This article, part of a line of research on the joint construction of knowledge, centers on the observation of argumentation strategies based on teachers' and students' reading of three stories, in two public schools in Burgos, Spain. Observations were made for three trimesters, and teachers were interviewed. The results indicate that children aged five to six are able to state justified evaluations to their teacher as well as their classmates. The constructivist style of one of the teachers seems to favor the appearance of justified disagreement and agreement. Contrary to expectations, the greatest use of confrontation appeared in relation to the least expert teacher. The same study is being repeated in Tamaulipas and Guanajuato, Mexico.

Keywords
Cognitive processes, teaching methods, reading comprehension, reasoning, early education, Spain

Available in: http://www.redalyc.org/articulo.oa?id=14003310