

Fred's stories

A learning story

7 June



Today, Fred and I shared his story scrapbook together.

Fred signed "ball" when we were reading the page about him kicking the ball.



As I was reading, Fred was finishing the sentences.

There was lots of talk about what was happening in the pictures.



Ruby was standing close by, watching while I was reading. When I finished Fred's book, Ruby picked it up and started reading with him. In the picture opposite, you can see Ruby role-modelling the sign for "fish" and Fred copying her.



Fred listened to Ruby and talked about the pictures with her, too. Fred and Ruby spent quite some time sharing Fred's book and only stopped when it was tidy-up time.

The learning story is recorded onto Fred's videotape so he can revisit it with his friends and family any time.

Short-term review

What a delightful story! Fred and I enjoyed time together sharing his book and talking about the pictures. I was so impressed by Fred's strong interest in his book and the signs he spontaneously did. Fred is showing a strong interest in his name. When he got to the page of him writing his name, he used his finger to write an "F" for Fred on top of his picture. (*Te Whāriki*, Communication, Goals 3.1 and 3.4)

What priceless video footage of Fred with his friend Ruby, sharing time together.





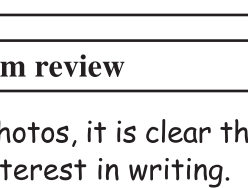
From the video and pictures, it is easy to see Fred's enjoyment as he shared his book with Ruby. Once again, Fred revisited his story and talked about the pictures with Ruby.


What next?

Lots more stories with Fred, sharing and talking about the pictures. Make Fred more books using pictures of his time at kindergarten. He was very responsive to the photos of his family, so perhaps a book including his kindergarten friends. Encourage Fred to use his name card as a writing tool and also introduce him to magnetic letters as an early literacy resource. We have some stories in Tongan that Fred may like to take home to share with his family.

Child's name: Fred
 Date: 10 June
 Teacher: Karen

Learning story

belonging mana whenua	TAKING AN INTEREST		Today, Fred was working with Lyn; he was working from his choosing box.
well-being mana atua	BEING INVOLVED		Fred was involved in a writing activity and made patterns.
exploration mana aoturoa	PERSISTING WITH DIFFICULTY		"McDonalds," he said.
communication manareo	EXPRESSING AN IDEA OR A FEELING		"Wow, Fred, you are so clever. You've been writing M's!" I replied.
contribution manatangata	TAKING RESPONSIBILITY		Later on, Fred's friends joined him and he continued to write. He watched Fuka and copied the symbols she had written on her paper.
			Fuka wrote her name, and Lyn suggested that Fred could write his name, which Fred did.
			He continued to enjoy this activity for quite some time, and it seems he particularly enjoyed his friends' company, too.

Short-term review	What next?
<p>From the video and photos, it is clear that Fred is showing an interest in writing.</p> <p>It is great to see him enjoying friendships and using his friends as role models. Fred has excellent observational skills and often watches his friends for cues.</p> <p>(See Fred's videotape for all the footage to this learning story.)</p>  <p>Question: What learning did I think went on here (i.e. the main point(s) of the learning story)?</p>	<p>Provide lots of opportunities for Fred to use print in activities that are purposeful and meaningful.</p> <p>Write down Fred's stories about his artwork as a way of modelling print. Talk about the letters and words.</p> <p>Share stories.</p> <p>Use Fred's name card as a tool when activities are involved around print - e.g., magnetic letters.</p> <p>Questions: How might we encourage this interest, ability, strategy, disposition, story to:</p> <ul style="list-style-type: none"> • be more complex? • appear in different areas or activities in the programme? <p>How might we encourage the next 'step' in the learning story framework?</p>

Date: 26 June
Teacher: Karen

A learning story

Short-term review



Recently, we have begun to record some of the children's learning stories onto videotape. Today, I showed Fred his videotape for the first time.



The first story on his tape is about him and Ruby. When Fred saw the pictures, he went and got his file. Then he took his position back in front of the TV, and while he watched his story, he also looked through his file.



Fred then went on to sharing his file with his friends.



Fred also enjoyed watching his friends' tapes, but he made sure his videotape was close by. In this picture, you can see Fred has got his tape securely between his feet.



Fred joins in with the children's enjoyment as they revisit the learning story of his friends singing the pizza song.



Fred continues to keep a close hold of his tape.



Recording children's learning stories on videotape is a new development in our assessment process.

Today was the first time Fred saw his tape with his stories on it. Once he began watching his learning experience, he automatically made the connection it has with his file. He found his file and read it while he watched the video footage. As he read along with the tape, he was matching the pictures that were in his file. (*Te Whāriki*, Communication, Goal 3.2)

Fred has a strong connection with his file (recently he was dancing with it clutched under his arm), and he has automatically transferred this sense of ownership to his videotape as well.

Having some of Fred's stories on tape gives Fred and his family the opportunity to revisit learning experiences and share the learning moment again, and again, and again!

What next?

Use Fred's tape as a tool to revisit learning experiences to develop vocabulary, and encourage Fred to talk about what he is doing to help the development of his expressive language.

Fred can celebrate his stories with his friends. Once again, this is a great opportunity for Fred to use expressive language.