

SAMPLE OBSERVATIONS`**CHILD'S NAME:** Jill**AGE:** 5

FACT: Outside on the monkey bars, Jill hangs on to the bar with both hands spread about 6 inches apart. She kicks up with her right leg. Her leg waves in the air. She kicks the other leg up. She lands with both legs back on the ground. "I want to get up and I can't do it," she says. She tries the same maneuver eleven times. "Kris, I can't do it. I did it before, but now I can't remember how," she states. She tries again three times. "I think I need to rest," she says.

INTERPRETATION: She is working her gross muscle development and will be able to get up on the bars with just a little more time and/or practice.

CHILD'S NAME: David**AGE:** 4

FACT: At the water table, David places the sensory water wheel in the water in front of the place he is standing. "Put some fishes in it," he says, facing Jill.

"Here, put in the crab," Jill states, handing an object to David.

He grabs it from Jill's 's hand and holds it close to his face. "It's a sword fish," he says. The teacher points to another object in the water, "And this is...what is it?"

Jill looks closely at the object. "Crab," she says.

David looks closely at the object, "That's a shrimp," he says.

INTERPRETATION: This shows language development as David has increased his vocabulary and is able to name the fish using the correct terms.

CHILD'S NAME: Emily**AGE:** 5

FACT: Sitting at a table during snack, Emily pours a glass of milk. "I like milk," she says, and hands the pitcher to Kimberlee.

"What food group does milk belong to?" asks the teacher. No one says anything for about 4 seconds.

"The dairy group!" says Emily.

INTERPRETATION: This shows cognitive development in recognizing that milk belongs to the dairy group. The groups were discussed the week before.

CHILDREN'S NAMES: David and Delaney **AGE:** 4

FACT: Sitting at the snack table are David, Delaney, and Kimberlee. David says, "One day the teacher came and got me over there (points with right hand and finger to art table--Delaney looks that way, toward the art table, then back at David), and told me my mom, my mom was on the phone, and I got to go to talk to my, my mom on the phone. Telephone."

Delaney asks, "Well, what did your mom say?"

Teacher enters with a snack.

"We're having Jell-O," says David.

"Well, I know!" says Delaney.

"I know what we're having," says Kimberlee.

INTERPRETATION: This is an example of social development. The children are interacting--even if it was for a short time. They were communicating and socializing on the same subject.

CHILD'S NAME: Maren **AGE:** 5

FACT: In the large group area, Maren makes a structure out of Lincoln logs. Cameron, David and Michael are in the same area.

"My brother has these," says David.

Maren says, while placing longs on the structure, "My brother's stupid. He doesn't like me. But I like him. But he's stupid." She places three more blocks on the object, then says, "On time we fought and wrestled. He's stupid. He thinks he's a Ninja Turtle. He doesn't like me."

INTERPRETATION: This shows emotional development in her dealings with others feelings for her. She also can think a negative thought about another person, yet still like them.

CHILD'S NAME: Cameron

AGE: 4

FACT: Cameron stands close to the typewriter. He places the paper at the top of the machine and turns the knob on the left side with his left hand and the paper rolls into the machine. He uses his left hand to push on the lever. He hits the keys on the machine with his fingers on both hands. It won't move anymore. He touches two keys that are stuck inside. He pushes down on them. The teacher turns to him and pulls the keys apart and says, "Use only one finger at a time and it should work better for you." Cameron hits the keys using his index finger on the right hand, then on the left hand, then on the right. He presses three different letters.

INTERPRETATION: This is an example of small motor development because Cameron can roll the paper in the machine as well as type, using all fingers, as well as just one finger.