

PHYSICAL DEVELOPMENT

Child: Tim

Observer: Danielle Buehner

Date: September 15, 2006

OBSERVATION:

Tim noticed Lincoln and Joe beating on their drums, and walked over to the teacher's counter.

Teacher Danielle: Would you like to play a musical instrument, Tim?

Tim nodded and picked out the drum. He climbed up into the loft and joined the boys in their music making. Tim, Lincoln, and Joe beat on their drums with their hands and Joe hummed a song. They continued to make music on the ground after climbing down.



INTERPRETATION:

Tim demonstrated his fine motor skills in using the musical instruments. He alternated using his left and right hands on alternating beats, which is an advanced coordination skill. He kept rhythm with Lincoln and Joe and knew where to join in. Tim voluntarily participated in the activity and strengthened not only his fine motor skills, but also his coordination. All three boys also displayed large motor skills by climbing up and down from the loft. Tim's face displays his concentration on the beats and his enjoyment in the activity. Tim, Lincoln, and Joe went on drumming for quite some time.

LANGUAGE AND LITERACY

Child: Molly
Observer: Danielle Buehner
Date: September 29, 2006

OBSERVATION:

While playing outside, Teachers Danielle and Mollie brought out the sidewalk chalk. Emma, Octavio, and Molly immediately picked out their favorite color and started drawing. Emma asked Teacher Danielle to trace her body and Molly helped. Molly was then in turn traced. When it was finished, Molly took another piece of chalk and wrote her name. Emma and Molly proceeded in drawing "X marks the spot".



INTERPRETATION:

In writing her name, Molly shows an awareness of print as a form of meaningful communication. She not only recognizes the letters as her name, but also knows how to write them. Molly demonstrates correct hand placement on the chalk and shows great knowledge in her writing skills. The letters are very distinct and readable, especially for being written on a rough surface. Her fine motor skills are also strengthened by her ability to write.

SOCIAL DEVELOPMENT

Child: Molly
Observer: Danielle Buehner
Date: September 29, 2006

OBSERVATION:

Teacher Mary started the "Come on Over to the Door" song, the children put away their toys and gathered by the door. Teacher Mary started taking the children inside by their groups. While they were waiting, the cricket friends and a few caterpillars started up a game of "Ring Around the Rosey" all by themselves. Molly would start a new round every time and led her friends in song. Each child was giggling and smiling as they spun in a circle.



INTERPRETATION:

By playing Ring Around the Rosey with her friends, Molly shows her increasing ability to sustain relationships. While Molly often takes a leadership role, she is demonstrating high ability to cooperate by playing actively with other children. She uses her love for singing to have fun with her friends. She makes sure that every child is able to participate. Molly's ability to cooperate is observed in many of her interactions with her friends.

AESTHETIC – CREATIVE ARTS DEVELOPMENT

Child: Molly
Observer: Danielle Buehner
Date: September 15, 2006

OBSERVATION:

Molly and Emma were playing in the kitchen, cooking food, when Molly climbed in the high chair.

“Emma, I’m hungry!” Molly called.

“Okay, Molly, I’m going to make you some lunch!”

Molly continued to be a younger child while Emma cared for her as her mother. Emma fed Molly an apple on a plate and Molly ate it up.



INTERPRETATION:

Molly was participating in a dramatic play activity. By pretending to be a younger child, Molly used words, actions and materials to portray a role, situation and setting. Molly placed herself in the position to portray a younger child, while providing Emma with cues to accept a motherly role. Molly “self-handicapped” herself by becoming less capable to make a meal. Molly appropriately engaged in dramatic play with Emma throughout their time in the kitchen.

COGNITIVE-MATH DEVELOPMENT

Child: Tim

Observer: Danielle Buehner

Date: October 23, 2006

OBSERVATION:

Ashton and Tim discovered the rulers on the shelf and Teacher Danielle asked them if they would like to measure some items around the classroom. They enthusiastically agreed.

“Let’s measure the chair!” Tim suggested.

Tim laid his ruler on the top of the chair, and Ashton laid his on the arm of the chair. Teacher Danielle showed them how to lay their fingers at the end of the ruler, marking where to lay it a second time. Tim and Ashton took it away and continued to measure on their own.



INTERPRETATION:

Tim and Ashton are increasing their knowledge of measurement. Tim is using the ruler as a standard form of measurement. By working together, the two boys realized that different types of measurement could be made. Ashton is measuring the width of the chair, and Tim is measuring the length. Tim used his current knowledge of math to count the number of times the ruler could stretch across the chair.

COGNITIVE-SCIENCE DEVELOPMENT

Child: Tim

Observer: Danielle Buehner

Date: October 6, 2006

OBSERVATION:

The preschool class took a field trip to the entomology lab on East Campus. While there, the entomologist gave the class opportunities to touch some of the insects. Tim was eager to get a closer glimpse at many of the insects.

"It's slimy!" Tim exclaimed, after touching a millipede.

Tim was a very active learner and participated in all of the activities. He showed an avid interest in the insects and went on to create his own bug.



INTERPRETATION:

Tim is developing his knowledge of the scientific process. He is showing an interest in active investigation. By showing an interest in the insects, Tim is displaying an interest in science and non-human life. Tim was willing to step out of his comfort zone and experiment with something he had never touched before. He confidently discovered answers of insect life through investigation and experimentation.