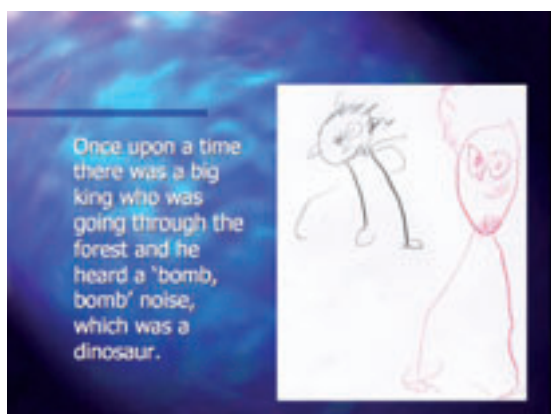


# Charles publishes his stories

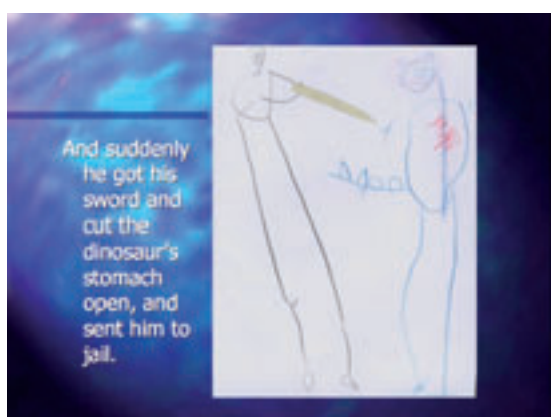


## The Dinosaur Story

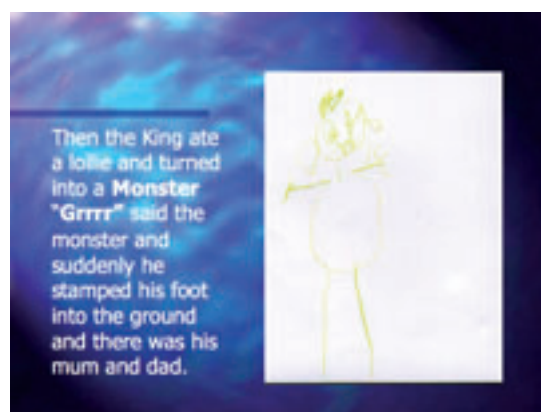
by Charles Dougherty



Once upon a time there was a big king who was going through the forest and he heard a "bomb, bomb" noise, which was a dinosaur.



And suddenly he got his sword and cut the dinosaur's stomach open, and sent him to jail.



Then the king ate a lolly and turned into a monster. "Grrrr" said the monster and suddenly he stamped his foot into the ground and there was his mum and dad.



So the monster ate a green lolly and turned back into a king and his mum and dad turned back into the king and queen.



And they all lived happily ever after in the castle.

The End.

### What's happening here?

Charles is a boy who likes to explore the outdoors. His mother has lamented his lack of interest in drawing and writing and has sought support from his teacher in the Correspondence School to develop this interest. Many possibilities have been discussed. Jean has suggested that Nicky (Charles's mother) "encourage Charles to draw in books he makes and see if he can recite a story about his pictures, or he may just want to represent his pictures in a single word, (or none at all)". Later, much to the delight of his mother, Charles draws several pictures and then proceeds to tell her the story about these pictures. His story is made into a book and sent off to his teacher at the Correspondence School, with wonderful transformative consequences. Jean turns this story into a PowerPoint® presentation and returns it to Charles. His response is enthusiastic. One of his real interests is using the computer; and here is his story transformed into a special program. Charles continues to write many stories, adding his own drawings, and these are published at his home.

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

Initially the teacher responds to the parent's requests for help in encouraging her child's participation in drawing and writing. After his initial success with drawing and storytelling activities, she recognises that here is an opportunity to integrate Charles's interest in computers with his drawings and oral literacy.

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

The transformation of Charles's work encourages him to explore and deepen his involvement in computers while also encouraging him to continue his drawing and storytelling. Most importantly, ICT provides a medium for Charles to develop and enhance his drawing and writing skills. ICT adds to his communication repertoire.

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

This exemplar shows how the use of a computer and PowerPoint® software can stimulate the learning of children who are interested in ICT tools. Software can be easy to use and enables children to construct their own stories.