

**Hallie and Hassan: “How many
are there?”**

Two observations

- *October 24: Hallie and Hassan are using pattern blocks. Hallie places one red, one blue, one red, one blue, saying "Red" "Blue" as she adds each block. Hassan has blue, green, blue, red, yellow, blue, and blue. Hassan counts "One, two, three, four," Hallie says, "One, two, three, four." Hassan says, "You don't have four." Then he points to each of her blocks and counts to four. Hallie points and says "One, two, three, five."*
 - *October 26: At lunch I asked Hallie to count the number of children at her table so I could give her enough plates. She said each child's name out loud. Amber said, "That's four."*
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Reflecting on the Documentation

- How could the anecdote or jotting have been improved?
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Interpreting the Observation

- Hypothesis Building
 - Connecting to the Child Outcomes Framework
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Next Steps

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