

**Cycle of Inquiry Levels of Development Forms (© Broderick / Hong 2007)**  
**Inquiry Reflection Section**

**REFLECTIVE EVALUATION:** *evaluate for each implementation and attach to that form*

A. Child/ren's reaction: The children seemed very interested to explore the items inside the basket. They enjoyed playing with all of the balls. Initially they began rolling balls in any direction. There was no obvious order to their rolling. They were just having fun.

B. Evaluate learning: What student learning did you observe? How do you know it was learning?

I noticed the students rolling the objects. They chose objects to roll that did not look as obvious as a rollable object. The children also made predictions as to which objects they thought would roll. When their predictions were proven to be true, they would cheer with excitement. We talked about why these objects rolled. The children discussed that the objects that rolled were shaped like a circle. When I pulled out a square shaped toy, Alec made the statement that it would not roll because it is not a circle. I consider this to be learning. He used information that he already has attained to form a hypothesis about whether or not the square would roll. Alec also pointed out the objects that have more than one side to them will not roll. I think that this comment demonstrates Alec's deep thinking processes.

C. What went well?

The aspect of the lesson that went well was the way the children were so engaged with the items in the basket. The children explored rolling almost every object that was in the basket. Towards the end of the lesson I asked the children to explore the items some more. I noticed the children taking their previous knowledge about how an item rolls and using it to create games of rolling back and forth to each other. I enjoyed seeing the social interaction that the children exhibited.

D. What did not go as planned?

The complete lesson did not keep the children's attention. This lesson was too teacher directed. I am used to teaching lessons to children in lower elementary classes. The children in cottage need more time for child-directed learning and exploration to occur. I learned through this lesson that these children will learn more with less teacher direction and more child centered activities. The children could not easily tell me how an object rolls. When I tried to explain this to them I found it was hard to describe as well. This is where if I would have had the children explore the items with less direction from me in the beginning would have maybe made a difference. The children were more interested in playing with the materials than what I had to say about the materials. Looking back, I wish I would have stayed back and observed more. But, this was a good learning experience.

E. How will you build on this learning?

The children seemed pretty capable of rolling objects and determining which objects would roll better than others. They were more interested in playing with the objects in the game formats with each other. Therefore, my next lesson will center upon the creation of a game, asking the children, "How can we create a game using these materials?" I will have much less material variables as well.

F. What curriculum standards are met from the State Standards?

HSCOF-ID 7.33

HSCOF-ID 4.1.5

HSCOR-S 4.1.1, 4.1.3, 4.1.4