

Name \_\_\_\_\_ Date \_\_\_\_\_  
Course \_\_\_\_\_ Experience # \_\_\_\_\_

## CONCEPT FORMATION

### OBJECTIVES:

- Illustrate, with examples, how children learn from the environment and from others around them.
- Define the four relational concepts: classification, seriation, spatial, and temporal.
- Identify ways in which children formulate concepts about their everyday world.

### SETTING:

Type of situation (care center, family day care home, nursery, preschool, kindergarten, Head Start, private home, other) \_\_\_\_\_

Other information \_\_\_\_\_

Number of children present: \_\_\_\_\_ Number of adults \_\_\_\_\_

Names and ages of children observed:

1. \_\_\_\_\_ Age \_\_\_\_\_

2. \_\_\_\_\_ Age \_\_\_\_\_

3. \_\_\_\_\_ Age \_\_\_\_\_

Time of day \_\_\_\_\_

### TASK:

Respond to the following items after participating with and/or observing children at play.

#### Learning from One Another

1. Cite two situations that involved children teaching each other.

a.

b.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Modeling**

2. Describe how a child had opportunities to learn by watching someone else do the same thing.

**Relational Concepts**

3. On Chart 13-B list the activities and one child's behavior that indicated the child used materials involved *relational concepts*.

Chart 13-B

**USING RELATIONAL CONCEPTS**

| <b>Concept</b>   | <b>Activities</b>                    | <b>Child's Behavior</b>  |
|--|--------------------------------------|--|
| Classification:<br>(Grouping or matching objects<br>that have like properties) |                                      |  |
| Example:   | <i>String large beads on string.</i> | <i>Child threaded three kinds of beads. Each had a hole. Some were round, some oblong, and some square. Child discarded same size objects that had no hole (small wooden marbles.)</i> |

Chart 13-B

Name \_\_\_\_\_ Date \_\_\_\_\_

**USING RELATIONAL CONCEPTS**

| <b>Concept</b>  | <b>Activities</b>   | <b>Child's Behavior</b>   |
|---|---|---|
| Seriation:<br>(Placing objects in order according to graduated size.) |   |   |
| <i>Example:</i>   | <i>Random play with wooden cylinders that fit into holes in a long board.</i> | <i>Child placed each cylinder in the holes by trial and error until all were fitted into correct holes.</i> |

Name \_\_\_\_\_ Date \_\_\_\_\_

**USING RELATIONAL CONCEPTS**

| <b>Concept</b>                                      | <b>Activities</b>                 | <b>Child's Behavior</b>   |
|---|-----------------------------------|---|
| Spatial:<br>(Manipulating objects in given spaces.) |                                   |   |
| <i>Example:</i>                                     | <i>Snack time, pouring juice.</i> | <i>Child poured small amount of juice from small pitcher into own glass without spilling.</i> |

Name \_\_\_\_\_ Date \_\_\_\_\_

**USING RELATIONAL CONCEPTS**

| <b>Concept</b>   | <b>Activities</b>                                     | <b>Child's Behavior</b>   |
|--|---|---|
| <p>Temporal:<br/>(Grasping the idea of the passage of time from one event to another.)</p> |   |   |
| <p><i>Example:</i></p>   | <p><i>Child talking about experience at home.</i></p> | <p><i>Child said: "Tomorrow I went to the park with my sister." (Meaning yesterday.) The child knows the word <u>tomorrow</u> related to time but does not have the idea of future tense.</i></p> |

Name \_\_\_\_\_ Date \_\_\_\_\_

4. On chart 13-C, name five interest centers in which the child played (such as block area; home living center; and places for listening and reading, woodworking, science, art, etc.) Give examples of how the child experienced the same concept in each area.

Chart 13-C

**FORMING CONCEPTS IN INTEREST AREAS**

| <b>Interest Center</b>                | <b>Concept</b>        | <b>Describe the Child's Experience</b>  |
|---------------------------------------|-----------------------|---|
| <i>Example:</i><br>Woodworking        | <i>Back and forth</i> | <i>Child used saw on board in back and forth motion. Adult said, "Karen, you are doing a good job of sawing back and forth, back and forth." Karen said, "See, back and forth."</i>   |
| <i>Example:</i><br>Home living center | <i>Back and forth</i> | <i>Child was rolling out playdough with rolling pin in back and forth motion. Adult said, "Oh, I see you are moving the rolling pin back and forth over the playdough. Rolling it back and forth will make a large flat piece, won't it?"</i> |
|                                       |                       |   |
|                                       |                       |   |

Chart 13-C

Name \_\_\_\_\_ Date \_\_\_\_\_

**FORMING CONCEPTS IN INTEREST AREAS Continued**

| Interest Center | Concept | Describe the Child's Experience |
|-----------------|---------|---------------------------------|
|                 |         |                                 |
|                 |         |                                 |
|                 |         |                                 |

Name \_\_\_\_\_ Date \_\_\_\_\_

**EVALUATION:**

1. *Imitation and modeling.*

Give three examples of how children learn from each other during play.

a.

b.

c.

List four examples of what children learn from watching or listening to others.

a.

b.

c.

d.

How can the environment help children learn?

2. *Relational concepts.*

Give examples during a child's play in which each of the four relational concepts are involved.

Classification:

Seriation:

Spatial:

Name \_\_\_\_\_ Date \_\_\_\_\_

Temporal:

3. *Concept formation:*

Give four examples of how children develop relational concepts through play.

a.

b.

c.

d.