

# I wonder what this is?



Last week one of the children brought in this skeleton that they had found at the beach. I showed it to Leo and asked him if he had any ideas about what sort of skeleton it might be. "Maybe a flying fish?" was Leo's initial thought, but after a closer inspection we both decided that it could not be a fish as it had what looked like nostril holes at the top of its beak. I thought it might be a penguin and the only way to find this out was to have a look in some of our books. We soon

discovered it was not a penguin skeleton because penguins don't have pointy bones on top of their heads! I asked Leo where else we might find out what the skeleton might be. "Maybe the internet?" suggested Leo. Good thinking, Leo, so off we went to search for images of skeletons, but every image we found did not look like the one we had. What could it be? We were both puzzled. Then I came up with a suggestion. Perhaps we could email someone and ask them what it might be. Leo thought this was a good idea. I explained that we would need to send a photo of the skeleton, so Leo took the photo and then we worked together to compose an email. We are going to send it to someone at the museum and hopefully they will be able to tell us what the skeleton is.



## Short-term review/What next?

I thought Leo might be interested in finding out what this skeleton is. I was pleased to see that he remembered the internet as a source of information, even though today we could not find what we were looking for. With perseverance we will find out. The email still has not been sent as we worked together on the wrong computer, but I will transfer it and get it sent. I am very interested to find out what it is. Are you, Leo? Do you have any books at home that might be of help to us? If you do, would you be able to bring them in and we could have a look at them.

Jo, 27 July

This is the email that Leo and I sent to the museum. Leo took the photograph of the skull and vertebrae and then we emailed it.

*Leo and I are trying to discover what this skeleton is from. It came from the beach and we think it might be a bird of some sort. Leo thinks maybe a flying fish. The part of the skeleton we have is 10 cm long, so not very big.*

*Any help you could give would be most appreciated.*

*Many thanks*

*Jo and Leo*

The curator at the museum emailed us this reply.

*It's the head, and some vertebrae, of a snapper. You can see the circular areas where the eyes would be and behind that the tiny brain case. The lower part of the head (jaws etc.) is missing.*

Wow! What a surprise, neither of us knew this was a snapper! Leo, you were the closest, thinking this was a flying fish. It wasn't a bird, which is what I thought it was.

Leo and I had a look at a picture of a snapper and we both thought it still didn't really look like a snapper head!

Jo, 29 July

### What's happening here?

One of the children in the centre brings along a skeleton they found on the beach. In this exemplar, Leo and Jo are puzzling over what animal the skeleton is part of. They then investigate the skeleton using the Internet, email, and books.

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

In this centre, teachers recognise opportunities to learn through the use of ICT. Teachers in this place are alert to children's interests and ready to provide challenges to extend their learning.

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

This is a good example of exploration. In this situation, the teacher recognises that the skeleton provokes children's curiosity. She encourages Leo to think about the skeleton's origins and to consider what animal it might have been. When the search on the Internet does not reveal any useful information, Jo suggests they email an expert. This provides more opportunities to learn when Leo photographs the skeleton (to provide a photo for the expert) and helps to compose the email to the curator at the museum. Leo makes connections with his previous experiences of searching the Internet and continues to use this new tool in his learning.

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

Leo uses a digital camera to photograph the skeleton, and he discovers that the Internet is a means of communication that gives him access to information.