

# William's map drawing

Child: William

Teacher: Jo

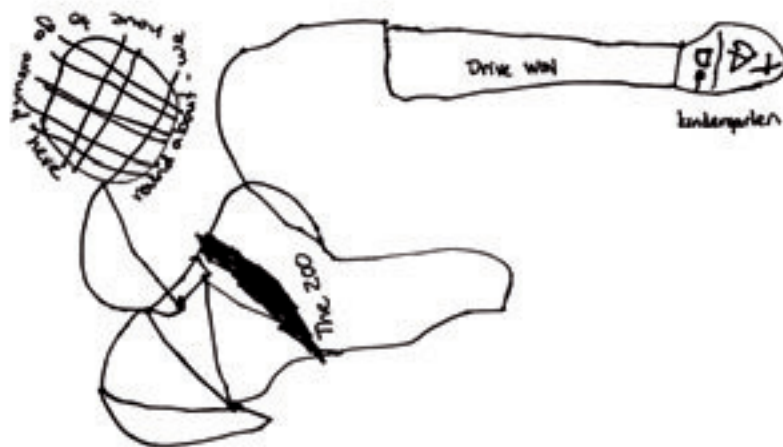
22 November

William's map drawing is amazing! We sat down together and looked at the map that is on the wall at our kindergarten. I asked William if he knew where the kindergarten is on the map. He wasn't too sure so I showed him Garnet Road and where the kindergarten is. He said to me, "You know where my house is, aye Jo. You have been to my house." I confirmed this and we then looked on the map to see where William's house is. We looked at all of the roads and I asked William how we would get to the zoo from the kindergarten. We walked our fingers along the map and found the zoo. We talked about which way the bus would go and William thought that it would have to turn around to get to the zoo. "I know there is a roundabout it can go around," he said.

Once William had decided on the right way to go to the zoo, he set to work to draw his map. He looked again at the map on the wall and then started to draw onto his paper. He kept looking up at the map to check where he was up to and then drew again. The map was very clear with the kindergarten on it and the long drive-way. William remembered to draw the roundabout and then connected his road up to the zoo.

I wonder if we will be able to use your map to guide us to the zoo, William? The people from the zoo have sent us some maps and you might like to have one to show your mum around the zoo and find where your favourite animals are.

William's map to the zoo



### What's happening here?

Prior to a visit to the zoo, William and his teacher read a map of how to get there. William then decides to draw his own map.

### What aspects of noticing, recognising, and responding to literacy learning does this assessment exemplify?

William's map-drawing is directly related to a planned visit to the zoo, so William will have an opportunity to use his map purposefully. By suggesting this to William, and by suggesting that he might like to take his mother around the zoo using the zoo maps, William's teacher is indicating that she sees him as a competent map reader. Documenting her expectations of his abilities increases the likelihood that William and his family will be aware of these expectations. By addressing some of her written comments directly to William, his teacher indicates her anticipation that this story will be revisited, providing opportunities for further meaningful literacy activities for William.

William's mother later tells his teacher that map-drawing continues to interest him at home, and that he is interested in maps of how to get from his house to the kindergarten.

### What does this assessment tell us about literacy learning (using a *Te Whāriki* lens)?

William is learning that a map is a useful tool for representing, and navigating in, an environment as well as for exploration. Connections are made with learning that has occurred elsewhere. This

is an example of William's beginning to achieve the Communication/Mana Reo learning outcome "Children develop an understanding that symbols can be 'read' by others and that thoughts, experiences, and ideas can be represented through words, pictures, print, numbers, sounds, shapes, models, and photographs".<sup>20</sup> By drawing maps, William is also representing his spatial understandings and building his working theories for making sense of the place in which he lives, a learning outcome of the Exploration/Mana Aotūroa strand of *Te Whāriki*.

### How does this assessment exemplify developing competence in literacy?

William understands that maps are a source of useful information. Supported by his teacher, he reads the map and makes connections with places that are familiar and important to him. He understands that he can be helped by a "knowledgeable expert" and that he can contribute to the reading-for-meaning process by discussing aspects of the text with her.

William is undertaking some critical analysis and transformation of a text by deciding on and creating his own representation. As he reads the map again to copy it, he is able to select the details that are necessary for his purpose.

William is learning some of the conventions of map making and writing. His teacher facilitates this when she uses some of these conventions herself by providing the words to go with his visual representation.