### Learning Stories: Developmental Portfolios

**Child (Children’s) Name(s):**

**Observation Dates:**

<table>
<thead>
<tr>
<th>Continuum</th>
<th>What is Included in the Assessment (Based on OELF)</th>
<th>Images and Artifacts</th>
<th>The Learning Story</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td><strong>5. Physical</strong>&lt;br&gt;5.3 Fine Motor Skills (tool use, drawing)</td>
<td><a href="#">Image</a></td>
<td>Maria, I noticed how long you spent at the art table outdoors realistically representing the grapes in our garden. Your careful work with the paint brush resulted in three very unique grapes, hanging from the vine. Your artwork was appreciated by others as they stood beside you to watch.</td>
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<tr>
<td><strong>Social</strong></td>
<td><strong>1. Social</strong>&lt;br&gt;1.2 Conflict Resolution and Social Problem-Solving Skills&lt;br&gt;1.4 Helping Skills&lt;br&gt;1.5 Interacting Positively and Respectfully&lt;br&gt;1.6 Co-operating&lt;br&gt;1.8 Taking Another Person’s Point of View</td>
<td><a href="#">Image</a></td>
<td>Jenna and Mark, I notice how thoughtfully you negotiated a fair plan to gather the beans from the garden together. You helped one another with the task and showed a great deal of co-operation and understanding of each other’s ideas for completing the task.</td>
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<tr>
<td><strong>Emotional</strong></td>
<td><strong>2. Emotional</strong>&lt;br&gt;2.1 Self-concept&lt;br&gt;2.6 Positive Attitudes towards Learning (e.g., persistence, engagement, curiosity and a sense of mastery)</td>
<td><a href="#">Image</a></td>
<td>Sam and Teddy, I have noticed how much pride you have taken in your work in the garden. Sometimes when we are inside you find it hard to wait to get outdoors. Once in the garden, I noticed how persistent you were about getting rid of the weeds together.</td>
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</tbody>
</table>
## 4. Cognition

4.2 Problem Solving  
4.3 Representation  
4.4 Questioning  
4.5 Observing  
4.6 Collecting and Organizing Information  
4.7 Reflecting and Reaching Conclusions  
4.8 Communicating Findings  
4.15 Representing Numbers  
4.19 Measuring Length, Weight  

Jane, I noticed this morning that you spent a long time measuring the garden vegetables with a piece of wire. You carefully wrote down the number of “spaces” on a sheet of paper based on the marks you had made on the wire. You concentrated very hard on making the marks even so that you got an accurate “measure.” You stated that, “we don’t need so many leeks to make soup as we need onion,” and then set out to solve your hypothesis by determining the length and weight of each vegetable.

## 3. Communication, language and literacy

3.1 Using Verbal and Non-Verbal Communication  
3.2 Using English and the Child’s Home Language  
3.3 Vocabulary  
3.4 Conversing with Peers and Adults  
3.5 Using Descriptive Language to Explain, Explore and Extend  

Nicky, I peeked out the window this morning and saw you in the garden with your Nonno. I know how hard you and Nonno worked in the garden. I couldn’t hear what you were saying (and I don’t speak Italian), but I could tell that you were showing your Nonno how much the garden had grown and describing the work you had done.

### How did the teacher facilitate learning?

Children were invited to co-operate in the planning, planting and maintenance of the garden. Materials were provided for multiple means of representation and classification. Inquiry cycles and thoughtful questioning were utilized to enhance the building of hypothesis, theories and to encourage the verbal sharing of ideas. Learning was made visible for the children through documentation and included children’s representations, dialogue and learning stories and was used as a provocation for revisiting and reflecting on thinking and learning.

### What next?

We will continue to explore the children’s investigations of nature as the seasons change. Recently, the discovery of worms and insects in the garden has invited an interest in a womery and a bug house. The intense focus on the representation of plants and flowers will be explored with clay, wire and pastels. Mastery of gardening tools will continue as we start composting. There is also much planning, negotiation and mapping to be done as we start to plan next year’s crops.