

Observation/Planning Sheet

Jones-Branch, J. (2005). Ruth Staples Child Development Lab, Dept. of FACS, College of EHS, UNL

Child/Children: Dong Dong

Observer/Teacher: Kelly

Date and Time: 5/24/06 around 10:30

<p style="text-align: center;">What is happening? Give as much detail as possible</p>	<p style="text-align: center;">Children and Teacher Dialogue Include questions asked</p>	<p style="text-align: center;">Areas of Development/Stages Each area should be addressed</p>	<p style="text-align: center;">How as a teacher did you help this moment happen? What was your role in extending and supporting this moment?</p>
<p>-Today the Basil group went exploring on East Campus. To help extend Dong Dong's interest in imprinting, we took clay with us. The children were each given a bag with three balls of clay. They were instructed to find 3 different objects to make imprints of on our walk around campus. Dong Dong was very excited for this. He immediately took out his balls of clay and began playing with them in his hands. We stopped by the benches just outside of the HE building. Dong Dong began walking around looking for things to make imprints. Some teachers showed him objects such as pinecones, but Dong Dong did not want to use these objects. Before Dong Dong actually began saving his imprints, he would push an object into the</p>	<p>K: "What should we find to make imprints of?"</p> <p>D: (Continues walking and looking around- teachers offer him leaves and pinecones, but Dong Dong refuses)</p> <p>D: (Sticks his clay on the bark and begins pressing firmly. Looks up and smiles once he peels it off)</p> <p>D: (Makes an imprint of the letters on the map) "Teacher, look!"</p> <p>K: "Wow! Dong Dong you made letters. Show me how you did that."</p> <p>D: (walks me over to the map and points to the letters where he pressed the clay)</p>	<p><u>Cognitive:</u> -Searching for new objects to make imprints of. -Comparing the imprints of items on campus to those on the playground.</p> <p><u>Language/Literacy:</u> -Use of nonverbal communication and also symbolizing objects through imprinting in clay.</p> <p><u>Physical:</u> -Improving fine motor skills by creating imprints. -Getting exercise while walking around campus.</p> <p><u>Social/Emotional:</u> -Displaying excitement when the same imprint was made on the playground as was on campus. -Socializing with me.</p>	<p>-I observed Dong Dong's action to help me try to understand his reasoning behind what he was doing. I knew that imprinting was something that he enjoys, so I wanted to see how he reacted to imprint objects that were not found on school grounds. I asked him questions to help facilitate and to guide his ways of thinking.</p>

<p>clay, look at it, and then crumble the clay back into a ball. He then approached a tree and began pushing the clay into the bark. He peeled it off and was excited to see the lines that had been imprinted into the clay. As we continued walking, he stopped by the large rock that has a map of campus on it. He walked up to the map and pushed his piece into some of the words. When he peeled it off, many of the letters were visible to him. He ran over to me to show me his work. Finally, he pushed his clay firmly into the outside of the trashcan by the Dairy Store. Once Dong Dong had it on the trashcan, he began hitting the clay to press it down more. Later in the day, I showed him two of the imprints he made while he was on the playground. When I asked him if he could find letters like the letters on his imprint he said yes. We walked over by the yield sign and took a new ball of clay that I gave him and he pushed it into the letter "L." He then compared this new imprint to the one he had already made.</p>	<p>K: "Do you think we have letters on our playground?"</p> <p>K: (in front of ice cream store) "Dong Dong come and feel this trashcan. It feels bumpy. Do you think we could make an imprint of it?"</p> <p>D: (Shakes head yes. Places clay on and pushes very hard, smiles once he removes the clay)</p> <p>K: "Are there any letters on our playground like the ones you found on campus yesterday?"</p> <p>D: (begins to walk around and approaches "YIELD" sign; pushes clay into the letter 'L' and peels off for me to see)</p> <p>K: "You made a letter L. Is this letter 'L' the same as the letter 'L' on this imprint?"</p> <p>D: (shakes head yes).</p>		
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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>	Questions		<p>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>
	Child/Children	Teacher	
<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.

<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.