



# CHRIS BUILDS WITH BLOCKS; A LEARNING STORY



At 4 years of age , Chris engaged in playing with blocks and stacking them. I believe Chris is in the preschool classroom. He uses his right hand to grab the block and then stack it on top of each other with both of his hands. He makes sure the blocks are steady before he takes his hand off.



Chris continues to grab more blocks on his right hand and stacks the blocks with both of his hands. Chris does not let go of the blocks until he sees that they are steady.



Chris bends down to the bottom of the table and reaches down to pick up the block

with his right hand, but grasps it with both of his hands after.



When he picks up the block, Chris puts the block towards his eyes and pretends to

look through the block. As Chris does this, He also makes sound like “matata”.



Here Chris is grasping the two top blocks in the middle to make the blocks balance and not fall.



Catching the first block with both of his hands, thinking the whole balance would come back as it was before. Chris sees that the blocks are falling and he laughs and says “Woah”.



Chris tries a different way of stacking the blocks. He holds the side block with his

right hand and the other side block with his left hand but the left side block

holding it from the top instead of the side.





Chris here is getting the hang of the new way of stacking the blocks. He moves to the right side and points at his stacks knowing that he has completed finally.

Chris is engaged in what Piaget believed in which is, constructivists believe that children construct knowledge as they engage in activities. Chris was gaining knowledge by playing with the blocks. He is stacking blocks on top of each other and trying to get the blocks balanced and steady. Chris repeats a systematic coordinated sequence of action by taking off the blocks and putting back the blocks to have a steady balance. He repeats Scaffolding as evidenced by him changing the way of stacking the blocks to have a better balance. Chris has developed what's called prehension, for example by him being able to grasp the blocks and let go of the blocks. Chris is playing independently, suggesting that he has achieved Erikson's second stage of autonomy versus shame and doubt and is learning to take initiative in his play with the blocks. In conclusion, Chris is a great example With developing and gaining knowledge with a constructivist. He is an active learner who gains knowledge with objects.