

Child Observation Record

Child: Toby **Age:** 3 years and 3 months **Date:** 2 March 2015
Educator: Lorina **Setting:** Sandpit **Time:** 4:00pm

Observation

Toby walked over to the sandpit and picked up a toy truck. Carrying the truck with both of his hands, Toby walked over to 2 of his friends who were also in the sandpit. Toby said "I got a dump truck, there is more over there, get one too" he said to the others, pointing to where the trucks were. Toby sat in the sandpit put the truck in front of him and used his hands he began to scoop up sand and fill the back of the truck. When Toby filled the back of the truck, he pushed it across the sandpit while kneeling. "Too heavy, hard to push" he commented. Toby stopped pushing and then began to empty the sand from the back of the truck. Once the sand was completely off the back of the truck, Toby pushed it across the sandpit again. "Look, I can push it fast now" he said.

Interpretation

Through this experience it is evident that Toby explores the environment and manipulates objects and experiments with cause and effect, trial and error and motion. *Toby pushes the truck across the sandpit and says "Too heavy, hard to push". Then he empties sand from the back of the truck and pushes it across the sandpit again. "Look, I can push it fast now" Toby comments.*

Learning & Development

1.1.6 - Openly explores feelings and ideas in their interactions with others.

1.1.10 - Initiates and joins in play.

1.2.9 - Persists when faced with challenges and when first attempts are not successful.

1.4.1 - Shows interest in other children and being part of a group.

Linking To The Curriculum Plan

Future Planning
Scales To Weigh Objects - Heavy and Light

Implemented On
09/03/2015

Anecdotal Observations Of Children Examples

Lissa A. Power-deFur, Fred P. Orelve



Anecdotal Observations Of Children Examples:

Foundations of Education: Instructional strategies for teaching children and youths with visual impairments

M. Cay Holbrook, Alan J. Koenig, 2000 **Shaping Early Childhood: Learners, Curriculum and Contexts** Glenda Mac Naughton, 2003-12-16 This should be essential reading for anyone involved in the training and professional development of early years practitioners. It is an impressive analysis of the historical and contemporary big ideas that have influenced societies and practitioners' views of children and the nature of the curriculum. There are powerful sections on parents and communities. I particularly liked the stimulating ideas galleries with their statements from researchers, policy makers and practitioners around the world. *Nursery World* October 2004. This key textbook introduces students and practitioners to a wide range of different approaches to early childhood. It provides practical strategies for developing and implementing early learning experiences that promote excellence and equity for children. The book presents the latest research and thinking about good practice, discusses how various philosophies and beliefs influence decisions in early childhood education and identifies the key thinkers behind each approach. By examining different perspectives, the book helps early childhood practitioners to navigate their way through competing views, make informed choices and be critically reflective in their work. In an accessible, lively and user-friendly way, it explores issues such as: What constitutes an appropriate early childhood curriculum? How best to study and assess children? Involving parents and children in early childhood learning. The book features a range of pedagogical devices to inspire early childhood workers to reflect critically on their work and the ideas underpinning it, including: Boxed definitions of key terms; Ideas summary charts and ideas galleries; Clarification exercises; Case studies; Further reading lists. This essential textbook is ideal for students undertaking early childhood qualifications at degree level; Masters courses in early childhood education; and for practitioners who work with children from birth to eight in early childhood settings.

Child Observation for Learning and Research Theodora Papatheodorou, Paulette Luff, Janet Gill, 2013-12-19 *Child Observation for Learning and Research* is an exciting new text providing a thorough grounding in the methodology, practice and interpretation of observing children. The authors draw on their experience and expertise in childcare, education, social work and research to introduce the fundamental principles and process of observation, preparing you for your first observation and building knowledge and confidence through a wide range of scenarios and activities. The book takes the unique approach of demonstrating how acquiring observational skills can serve as a key learning tool, not only helping you to understand children but also to recognise, analyse and question theory, helping you make sense of your own learning.

Students at Risk Cheryll Duquette, 2013 This expanded and updated revision shows teachers how to deal with the different academic strengths and needs, learning styles, intelligences, interests and cultural backgrounds of all the students in their classrooms. *Students at Risk* also presents descriptions, symptoms and characteristics of various exceptionalities, including autism spectrum disorders, fetal alcohol spectrum disorder, mental health problems, learning

