

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

Sample Of Anecdotal Observation Notes

L Cohen



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Making Connections in Elementary and Middle School Social Studies Andrew P. Johnson, 2009-10-15 Making Connections in Elementary and Middle School Social Studies Second Edition is the best text for teaching primary school teachers how to integrate social studies into other content areas This book is a comprehensive reader friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies' thematic pedagogical and disciplinary standards Praised for its wealth of strategies that go beyond social studies teaching including classroom strategies pedagogical techniques activities and lesson plan ideas this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas

Preschool Assessment Marla R. Brassard, Ann E. Boehm, 2011-06-08 Comprehensive and user friendly this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3 to 6 year olds in accordance with current best practices and IDEA 2004 guidelines The authors are leading clinician researchers who take the reader step by step through selecting appropriate measures integrating data from a variety of sources and using the results to plan and evaluate effective interventions and learning experiences Coverage encompasses screening and assessment of cognitive linguistic emotional and behavioral difficulties including mental retardation and autism Case studies illustrate key facets of assessing diverse children and families appendices offer concise reviews of over 100 instruments

The Portfolio Book Elizabeth F. Shores, Cathy Grace, 1998 Presents the use of portfolio books to assess children's learning Provides ten easy to use steps that can be integrated into everyday teaching

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

A Nuts-and-Bolts Approach to Teaching Nursing Jeanne Novotny, Mary T. Quinn Griffin, 2006-06-12 This revised and updated edition of this down to earth survival manual is for those who are new to teaching and for those who need a quick refresher course Brimming with practical pointers and dozens of timesaving tables and checklists this volume includes strategies you will need to make clinical assignments select the right textbooks construct and analyze student tests facilitate student learning of technology prepare and present lectures and much more

Publisher **Literacy Assessment and Instructional Strategies** Kathy B. Grant, Sandra E. Golden, Nance S. Wilson, 2014-08-07 Literacy Assessment and Instructional Strategies by Kathy B Grant Sandra E Golden and Nance S Wilson prepares literacy educators to conduct reading and writing assessments and develop appropriate corrective literacy strategies for use with their grade K 5 students Connecting Common Core Literacy Learning Standards to effective strategies and creative activities the book includes authentic literacy assessments and formal evaluations to support reading teaching in the elementary classroom Initial chapters discuss literacy assessment and evaluation data driven instruction high stakes testing and instructional shifts in teaching reading Subsequent chapters focus on the latest instructional and assessment shifts including pre assessing literacy knowledge bases using informational texts for vocabulary development and close reading of text Written by reading practitioners and researchers this book is a must have for novices as well as for veteran classroom teachers who want to stay on top of changing literacy trends **Mindful Learning** Linda Campbell, Bruce Campbell, 2009 For teachers who want to use more research based strategies but have little time this book is a gem The simple format great diagrams additional reading sources and research supported strategies are all time savers for busy educators Pattie Thomas School Improvement Specialist Talladega City Schools AL This book is a teacher s toolbox full of strategies that will strengthen student achievement Once a teacher receives this resource everyone in the school will want a copy Nancy Betler Instructional Support Specialist Charlotte Mecklenburg Schools NC Discover 101 classroom tested answers to the question How can I make my teaching more effective Educators need a variety of easy to use tools to stimulate and engage students who process information with a variety of learning styles and who may have special learning needs This second edition provides 101 research based instructional strategies that teachers can immediately implement in the classroom to meet heightened accountability mandates and improve student achievement Each technique is compatible with brain based teaching styles and has a proven track record with students of diverse ages languages abilities and socioeconomic status This revised edition features new strategies and graphics based on the latest research on improving learning plus ready to use forms and checklists updated resources a greater emphasis on teaching students in special populations and a reorganized structure that puts specific information at your fingertips Readers will discover ways to Use students prior knowledge Immerse students in active learning experiences and make content relevant Differentiate instruction for diverse learners including English language learners and struggling students Provide gender fair equitable instruction This indispensable manual will help you provide meaningful learning experiences to promote every student s academic success **Assessing Readers** Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of Assessing Readers continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students

