

How Many Phones?



Zac was at the making table and had already made quite a few phones. I went over to have a look and asked how many phones he had made. Zac

counted them. Placing them into a pile as he counted, he reached the total of 6. I suggested to Zac that maybe he could make a telephone for everyone at kindy. How many will you need to make? Zac set about counting all the children at kindy and reached 14. I asked him if he had counted himself, and he said, "no." So I said if you have already counted 14 what comes after 14? Zac thought for a moment and then replied, "15." I posed Zac with the next question: if you've already made 6, how many more will you need? He shrugged his shoulders. So I said if you've already made 6 let's keep counting. What comes next? Zac counted on 7, 8, 9, 10, 11, 12, 13, 14, 15 as I held up my fingers

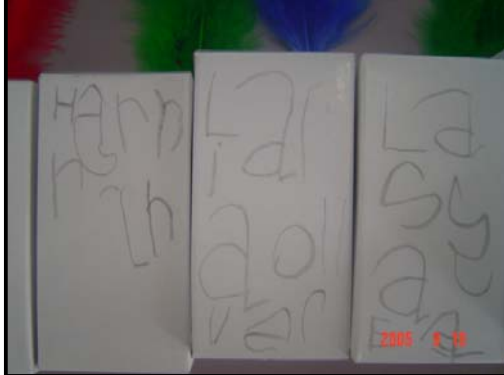
for each number. How many fingers do I have held up? Zac counted them in his head moving his lips giving the answer of 9. Zac found 9 more boxes and set about making them into phones. This process took some time. Once he had finished, I suggested that

he might need to write the children's name on them so they would know which was theirs. Zac thought this was a good idea. I marked off the roll and helped Zac with the first name tag that he would need so that he could copy each child's name. I left the roll on the table and told Zac which was the next name tag he would need to get by looking at the roll. When I came back, he was using the roll to copy each child's name. This seemed like a much better idea so I explained to Zac that where there was a tick that was the name to write. Zac decided to put something under the name he was writing so he knew where he was up to. He completed this successfully, and then it was time to give out the phones to everyone. He went around giving some of the children the phones, but when the children didn't say thank you, he stood with his arms crossed waiting for them to reply. Catherine (teacher) said that maybe if you say, "I made this phone for you," they might say thank you. Zac gave this a go the next time he gave one of the children a phone. To his surprise, they said thank you, and he couldn't wait to share this with me.



Evaluation

Zac has an **understanding of numbers** and work out what number came **after 14**; he also able to **count on from 6**. With support, was learning how to work out how many boxes he needed. He was able to **correspond** the ticks to the children's name and even **worked out a strategy** to help him know which name to write next, making the task much easier for himself. Zac is interested in **writing and copying print** (as seen in the photo); he produces writing for a particular purpose and understands the reason behind labeling things with names. When Zac is **focused**, his **determination and motivation is at a heightened level** to complete the task. This learning experience also shows Zac's **willingness to take advice** given by staff to support him in his learning and put this into practice, which gave him a great sense of achievement.



could
was
Zac

What Next?

Zac is continually coming up with his own ideas and interest which we need to extend and support to further his learning.