disabilities hearing impairments giftedness and low incidence disabilities and provides case studies that illustrate how teachers can make simple accommodations that lead to positive student outcomes *Child Development and Education* Teresa M. McDevitt, Jeanne Ellis Ormrod, Glenn Cupit, Margaret Chandler, Valarie Aloa, 2012-08-21 *Child Development and Education* is a comprehensive child development text written especially for educators. It helps students to translate developmental theories into practical implications for teaching and caring for youngsters with diverse backgrounds, characteristics, and needs. The text draws from innumerable theoretical concepts, research studies conducted around the world, and the authors' own experiences as parents, teachers, psychologists, and researchers to identify strategies for promoting young people's physical, cognitive, and social-emotional growth. In this Australian edition, contemporary Australian and New Zealand research has been highlighted, and local educational structures, philosophies, and controversies have been reflected. Early Childhood Education Petr G. Grotewell, Yanus R. Burton, 2008 This book focuses on early childhood education, which spans the human life from birth to age 8. Infants and toddlers experience life more holistically than any other age group. Social, emotional, cognitive, language, and physical lessons are not learned separately by very young children. Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience, not just that part of the experience to which the adult gives attention. Although early childhood education does not have to occur in the absence of the parent or primary caregiver, this term is sometimes used to denote education by someone other than these. The parent or primary caregiver. Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process. Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent. Other terms that are often used interchangeably with early childhood education are early childhood learning, early care, and early education. Much of the first two years of life are spent in the creation of a child's first sense of self or the building of a first identity. Because this is a crucial part of children's makeup, how they first see themselves, how they think they should function, how they expect others to function in relation to them, early care must ensure that, in addition to carefully selected and trained caregivers, links with family, home culture, and home language are a central part of program policy. If care becomes a substitute for rather than a support of family, children may develop a less than positive sense of who they are and where they come from because of their child care experience.

Classroom Literacy Assessment Jeanne R. Paratore, Rachel L. McCormack, 2007-04-05 Showcasing assessment practices that can help teachers plan effective instruction, this book addresses the real-world complexities of teaching literacy in grades K-8. Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities. The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners, including students in high-poverty schools and those with

special learning needs It is illustrated throughout with helpful concrete examples **Taking Running Records** Mary Shea, 2000 A teacher shares her experience on how to take running records and use what they tell you to assess and improve every child's reading **Inclusive Education** Lissa A. Power-deFur, Fred P. Orelve, 1997 A comprehensive look at inclusion this book provides success stories by administrators and teachers who have found that inclusion is the best way to meet the least restrictive environment needs of their students Complete with checklists in service materials and pre and post evaluation methods this detailed guide will help you meet student needs in a way that complements the educational fiscal and legal outlooks as well as the attitudes of your school division **Oversight on Education for All Handicapped Children Act, 1979** United States. Congress. Senate. Committee on Labor and Human Resources. Subcommittee on the Handicapped, 1980 **The Puzzling Child** Mary Isabelle Frank, 1982 This practical volume focuses on the importance of observation training and techniques for the recognition identification diagnosis and treatment of children with immediate or potential problems **Observations & Activities** Seema Sharma, 2023-06-12 Welcome to Observations and Activities Nurturing Young Minds through Engaging Learning Experiences a comprehensive guide for educators and parents dedicated to creating enriching environments for children's growth and development This book is a valuable resource that combines the power of observation with practical activities to ignite young minds and foster a lifelong love for learning As educators and parents we understand the significance of keen observation in understanding and supporting a child's unique journey By carefully observing their interests strengths and areas for growth we can tailor our interactions and create meaningful learning experiences This book empowers you with a range of observation techniques and a plethora of engaging activities to enhance the learning process Throughout these pages we will explore the transformative impact of observation and how it informs our understanding of children's development We will delve into various domains including cognitive social emotional physical and creative development and provide you with practical strategies for facilitating growth in each area The heart of this book lies in its curated collection of engaging activities designed to captivate young learners These activities have been carefully selected to align with the developmental needs and interests of children From sensory play to outdoor adventures from art and craft exploration to language and literacy games you will discover a wealth of ideas that promote holistic development and spark a sense of wonder in young minds As you immerse yourself in this book we encourage you to approach each observation and activity with curiosity and an open mind Adapt and customize them to suit the unique needs of the children in your care fostering an inclusive and responsive learning environment Embrace the joy of discovery alongside the children as you witness their growth enthusiasm and eagerness to learn Observations and Activities serves as your companion on this transformative journey offering guidance and inspiration to support children's holistic development Each chapter provides valuable insights practical tips and reflection prompts inviting you to deepen your understanding and refine your practice So let us embark on this exciting adventure together as we explore the power of observation engage in

meaningful activities and create a nurturing space where young minds can thrive Get ready to witness the magic of learning unfold before your eyes Are you ready to embark on this observation based learning journey Let s dive in and unlock the potential within each child one observation and activity at a time

