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| **SEASON** | **1** | **EPISODE** | **3** |
| **TITLE** | **Let the paint dry** | | |
| **EPISODE THEMES** | * Self-management: patience * Importance of and uses for water * Signage and measurement | | |
| **EPISODE BLURB** | Possum is busy painting but Sally notices he is not letting the paint dry properly. Sally teaches Possum how to let the wet paint dry first before touching it. Sally sees some of her plants have wilted and need water. Sally and Possum watch kids visit a farm to see how important water is for crops and animals. Thirsty work, Sally and Possum make lemonade. | | |
| **STORY SUMMARY** | Possum is painting when Sally comes outside and notices Possum is smudging his paintings while the paint is still wet. Possum explains that he doesn’t like to wait for thing he likes to do things right away. Sally and Possum go and check the plants, they notice that they are all wilted. Possum tells Sally that the soil is very dry and then he waters the garden. Sally and Possum talk about how important it is to drink water, Sally then suggests they make a lemon drink. Possum tries lemon and realises that it tastes very strong and they must mix it with water and honey. Possum paints the red seat and Sally accidently sits on the wet paint. | | |
| **ACTIVITY** | * Gardening * Make a lemon drink | | |
| **VIGNETTES** | Children at a farm | | |
| **FINGERSPELLING** | W-E-T, F-A-R-M | | |
| **SALLY'S DRAWER** | ‘Lemon drink’ recipe | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children are connected with and contribute to their world**   * Children become socially responsible and show respect for the environment   **Children are confident and involved learners**   * Children resource their own learning through connecting with people, place, technologies and natural and processed materials | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Connectedness**   * Showing respect for environments | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Science – Science Understanding**   * Biological sciences | | |