

Hoja de observación/planificación

Jones-Branch, J. (2005). Laboratorio Ruth Staples de Desarrollo Infantil

Departamento de Estudios de Niños, Jóvenes y Familias, Facultad de Educación y Ciencias Humanas, UNL

Niño(s): Dong Dong

Observador(a)/Maestro(a): Kelly

Fecha y hora: 2006-05-24 a las 10:30 aproximadamente

| <p>¿Qué está pasando? Dé cuantos detalles como sea posible.</p> | <p>Diálogo entre niño y maestro</p> <p>Incluya las preguntas que se hicieron</p> | <p>Áreas o etapas del desarrollo</p> <p>Se deberá tratar cada área</p> | <p>Como maestro, ¿cómo ayudó Ud. a que este momento sucediera?</p> <p>¿Qué papel desempeñó para extender y apoyar este momento?</p> |
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| <p>- Hoy el grupo Basil fue a explorar la sección oriental de la ciudad universitaria. Para extender el interés de Dong Dong en la impresión, trajimos la arcilla. Se le dio a cada niño una bolsa con tres masas de arcilla. Se les instruyó a hallar 3 objetos distintos para hacer impresiones de ellos durante nuestro paseo por la universidad. Dong Dong se emocionó mucho por esto. Inmediatamente sacó sus masas de arcilla y empezó a jugar con ellas en las manos. Paramos cerca de los bancos fuera del edificio HE. Dong Dong empezó a andar buscando cosas para hacer impresiones. Las maestras le señalaron unas piñas, pero Dong Dong no quería usarlas. Antes de empezar a guardar sus</p> | <p>K: ¿Qué debemos encontrar para hacer impresiones?</p> <p>D: (Sigue andando y mirando por todos lados. Las maestras le ofrecen hojas y piñas, pero Dong Dong no las acepta.)</p> <p>D: (Pone su arcilla en la corteza de un árbol y empieza a apretarla firmemente. Levanta la cabeza y sonríe después de sacarla)</p> <p>D: (Hace una impresión de las letras de un mapa) —Maestra, ¡mira!</p> <p>K: ¡Huau! Dong Dong, hiciste letras. Muéstrame cómo lo hiciste.</p> | <p>Cognitivo:</p> <p>-Buscar objetos nuevos para hacer impresiones.</p> <p>-Comparar las impresiones de objetos que encontró en la universidad con aquellas de objetos del patio de recreo.</p> <p>Lenguaje y alfabetización:</p> <p>-Usar comunicación no verbal y también simboliza objetos al hacer impresiones de ellos con arcilla.</p> <p>Físico:</p> <p>-Mejorar la motricidad fina al producir impresiones.</p> <p>-Hacer ejercicios al caminar por la universidad.</p> | <p>-Observé las acciones de Dong Dong para entender su proceso de razonamiento. Yo sabía que el hacer impresiones era una actividad que le gustaba, por lo tanto quería observar sus reacciones al hacer impresiones de objetos que no se hallaban en el recinto de la escuela. Le hice preguntas para facilitar y guiar su manera de pensar.</p> |

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| <p>impresiones, empujaba un objeto a la arcilla, la miraba y luego volvía a formar en una bola. Luego se acercó a un árbol y empezó a apretar la arcilla contra la corteza. La peló y se emocionó al ver las marcas que se habían impreso en la arcilla. Mientras seguíamos caminando, se paró por una roca grande que lleva un mapa de la ciudad universitaria. Se acercó al mapa y apretó la arcilla contra algunas de las palabras. Al despegarla, muchas de las letras le eran visibles. Se me acercó corriendo para mostrarme su trabajo. Finalmente, apretó firmemente la arcilla contra la parte exterior del bote de basura cerca de la Lechería. Al lograr fijarla allí, empezó a pegarla a golpes para apretarla más. Más tarde ese día le mostré dos de las impresiones que había hecho en el jardín de recreo. Cuando le pregunté si pudiera encontrar letras como las de su impresión, me dijo que sí. Caminamos al aviso de “YIELD” (ceda el paso) y él tomó una bola nueva de arcilla que yo le di, formando con ella la letra L. Luego comparó esta nueva impresión con la que ya había hecho.</p> | <p>D: (me conduce al mapa y señala las letras sobre las que había apretado la arcilla)</p> <p>K: ¿Piensas que tenemos letras en nuestro patio de recreo?</p> <p>K: (en frente de la heladería) “Dong Dong, ven a tocar este bote de basura. Se siente muy desigual. ¿Crees que podemos hacer una impresión de eso?”</p> <p>D: (Asienta con la cabeza. Pone la arcilla en el bote y la aprieta muy duro, sonriendo al quitarla)</p> <p>K: “¿Hay cualquier letra en nuestro jardín de recreo como las que encontraste ayer en la ciudad universitaria?”</p> <p>D: (Empieza a andar buscando y se acerca el aviso de “YIELD”; aprieta la arcilla en la letra L y la pela para que yo la vea)</p> <p>K: “Hiciste la letra L. ¿Es igual esta letra L a la letra L de esta impresión?”</p> <p>D: (Asienta con la cabeza).</p> | <p>Social/Emocional:</p> <p>-Manifestar entusiasmo cuando se hace la misma impresión en el patio de recreo como en la universidad.</p> <p>-Relacionarse conmigo.</p> | |
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(Nota del editor: Debido al gran tamaño de este archivo, se tradujo al español solamente la primera página del mismo para dar una idea general de su contenido)