Foundations and Change in Early Childhood Education Martha T. Dever, Renee C. Falconer, 2007-03-09 Sidebars designed to extend students understanding of the themes of the text Enrichment Activities can be used either as in class or as out of class projects For Further Reading and Professional Development Resources provide resources for learning more about a particular topic Self Assessment designed to help you assess students learning from the chapter

Early Childhood Qualitative Research J. Amos Hatch, 2013-10-18 How can qualitative researchers make the case for the value of their work in a climate that emphasizes so called scientifically based research What is the future of qualitative research when such approaches do not meet the narrow criteria being raised as the standard In this timely collection editor J Amos Hatch and contributors argue that the best argument for the efficacy of qualitative studies in early childhood is the new generation of high quality qualitative work This collection brings together studies and essays that represent the best work being done in early childhood qualitative studies descriptions of a variety of research methods and discussions of important issues related to doing early childhood qualitative research in the early 21st century Taking a unique reconceptualist point of view the collection includes materials spanning the full range of early childhood settings and provides cutting edge views by leading educators of new methods and perspectives

Child Development in Educational Settings Marilyn Fleer, 2018-01-16 This book provides a comprehensive introduction to theories of development and learning in early childhood and primary education

CHILDHOOD AND GROWING UP MANGAL, S. K., MANGAL, SHUBHRA, 2019-05-01 The book with comprehensive and practicable coverage acquaints its readers with thorough knowledge and skills to help the growing children in their proper growth and development enabling them to reach the limit of their excellence on one hand and instilling in them the sense of responsibility towards their society and nation on the other hand It dwells on the essential topics such as nature of the process of growth and development going on at the various ages and developmental stages of children their developmental needs and characteristics individual differences and diversities existing among them development of various abilities and capacities like intelligence creativity and overall personality characteristics nature of the age linked behavioural problems adjustment and mental health parenting styles and methods of dealing with the behavioural problems adjustment and stressful conditions of the developing children The text equips the readers with all what is in demand for helping the developing children at this juncture of rapid industrialisation globalisation urbanisation modernisation and economic change It is primarily designed for the undergraduate students of education and elementary education

KEY FEATURES Incorporates quite advanced topics such as emotional intelligence use of reflective journals anecdotal records and narratives as method of understanding child s behaviour and so on Includes detailed discussion of theories of child development theories of learning theories of intelligence theories of achievement

motivation theories of creativity and theories of personality Offers engaging language and user friendly mode of discussion Adequately illustrated with examples figures and tables Comprises chapter end summary for quick glance of the concepts

Child Care and Guidance United States. Office of Education, United States. Division of Vocational and Technical Education, 1967

Literacy Techniques for Building Successful Readers and Writers David Booth, Larry Swartz, 2004 This revised handbook will be even more useful to elementary teachers who want to explore the best techniques for teaching reading and writing Totally re written the second edition of this popular guide offers one hundred procedures and activities based on the latest research A collection of proven strategies teachers will find old favorites as well as new approaches they will want to try from using reading comprehension strategies and the writing process to working with information texts and technology Literacy Techniques for Building Successful Readers and Writers includes checklists and guidelines many in reproducible form for easy classroom use This flexible and adaptable resource for the busy teacher is also useful for supply teachers and other teaching partners buddies volunteers and parents Jacket

Teaching Literacy in Second Grade Jeanne R. Paratore, Rachel L. McCormack, 2005-05-13 Second grade classrooms are exciting places to visit Children are consolidating their growing reading and writing expertise exploring new genres and becoming more effective communicators This book takes the reader into several exemplary second grade classrooms to demonstrate what teachers can do to optimize literacy learning for their students Highlights include how to set appropriate short and long term goals for individual students ways to plan instruction to meet those goals and innovative ideas for partnering with parents

An Introduction to Young Children With Special Needs Richard M. Gargiulo, Jennifer L. Kilgo, 2019-01-08 An Introduction to Young Children with Special Needs Birth Through Age Eight is a comprehensive introduction to educational policies programs practices and services for future practitioners serving young children with delays or disabilities in early intervention early childhood special education EI ECSE Thoughtfully addressing the needs of children at risk for learning or development delays or disabilities revered authors Richard M Gargiulo and Jennifer L Kilgo offer evidence based interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making developmentally appropriate practices cultural responsiveness and activity based intervention The Fifth Edition includes the latest developments in and influences on the field of early intervention and early childhood special education including the Division for Early Childhood's DEC Recommended Practices which are infused throughout the text With the support of this current and innovative book readers will gain a firm understanding of the complex field of EI ECSE to assist them in their future study and careers A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and resources boost comprehension and bolster analysis Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 6571 8 which includes access to SAGE Premium Video and other multimedia tools SAGE coursepacks SAGE

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