

# MATERIAL PRESENTATION REFLECTION LOG

BASIC INFORMATION			
Adult Learner's Name	Tredoux Willemse	Cohort Group	PreK 4
Material Presented	Brown Stair	Area	Sensorial
Length of Presentation	12min	Date	11/05/2024

MATERIAL PRESENTED	
The name and age of the child receiving the presentation	Leo - 4.5 years old
Why do you think the child is ready for the presentation of this material?	Leo had been observing other children use the Brown Stair for about a week and asked to try it himself, which demonstrates interest and readiness through observation. His request showed initiative and his ability to learn from the prepared environment.
What is the purpose of the presentation?	To introduce the concept of thickness as a distinct dimension, develop visual discrimination, refine motor skills through careful carrying and placement of prisms, and build vocabulary around dimensional language (thick/thin).
Did the child perform as you expected during the presentation? Why?	Partially. Leo successfully built the stair correctly (thickest to thinnest) on his first attempt, showing good visual discrimination and motor control. However, the three-period lesson revealed he doesn't yet understand the concept - he was copying what he'd seen rather than grasping the dimension of thickness. He could point to thick/thin when asked (second period) but couldn't name them spontaneously (third period).
What did you find successful in the	<b>Successful:</b> Leo stayed focused for 12 minutes and completed the task. The three-period lesson was effective in identifying exactly where his understanding is. His fine motor control and visual discrimination are developing well.

presentation? What needs to be improved?	<b>Needs improvement:</b> I should have started with just three prisms (thick, medium, thin) instead of all ten - too much complexity for initial presentation. Need to slow down language introduction since he's still working on basic big/small concepts. I assumed readiness based on observation alone without proper assessment.
What will you present to the child next?	Work with only the three extreme prisms for several sessions, focus on three-period lessons to build thick/thin vocabulary, and possibly revisit Pink Tower to strengthen general size discrimination concepts before advancing.