Reflection Sheet

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| <p>What do you think it means? What is the child trying to figure out? What strategy is the child using? What misconceptions does the child have?</p> | <p style="text-align: center;">Questions</p> <p>Child/Children What do they want to know about this moment? About what might happen next?</p> <p>Teacher What do you want to know About this moment? About what might happen next?</p> | | <p style="text-align: center;">Where can we go from here? What experiences will help the child correct their misconception? What can you do as a teacher to help the child? What experiment might you try to answer the child/teacher questions?</p> |
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| <p>-Dong Dong enjoys manipulating things in his hands at all times. He is very interested in the different imprints that objects make. He rejected simple objects such as the leaves and pinecone to imprint because he remembered that he had already made imprints of them. He wanted to explore the objects that he had not seen before, such as letters on the different plaques and signs. Dong Dong made the connection that the letters he imprinted around campus were the same as the ones at school. He discovered that there are letters both places.</p> | <p>-“What objects haven’t I made an imprint of yet?”</p> <p>-“What kinds of imprints will each of the objects make?”</p> <p>-“Do we have the same items at school that I made imprints of on campus?”</p> | <p>-“What objects is Dong Dong selecting to imprint?”</p> <p>-“Is he able to make the connection that the imprints of the objects on campus can also be found on the school grounds?”</p> | <p>-Introduce a new medium for Dong Dong to make impressions. Provide him with playdough that is already rolled out and paint to dip natural objects in. Have him dip the objects into the paint and then press it firmly into the playdough. Have him compare these imprints to the ones that he previously made.</p> |

Action Plan Sheet

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To be used with the Observation/Reflection Sheets.

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| <p><u>Connected Thinking</u> What happened before that led you to this provocation? What connections have you seen children making that this will help support?</p> | <p>Dong Dong took clay with him on our walk today. He was making imprints of different objects around campus. Later in the day, Dong Dong was comparing the imprints that he made to things on the playground. He was given another ball of clay to use to compare imprints. I then asked him if he could find something else that matched the imprints that he had. After walking around, Dong Dong noticed the letters on the “YIELD” sign. He took his ball of clay and pressed it into the letter “L” and then compared the large letter to the smaller letters he had already imprinted.</p> | |
| <p><u>Provocation</u> What would you add? (props, materials) How would you display the materials that would make them intriguing to children?</p> | <p>-Add a new medium for Dong Dong to use to make imprints. Give him playdough that is rolled out and paint to dip the natural objects in while pressing them firmly into the dough. Compare these imprints to the ones that he had previously made.</p> | <p><u>Materials Needed</u> -playdough, paint, natural objects</p> |
| <p><u>Questions of Inquiry</u> What is the question/are the questions of inquiry that you are following in this provocation? Teacher and Children</p> | <p>-How does Dong Dong use this new way of imprinting to represent natural objects found on our walks?</p> | |
| <p><u>Focus</u> What should someone observing the implementation of the provocation be focusing on for the next observation? Concept? Strategy?</p> | <p>-Does he recognize the imprints that are being made? -Does he recognize the same imprint that was made using different materials?</p> | |

Will Dong Dong be able to match an imprint of an object found on our walks to the same objects found on the playground?

Kelly Bodenhamer
May 24, 2006

The Basil group took clay with them while exploring East Campus today. Dong Dong was looking for new objects that he had not imprinted yet.

Kelly: “What could we make an imprint of?”

Dong Dong: (Makes an imprint of the letters on the map)
“Teacher, look!”

Kelly: “Wow! Dong Dong you made letters. Show me how you did that.”

Dong Dong: (Walks me over to the map and points to the letters where he pressed the clay).

Kelly: “Do you think that we have letters on our playground that we could find?”



Back at the playground...

Kelly: “Look at this imprint that you made of the letters that were on the map. Can you find any letters on the playground?”

Dong Dong: (Walks around playground and walks up to the “YIELD” sign. He takes the clay and pushes it into the letter ‘L.’)
“Teacher, look!”

Kelly: “You made a letter ‘L.’ Does that letter ‘L’ look like this letter ‘L’?”

Dong Dong took the clay and immediately began searching for objects to make imprints of. He refused common items that he had already imprinted (I.e. pinecones and leaves) and began looking for different items. He found the map of East Campus on the big rock. He took his clay and pushed it firmly into some of the letters that were on the map. He peeled it off and brought it over to show me. Back at school, I presented him with this imprint. He was able to find letters at school just as he had done on campus.

Will Dong Dong be able to recognize the same imprint of objects that are made using two different mediums?

I wonder if Dong Dong is given a chance to make an impression of the same types of natural objects that he has been imprinting using a different medium (I.e. paint and playdough), if he will be able to recognize that the imprints are of the same objects.