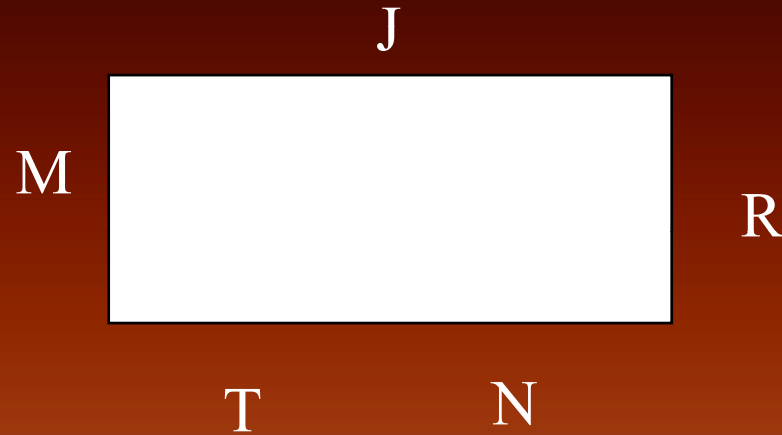


Ms. Ramirez's Class at the Water Table

Context Sketch: The Water Table



February 3, 10:00-10:05 a.m. Water table filled with different size and shape cups and balls with different weights [five children].

Anecdotal Record

- ⌘ **Maria pours water from a large cup into a small cup. She continues to pour after the small cup is filled up. Once the large cup is empty she refills and repeats the process.**
 - ⌘ **Juana looks for a while at the different cups. She selects a large square cup and a large round cup and pours the water from the square to the round cup, stopping when the round cup is full, and then looks at how much is left in the square cup when the round one is full.**
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Anecdotal Record, Cont.

- ⌘ Rita picks up a small cup without a handle and it slips from her hand when she tries to scoop up some water. She then takes a cup with a large handle and is able to scoop up the water.**
 - ⌘ Natalia puts a hollow ball on the water and watches it float. She pushes it down and watches how it bobs to the surface.**
 - ⌘ Timothy watches what Natalia does and then takes another ball and puts it in the water. The ball sinks to the bottom of the water. He says to Natalia, “Look at mine. Natalia looks at Timothy’s ball and tells him, “Let me try yours. You take mine.” They hand each other their balls with smiles on their faces.**
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Reflecting on the Documentation

- ⌘ Identify the portions of this anecdotal record that are not objective.
 - ⌘ What are the advantages of including a context sketch in this observation?
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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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