A dialogue with Paper
When children investigate any material, or language they begin a conversation that unfolds into developing a learning process and then an expression of their idea.

In experiencing a new material children can engage in multiple ways that fit the way they learn best.

As you experienced in our parent night, there is messing about but then a shift when your brain and hands begin to work together and then yet another shift as the mind begins to work through the processing the idea you want to express.

As the children work with this new medium, we observe and document moments of sharing, strategies being applied, learning, ideas and transformation of ideas, children’s observations, and collaboration.
The children notice qualities of the paper

- Bumpy
- Soft
- Slick
- Cold
- Hard
- Sandy
- Colorful
- See-through
- Stretchy
- Smooth
- Shiny
The hands begin to uncover the capabilities of the material

crumbled

folded

flattened

curved
Poetic shapes
twisted
torn
shaped
balanced
connected
curved
constructed
composed
Compositions that reveal the *qualities* of the materials and create new ideas
Finding ways to connect paper without tape

J cleverly folds one circle from both sides then takes another circle folds it and tucks it in-between.
Ideas appear and then re-appear connected layered woven
ideas that transform

first idea
second idea
third idea

going from good idea to better idea
from 2D to 3D T must rethink her process going from flat to standing up. How will she change the shape of the paper for her idea to work?
K begins a composition after adding more circles. He sees that he likes the way that the three circles look better, “It’s a better idea.” He shifts his idea from using one to creating a new shape with the three. As he works he continues to use this strategy—moving around pieces in order to see what he is most satisfied with.

Later K begins to test the qualities of the materials within his design to see if his idea will still be seen through the translucent paper. Above he carefully places the paper and lets go with satisfaction as indeed his idea works!
K’s final composition
As the children collaborate they also carefully watch each other's ideas.
C carefully watches T fold and stand up her paper idea (at left).

When its her turn she shows that she has gotten an idea from her friend choosing the same paper and folding it in the same way but in the last two pictures she adds a new idea to t's ideas by folding it once more. T smiles big seeing that she has furthered her idea.
E and F carefully together connect one idea to another

E shows F that she likes her idea by placing her paper next to hers in a mirroring idea. F lights up with a smile. (Above at right)

Small yet profound gestures as the children collaborate on ideas
Each child in this group decide to draw important parts of their idea.

“The dot is on top.” - B

“The stairs connect our ideas.” - H

“The whole thing is important.” - T
Another group uses a mirror to extend perspective.

“It’s like pathways that keep going.”-M
(Above) M.K. asks M if she can show her how to make her idea at right. M shows M.K how to fold and then stand up the paper.

This gives M.K an additional idea as she takes the triangle paper and creates the same fold and balances her extended idea on top.
M.K.’s final idea
Sharing of ideas

A creates what she calls her swimming pool. She adds the tracing paper as a finishing touch. “I can see my pool.” R likes A’s idea and begins to create her own version.
R then takes A’s idea and changes it by taking the tracing paper off and adding the colorful paper. “I like it better because you can see the dots and they look more colorful.” -R