

1 Observation: Lily's Flowers, April Lily and Sue sat together with Sue watching Lily as she tried to copy the postcard of flowers. Annabelle walked past and was interested, so stopped to watch Lily.	Interpretation and analysis Lily was keen to mix and stir the paints herself. She was happy with her painting and smiled while painting.	Learning possibilities and intentional teaching Change the paints available for Lily and Annabelle and add long-handled brushes. Bring in some books about flowers. Have Sue work with a small group each day this week and keep the sample for Mother's Day.	Comment Why change the paints and for what purpose? What is the purpose of this learning possibility? The learning possibilities are not linked with the children's interests; they are introduced on the basis of one child's interest with the expectation that all children will become involved.
2 Observation: Lily's Flowers, 21 April Sue, Lily and Annabelle sit and talk together while Lily paints her picture of flowers from the postcard. Lily talks with Annabelle and Sue about the colours she is using.	Interpretation and analysis Lily seems very interested in painting using the postcard flowers as a reference point. She smiles and talks with Sue and Annabelle and is keen to mix the paints with Annabelle watching.	Learning possibilities and intentional teaching Add some new colours to the paints tomorrow and use some new postcards. Get Sue to model wiping the brushes down rather than wiping them for Lily – helps with independence. See if Annabelle wants to join in tomorrow.	Comment It is not clear why the teacher is making these choices and decisions. No connections are made to learning and development areas.
3 Observation: Lily's Flowers, 21 April Lily, Sue and Annabelle — Indoor play Lily has been experimenting with paint combinations over several days. In discussion with Sue (assistant), we decided to introduce small pots of paints and a mixing palette (off screen) so that Lily could create her own colour combinations. Sue introduced a postcard of flowers as Lily has been talking about the flowers in her own garden at home. As Lily painted she looked at the postcard very carefully, used the same colours on her paper and attempted to represent the flowers in the same way as the postcard. As she painted she said to Annabelle "I'm using gold first 'cause that's my favourite, then the green." Annabelle then passed the red paint and laughed "red's last!" Lily laughed and took the pot, stirring vigorously.	Interpretation/analysis Working at the table appeared to invite more possibilities for Lily to share conversation with others than at the easels. Lily's attention to detail (through action and conversation), signal her interest in the experience. Lily was particularly interested in this experience and represented the colours of the postcard flowers in the same relative location on her paper. She is attempting to represent the flowers through close observation and attention to placement of colours. Link to QKLG: Active learning — ways to represent ideas creatively through art, showing confidence and involvement in learning.	Learning possibilities & intentional teaching Learning opportunities for Lily Encourage Lily to bring in some of her flowers to share. Introduce more postcards of artworks. Model observational drawing and talk through the steps as we draw/paint. Opportunities for other children Introduce small pump bottles of paint and mixing palettes so Lily can experiment independently at any time. Share this paint pump idea with all the children and move materials to a larger table space so that children can work alongside one another. Create a painting space next to shelving. Use the shelves to store a range of art materials to provide opportunities for all the children to engage creatively (promoting independence and choice). Encourage children to suggest materials they would like to access.	Comment The learning possibilities highlight the development of independence, decision-making and creativity which link to the learning and development area of Active learning. The detailed list of possibilities for extending the learning provides intentional teaching responses related to the individual child and group, resources and room layout. The intentional teaching strategies also include modelling of drawing skills. Note: An experienced teacher might note significant intended interactions with children. Practical and organisational changes are likely to happen as part of the teacher's thinking rather than be recorded.

Sample Of Preschool Observation Comments

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Table of Contents Sample Of Preschool Observation Comments

1. Understanding the eBook Sample Of Preschool Observation Comments
 - The Rise of Digital Reading Sample Of Preschool Observation Comments
 - Advantages of eBooks Over Traditional Books
2. Identifying Sample Of Preschool Observation Comments
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sample Of Preschool Observation Comments
 - User-Friendly Interface

4. Exploring eBook Recommendations from Sample Of Preschool Observation Comments
 - Personalized Recommendations
 - Sample Of Preschool Observation Comments User Reviews and Ratings
 - Sample Of Preschool Observation Comments and Bestseller Lists
5. Accessing Sample Of Preschool Observation Comments Free and Paid eBooks
 - Sample Of Preschool Observation Comments Public Domain eBooks
 - Sample Of Preschool Observation Comments eBook Subscription Services
 - Sample Of Preschool Observation Comments Budget-Friendly Options
6. Navigating Sample Of Preschool Observation Comments eBook Formats
 - ePub, PDF, MOBI, and More
 - Sample Of Preschool Observation Comments Compatibility with Devices
 - Sample Of Preschool Observation Comments Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Sample Of Preschool Observation Comments
 - Highlighting and Note-Taking Sample Of Preschool Observation Comments
 - Interactive Elements Sample Of Preschool Observation Comments
8. Staying Engaged with Sample Of Preschool Observation Comments
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sample Of Preschool Observation Comments
9. Balancing eBooks and Physical Books Sample Of Preschool Observation Comments
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sample Of Preschool Observation Comments
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Sample Of Preschool Observation Comments
 - Setting Reading Goals Sample Of Preschool Observation Comments
 - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Sample Of Preschool Observation Comments
 - Fact-Checking eBook Content of Sample Of Preschool Observation Comments
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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