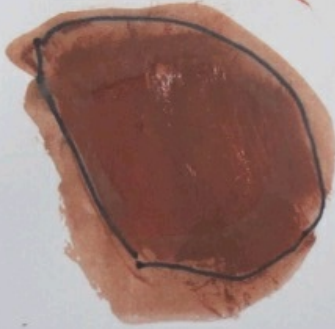


Luca H.



LUKA

Luca #.



"potato and
two washed
potatoes!"



13 14 15 16
20

The Potato Bake

The children explored the search engine Google for a chocolate potato cake recipe.

The children helped to measure out the ingredients, mash the potatoes, stir and pour the mixture. Oh, I am sooo excited! This is so much fun! Can we lick the spoon? During this process the children were introduced to our class clock, and waited until the 'big hand' would reach 5, which would be 30 minutes cooking time. Is it ready yet? Can we eat the cake now? While we waited we made a thank you card for Ronit in the kitchen.

Our cake was ready but too hot to eat. The children waited patiently until the next day when everyone enjoyed a slice for morning tea.











Mud Cake Recipes

The children had been making cakes out of mud in their imaginative play, in our outdoor kitchen. As they worked with the mud they spoke about their 'recipes' for their 'chocolate cakes'. We wondered what would happen if we brought mud (in a trough) into the classroom.

I am making a chocolate cake like my mum. We have ingredients. It says which goes first, which goes last. First is at the top and the last is at the bottom. She looks at the ingredient paper. It was in a book. She just sees on the menu. The menu has all different cakes. I'm making the biggest cake in the whole university! The oven makes it stick together. We saw how their conversation became more focussed and the interest was sustained.









Reflections

Making connections is at the heart of learning. Our investigations with the potato gave the children opportunities to make connections between prior knowledge and new knowledge whilst being engaged in authentic tasks.

“Children want to be the discoverers, the experimenters and the theory builders.”



A Potato Inspired Play

Potato Grow

A story by children in Kinder 3JLuka Federman, Remy Krasnostein, Sophie Sztar, Zac Yates, Saskia Gelbak, Orli Erenboim, Noah Herszfeld and Emi Engelman

Introduction

This story was made up by the children. We were exploring the notion of stories and whether you need a book to tell a story. When asked "how can you tell a story?" the children replied:

We can make some up

We can draw some

Talk it

Sing it

We can watch a movie to find out what characters to be

The children were asked how they would like to tell a story they made up. The unanimous answer was "a show". We used the potato as inspiration for our story as the children have been investigating potatoes. We explored words that described potatoes.

The show and the story evolved parallel to each other. We started with "Once upon a time..." The children first each took turns to add to the story. We then workshopped the show and during this process the children changed roles several times until they were happy in a role. The ending of the story also came about once we started to act out the story and some parts of the story were inspired by drawings the children did to complement the story. In

italics are directions for the dramatisation of the story as stipulated by the children.

The characters are: The plant, the potato, Emma – a little girl, 6 snails

Once upon a time, there was a plant in the garden.

The plant and the potato are curled up on the floor.

With the sunshine and the rain, the plant began to grow.

The plant starts standing up

It grew and grew .

The plant stands up tall

One day a bunch of snails came and munched on the plant.

The snails crawl across to the plant and munch

A little girl called Emma came to check on her plant. (Emma skips in) When she saw the snails she said "Shoo snail, don't bother me... I want my potato to grow".

All sing "Shoo snail don't bother me"

The snails slugged off.

Emma dug up the plant. (Emma digs) She found a potato. It was ***ginormous***. Emma had to call

all her friends to help her dig it out. It was so big, they had to roll it home.

Children roll the potato

They chopped it, boiled it and mashed it.

Do actions for chop, boil and mash.

They made mashed potatoes with it. They invited the snails over for dinner and the snails ate all the mashed potatoes.

Snails come crawling in again and munch the mashed potatoes.

THE END

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