

Shai-Li makes a friend

Child: Shai-Li

Teacher: Judy

Date: 20 May

A Learning Story

I noticed Shai-Li and Talia sitting together in the book corner. The two of them were looking at a pictorial Hebrew dictionary. There was an animated conversation between the two of them - Shai-Li was pointing to pictures and saying the Hebrew word, while Talia was doing the same and using the English word. At one stage I heard Shai-Li saying "What's that?" as she pointed to a picture. Then she replied to herself and said, "Hinei mayim." After a while I noticed Shai-Li went off to the mat and took out a puzzle. Talia followed her and together they worked out how to complete the puzzle. As I approached them, Talia said to me, "Shai-Li is my friend"!



Short-term review

Kol Hakavod Shai-Li, eich yashavt im Talia be pinat sefarim. At yashavt be savlanut ve Talia hizbart lach et ha milim be Anglit. Ani ra-iti she hayit meod mapsoet lashevet beyachad im Talia. Ani roah she at be-emet menasah lihiyot chavera im kulam – at tamid mechayechet, ve zeh chiyuch kol kach yafah. Oe-lai be pa-am haba at yechola lehagid yoter milim be Anglit! Mah at choshevet?

Well done Shai-Li, how you sat with Talia in the book corner. You sat patiently, while Talia explained the words to you in English. I saw that you were very happy to sit together with Talia. I see that you are really trying to be friends with everyone – you always smile, and your smile is so beautiful. Maybe next time you could say more words in English. What do you think?

Parent comment

*Shai-Li says that she has learnt to be Talia's friend and that she could learn some words that Talia told her in English. I think that Shai-Li learns a lot when being with Talia. It is very important for Shai-Li to have friends. She feels as if she is being involved in the things that are going on at pre-school. When Talia talks, Shai-Li learns many words from her and tries to repeat them afterwards.
Thanks for this beautiful story!!!
Limor*

What next?

I would encourage Shai-Li to perhaps invite Talia over to play after school as they seem well suited and Talia appears to be sensitive to Shai-Li's needs. We notice that the children have instinctively started inviting her to join in with their games. The others who understand Hebrew have translated for her and encouraged her to talk in English. As the weeks have gone by, Shai-Li has become an integral part of the class.

What's happening here?

Shai-Li has been in the country only about three weeks, and she started at the centre two days after she arrived. Talia is translating for Shai-Li. At the same time she says, "Shai-Li is my friend!" Perhaps in the children's minds these two concepts are connected: friends help each other with language learning. Certainly the teacher wrote this learning story with that idea in mind.

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

The teacher has recorded the two children interacting in two situations: in the book corner reading a pictorial Hebrew dictionary and doing a jigsaw. The short-term review is written in Shai-Li's home language. It comments on the quality of the interaction and suggests that this is a context for Shai-Li to try a few more words in English. Shai-Li is beginning to learn English, and this assessment documents one context in which she does this. The parent adds to the assessment record, providing positive affirmation of both the developing friendship and of Shai-Li's learning English – and making a connection between the two.

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

This is not officially a bilingual setting, but one of the teachers speaks Hebrew. The children are confident that their Hebrew is valued here, and this is confirmed when assessments are written in both Hebrew and English. Shai-Li and Talia appear to be developing an "ease of interaction" and recognise that children learn from each other by telling each other their language's words for items in the pictorial dictionary. The children are experimenting with text and recognising the symbols of each other's cultures, a goal in the Communication/Mana Reo strand of *Te Whāriki*. Their shared interests in literacy activities provide an environment where they are encouraged to learn with and alongside others, a goal of the Contribution/Mana Tangata strand.

How does this assessment exemplify developing competence in literacy?

Shai-Li is listening to Talia's English and sharing her language with Talia. The girls are using their languages for a purpose: developing a friendship and solving a puzzle together.