

# Daniel and his books

Child: Daniel (14 months)

Teacher: Shaz

Date: 1 August

## A learning story

Daniel was sitting on my knee while I read the story about a pudgy pig that visits lots of different animals on his way to find his favourite pigsty with all his little pig friends. Daniel pointed to the animals, squealing with excitement and bouncing up and down on my knee. He loved lifting the flaps to discover a different animal each time, saying “eyes” emphasising the “s” on the end. He often turned to me with a big grin from ear to ear saying “eyes” again and again. I would say, “Turn the page, Daniel!” and he would. Sometimes he would turn too many pages so I would flip them back so we didn’t miss seeing any of the animals.

Daniel was extremely careful and gentle when lifting the flaps showing great respect for my “special” book. When we came to the last page I shut the book explaining it was the end. Daniel indicated that he wanted to read the story again so we did and then once more after that.



### Interpretation

Books are prompting Daniel to use new words. He is able to make connections between words he can say and the illustrations in books.

He is very confident at playing a role in shared reading with teachers. Daniel obviously has a love for books!

Question: What learning did I think went on here (ie. the main point(s) of the learning story)?

### What next?

- Read stories again and again with Daniel.
- Continue to provide plenty of opportunities for Daniel to “read” independently.
- We will demonstrate that we share Daniel’s pleasure in discovering books and their stories.
- We will include Daniel in group reading times, using a variety of methods to tell stories – large books, books with tapes, interactive tactile books, pop-up books, felt picture stories.

## What’s happening here?

Daniel has appeared before in Book 6. There, Daniel and George shared their interest in books. In this exemplar, Daniel is reading a story with one of the teachers in his centre. She reads the story three times at his request.

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

This learning story documents the continuity of Daniel’s interest in books. It notes his favourite book and recognises his growing capacity to participate in reading it by turning the pages. It also documents the new words that Daniel, inspired by the book, is using. The teacher eloquently describes his enthusiasm. This learning story will go home, illustrating – and probably confirming – that Daniel’s interest in reading is being nurtured at the early childhood centre.

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

Story reading is a regular event at this early childhood centre and is therefore an aspect of

the Belonging/Mana Whenua strand as well as the Communication/Mana Reo strand. Daniel is developing a capacity to predict the pattern of this regular event and to contribute to the planning by asking for it to be repeated several times. This is also an example of goal 2 of the Communicating/Mana Reo strand, “the expectation that verbal communication will be a source of delight, comfort, and amusement ...”<sup>13</sup>

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

For Daniel, the story reading appears to be very purposeful. It builds on his interest in a favourite book. It also builds on his growing identity as a reader.

He is contributing accompanying sounds and words to the story, turning the pages on cue, and being “extremely careful and gentle when lifting the flaps” of this pop-up book. His enjoyment in playing with the sounds in the story is very evident.

This exemplar illustrates how conversation and storytelling contribute to the establishment of a sound oral foundation which Daniel can integrate into his reading and writing experiences.