

Connection, collaboration, contribution

a short story about learning together

Prek

The Train Project

Connection, Collaboration and Contribution

Context: Children in their class were exploring the train station in the school. One day other children came to explore the station at the outdoor area that was set up with some initial materials and where interest.

They had not been accustomed to such structures or materials in the school.

Observation: Children observed that some few children could begin working with blocks for some period of time. Other children were not engaged in the construction activity. The play material was kept in the open. They had not been accustomed to such structures or materials in the school.

One day a group of five children were exploring the train station for a while, one after another working together.

Teacher: How can I make a connection from context?
Child: I know how to make a connection.
Teacher: The train station one hour in your class. Remember if we are doing we will have another train.

What is going on in the school and what should they do in the school?
Teacher: Let's go and look at the station. Should we have a sign that says 'Train Station'?

Child: Yes, we can have a sign that says 'Train Station'.

The group of children were excited and started going to the station. They wanted to know what should be done in the station. They were also interested in the station. They were also interested in the station. They were also interested in the station.

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Day 2: How can we build the train again? Can we make it again?
 The children wanted to play it a short again to make the longest train. It had been observed in early childhood that children like to try things over and over again. For this they built on their previous knowledge, made connections with previous attempts and try to learn the mistakes made earlier.

Teacher: What is the train going today?
Child: I don't know.
Teacher: Well, as it is the second day of the project, how did you build the train go to a new place?
Child: Yes.
Teacher: What's exciting, where do you think we can go to?
Child: Our language classroom!

The creativity developing was linked to the imaginative stories that they were seen to others as they built. Developing conversation between 2 children made other children think of different locations where they could go to. They were making connections to their local experiences or journeys.

Some of the children had seen considerable rise in this process of arranging and rearranging long trains and trains which stretched to the entire outdoor space and gradually started to go to a different location.

Teacher: What do you see in this?
Child: I see a train station.

Teacher: How can we make a track in the class?
Child: We can get sand from the sand pit.
 The group of children ran to the sand pit to collect sand in the tub and used tape for the track play. With the help of teacher they got an outdoor mat to use a flat experiment for the child to imagine and work together to create the state they imagined.

The teachers also got the train track set available to the children in their class to see if they could find materials and different between the two.



Day 2: The regular and thoughtful children still wanted to continue on the project of making more trains and more train stations. To see whether the new children learning to work with the blocks as well as with their own ideas. The child were enthusiastic about their participation in the project.

Child: I like to go to the station.
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The children were excited to make the train that will take them to the station.

Teacher: I am wondering what are the people who work in the station?
Child: There is a big person in the station who is working with the train.
Child: I like to go to the station.

The collaboration was clear in all the groups working, some in making trains to the station, some in making a train and in third group making the train. Mathematical language, language of collaborative social development was evident during this process.

Child: We can also make food for the passengers.
 The children were excited to see the beautiful train and vocabulary they were using.
Teacher: That's a fantastic idea! What are the names for the passengers?
Child: I like to go to the station.
Child: I like to go to the station.
Child: I like to go to the station.

Working in small groups and listening to each other, were highlights of this process.



The Language of Building



The Mathematics of Building



The community of Building



Problem solving while Building



The Science of Building



The Cognition of Building





*The **Art** of Building*

Making connection- Indoor to outdoor



Exploring various possibilities....

