

*When he was a baby, he didn't follow the standard sleeping habits. We consult a private pediatricist and he said that the baby "wanted social life". In very rare occasions he was sick, occasionally a cold.*

*Before being one year old, he used to crawl around the house in the darkness, go to the living room, situated in the other extreme of the house, switch on the tv, sit in the sofa and play with the remote; his father used to find him there when he was going to work, at 2 a.m. many times.*

*With two and a half years old: he started to go to the kindergarten two hours and a half each morning and two hours on the afternoons. At home he was playing that he has an imaginary friend, another kid from the kindergarten. He used to call him with his telephone toy and invite him home and play with him the rest of the afternoon. That kid never came home. His biggest concern in this stage was what were his parents doing while he was at the kindergarten, sometimes we interpreted it as preoccupation about us and other about himself. Other of his concerns (in the same class there were kids up to five year old) was that he wanted to bring also a notebook and learn to read as the old ones.*

*With three years and four months: after the limited period of seven months of kindergarten he started pre-school education in the same school that he is now. He didn't like to go to school, he said that the other kids were silly and they didn't know how to play, he was more used to older kids perhaps. The first trimester he chose to play alone in the break. After the Christmas holidays he adapted and he started playing and relating very well with the other kids.*

*With four years and three months: he started 1st of pre-school education being his major hobbies the books about animals and puzzles. He learned how to read properly in a very unconventional way: the name of some animals correspond perfectly with its writing. We supported him, but the first acquisitions was himself who made them. With the numbers he didn't find a big difficulty, when they were learning the number 4, he already knew up to 100: the first numbers he learned was with the elevator buttons, we live in the 10th floor, and the rest with the pages of the books. When he was with his grandparents, he read them the number of the doors when they walked and the signals in the street. He was asking all the time, wanting to know more and more, he was tireless. The roman numbers in the clock raised his curiosity and one afternoon his uncle David explained to him. Pedro drawed clocks with roman numbers. He knew in the clock the hours for going to the school, going to bed.*

*During that scholar year he got his first conflict, he called it "problem": The teacher said that his drawings were scrawls, he came home very offended and asked me for three days to ask for an appointment with the teacher so he could talk with the teacher about his drawings. I told the teacher what he wanted and she accepted and recorded the conversation. Pedro said that his drawings were fossils and dinosaurs footprints and explained that he wanted to be paleontologist for looking for fossils. That way we noticed that our kid had knowledge about prehistory: he knew the name of all the dinosaurs, their period, he talked about ice ages, and so on.*

*The teacher suggested to make a QI test to know the capacity of the kid. We dismiss it because we knew Pedro's love for reading and the teacher didn't even know that he could read. We omit to tell her because the kid didn't say it and in class they were learning the vowels by the end of the course.*

*With five years and five months: He started 3rd of Pre-School education, that was a problematic year: he was continually talking about his "problems", he used to say that the other kids never have problems. He wanted to be specifically as two kids in class that were very "formal" because they never talk and because they were "good". He thought he was "bad".*

*At home we talked and tried to show him that everybody has good things. That way we manage to make him a little happier, it was barely one month after the start of clases and we thought it was too early to talk with the new teacher, the reports of the previous year had been excelent.*

*Was the teacher the one who wanted to talk with us so she could show us a drawing of our son, which she classificated it as a "cobblers". She said that even though the teacher from the previous year consented it, she wouldn't. When Pedro came home, he searched one book and showed us "La Terre qui bouge" (Moving Earth) by François Michel/Yves Largor, one of his favourite books along with "Dans le secret des roches" (The rocks' secrets) by François Michel/Philippe Devaine, and the drawing was exact as the one he made in class. He had drawn a volcano in the inside just as you would see it "if you poke your head inside the volcano crater", the colour of the magma, the volcanic rocks and he showed us relating the drawing with his own with success.*

*We decided to ask for an appointment with the teacher, but we omit the kid's explanation, because with very nice words she started the conversation telling us that, from her point of view, our son was a disaster, messy, lazy and that she needed to punish him continuously. She didn't noticed that the kid already knew how to read. And that adding her comments made us decide to keep silent, we didn't see a propitious environment and we decided to wait to let her get to know him, because we had a different point of view about our son. We told him that the teacher was very happy with him and she wanted to be his friend, but he needed to strive for it. He agreed.*

*By the end of the first trimester, we asked for another appointment and by then she already checked that Pedro knew how to read, they would finish the first notebook, and she told us that he needed to bring the second one in January and follow the rhythm of his mates. Pedro already knew the numbers up to 1000, we noticed when he organized his uncle's magazines collection, in a week, with our support, he learned to count up to a million.*

*The final report at the end of the year only pointed out his bad writing. During that year at home he wrote the dictation words and numbers correctly. The words related with the animals world he wrote them because he liked it: reptil, amphibious, omnivore, and so on. He had these concepts clear. At the same way he liked the global maps, both in poster or puzzles. He knew that the Bengal tiger live at India, Java and Sumatra, the white tiger in Siberia, the Nilo crocodile at Egipt... He teaches us Geography and the world of the animals, these hobbies he could only share them with us.*