

All Kinds of Movement

The following series of observation notes about Kylie are from the month of November:

~~*Kylie cried out and banged a block on the floor when she was trying to build a tower of blocks but she didn't get more than three stacked and stable. (November 2)*~~

Kylie was in the dramatic play area selecting clothes and putting them on. First she picked the princess dress. Then she put on the tiara. Next were high-heeled shoes. (November 5)

Kylie was outside during playtime running around with other children. She climbed the ladder and went down the slide on her belly with her arms in front of her. She did this two more times and then went on the swing—pumping her legs and leaning forward and back to swing (November 10)

At the end of the day, Kylie was at her cubby getting ready to leave. She grabbed her jacket and put one arm through, but had difficulty reaching the other arm. After a few tries she asked the assistant teacher to help her. (November 12)

For lunch today Kylie was the plate and napkin setter. She put a plate and napkin at each child's place. (November 15)

During clean-up, Kylie crawled under the work table and picked up the crayons. Then she put them in the crayon basket and carried it to the storage shelf (November 21).

Reflecting on the Documentation

- z Over what period of time did these observations take place?
 - z What is the advantage of looking at children's growth longitudinally (over time for almost 3 weeks)?
 - z What additional information would you want to see in anecdotal records? Are some of these notes provide more informative than others?
-

Interpreting the Observation

- z Hypothesis Building
 - z Connecting to the Child Outcomes Framework
-

Next Steps

- z **Large Group Instruction**
- z **Individualized Instruction**
- z **Planning for Assessment**