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Goldstein, 2015-07-16 Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 provides current and prospective primary grade teachers with an understanding of the CCSS ELA and CCSS M that highlights their compatibility with developmentally appropriate practices DAP the instructional approach generally preferred by teachers of young children The book begins by framing the CCSS as a distinct improvement over lengthy lists of academic content standards and as a carefully conceptualized and DAP friendly set of curriculum guidelines Next the CCSS ELA and CCSS M for Grades K 3 are unpacked analyzed synthesized and cross referenced to key features of DAP Finally several hot topic issues differentiating instruction to meet the needs of all learners ensuring equitable access to the curriculum for English Language Learners addressing assessment and accountability expectations and educating parents and families about the CCSS and DAP are prioritized and examined in depth Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 is a highly useful guide for both pre service and in service early childhood education teachers

Developing Voice Through the Language Arts Kathryn Henn-Reinke, GERALYN A. CHESNER, 2007 Let every voice be heard Developing Voice Through the Language Arts shows prospective teachers how to use the language arts to connect diverse students to the world around them and help them develop their own literate voices This book considers the integrated nature of the primary language arts reading writing listening speaking viewing and visually representing Authors Kathryn Henn Reinke and GERALYN A. CHESNER encourage preservice and inservice teachers to take a reflective balanced approach in preparing to teach language arts Collaborating for Real Literacy Sharon M. Pitcher, Bonnie Mackey, 2013-03-21 Advances in literacy require collaboration between all of a school s stakeholders This book harnesses the latest research and takes into consideration CCSS to show how to make that collaboration a reality Authentic literacy practice is crucial to preparing all

students to be successful both in the workplace and college in the 21st century Insisting that this literacy achievement will only happen when librarians teachers literacy coaches and administrators work together in their schools Collaborating for Real Literacy addresses the role of each instructional leader individually and examines the importance of the group collectively in bolstering the literacy of all students Practical ways to support the teaching of the Common Core State Standards CCSS are infused throughout every chapter In this second edition of the book core chapters on scaffolding literacy centers family literacy English language learners comprehension assessment writing and discussion have been updated based on current research and CCSS Each of these chapters now offers suggestions for literacy coaches Also new are recommendations for grades K 5 and 6 12 demonstrating specific ways to apply instructional ideas to different age levels and providing materials that can be used for the instruction Additionally three new chapters have been added with real literacy instructional ideas for content area reading and Response to Intervention support for struggling readers **Mentoring**

Novice Teachers Debra Eckerman Pitton, 2006-04-28 Mentoring Novice Teachers is thorough comprehensive and well thought out The author provides an important addition to the growing number of publications about mentoring Its focus is on the content of mentor training and development Content is conveyed in a constructivist mode through group dialogue while at the same time allowing for individual reflection Hal Portner Author Mentoring New Teachers Deepen mentors awareness of effective practices for guiding novice teachers to success How do we educate mentors so they are able to successfully work with novice teachers Mentoring Novice Teachers examines roles in mentoring relationships presents strategies that foster trust and open communication and offers practical ideas for addressing the specific needs of novice teachers This excellent updated resource focuses on building the knowledge and skills mentors need to effectively support and guide new teachers as well as better understand the mentoring process Reflections discussion prompts and role plays are incorporated throughout to increase mentors awareness and promote positive and effective interactions between mentors and beginning teachers This second edition includes Specific guidelines for facilitating a mentor training workshop Expanded coverage of mentoring strategies and processes Updated research about effective mentoring and communication A stronger focus on mentoring individuals with diverse backgrounds and experiences This unique book blends theory and practice in a format that meets the needs of mentors and facilitates a powerful means of support for novice teachers Tools for Teaching

Conceptual Understanding, Elementary Julie Stern, Nathalie Lauriault, Krista Ferraro, 2017-09-16 Harness natural curiosity for conceptual understanding Nurture young learners innate curiosity about the world and bring intellectual rigor throughout the developmental stages of childhood Concept based teaching helps students uncover conceptual relationships and transfer them to new problems Readers of this must have road map for implementing concept based teaching in elementary classrooms will learn Why conceptual learning is a natural fit for children Strategies for introducing conceptual learning Instructional strategies to help students uncover and transfer concepts How to write lessons assess understanding and

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