

## 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

**Lea M. McGee, Donald J. Richgels**



## **Anecdotal Observations Of Children Examples:**

The Comprehensive Preschool Curriculum Kay M. Albrecht, Linda Miller, Kay Albrecht, 2004 This self directed guide is designed to provide more than 40 hours of professional development for teachers using the Innovations Preschool Curriculum Teachers can explore the different elements of the curriculum and their effect on young children's learning as well as other important components of early childhood education These include encouraging different types of play communicating with parents and solving problems among others

**Foundations of Education: Instructional strategies for teaching children and youths with visual impairments** M. Cay Holbrook, Alan J. Koenig, 2000 **Assessing Young Children's Development and Learning** Julie A. Ray, 2026-01-27 Assessing Young Children's Development and Learning helps early childhood educators understand both the need for assessment as well as the process of assessment for infants toddlers and children up to age eight Through engaging vignettes case studies and exercises this comprehensive text supports students in confidently applying assessment skills across wide ranging early childhood educational settings

**Innovations** Linda G. Miller, Kay Albrecht, Kay M. Albrecht, 2001 A comprehensive 40 hour self directed manual is just what teachers need to effectively implement one of the best toddler curriculum resources Innovations The Comprehensive Toddler Curriculum This guide is specially designed for teachers who are new to the world of care and early education of toddlers as well as those who are experienced toddler educators Teachers explore Innovations wide view of curriculum as inclusive of interactions activities and experiences parent partnerships environment teaching observation and assessment and child development Dr Albrecht is widely known as an advocate for high quality care and early education opportunities for all children Dr Miller with over 25 years of direct experience in education is a national speaker and consultant **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

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*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

**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

**Creating Curriculum in Early Childhood** Julie Bullard, 2019-11-25 Creating Curriculum in Early Childhood explores the backward design model of curriculum development equipping readers with the tools and methods they need to effectively apply backward design in the early childhood classroom Clear yet comprehensive chapters walk new and veteran educators through an effective method for curriculum design that promotes meeting standards through intentional teaching while engaging children in developmentally appropriate interest-based education focused on big ideas and conceptual understanding Featuring desired results assessment methods and teaching techniques specific to birth to age eight this critical guide also includes practical tips for educators new to the method Designed to help students and practitioners alike this powerful textbook combines early childhood philosophy and developmental research with highly practical descriptions rationales and examples for developing curricular units using backward design

*Observational Strategies for Child Study* Dee Michelle Irwin, Margaret Bushnell, 1980

Behavioral Problem Children in the Schools Robert Henley Woody, 1969

**Observing Young Children** Sally Wylie, 2004 The main purpose of this text particularly this edition is to assist students in developing the skills and knowledge necessary to conduct relevant professional and meaningful observations of young children in the field of Early Childhood Education The text is designed for college or university students embarking on a career involving young children Observing Young Children includes references to various professions Teachers Early Childhood Educators Early Interventionists and Resource Teachers and Consultants all of whom use observation in a variety of ways for a diverse

number of reasons Observation is a language they all speak and understand Uncovering the developmental process of a child's early years and making it visible to others requires the skills and knowledge of a practiced observer Educators know that one of the best ways to learn about young children is to observe them and the other way is to talk with their families Through observation and documentation Educators can co construct with children and their families a curriculum that is alive with what matters to them

**Meaningful Assessments of the Young Child** Margaret B. Puckett, Janet K. Black, 2008 This book is not for the tired and timid but for those committed professionals who wish to think through a plan that is coherent cohesive learner and family focused and work through the development of a defensible reliable and valid authentic assessment system

**KEY TOPICS** Discusses emerging research in the area of brain development research and its implication for assessment practices Provides information on the standards movement and how these standards can have either a negative or positive impact on developmental goals Adds a developmental continuum as an appendix to help teachers focus on emerging development rather than on perceived deficits in children Provides an added chapter on portfolio systems Places more emphasis on the discussions of diversity and inclusion

**MARKET** For educators and school administrators

**Special Training for Special Needs** Barbara L. Wolfe, Virginia G. Petty, Kathleen Louise McNellis, 1989 Literacy's Beginnings Lea M. McGee, Donald J. Richgels, 1996

**Experiences in Music for Young Children** Mary Carolyn Pugmire-Stoy, 1977

**Journal of Children in Contemporary Society**, 1982

**Science and Mathematics in Early-childhood Education** Donna M. Wolfinger, 1994

**Parents as Partners in Education** Eugenia Hepworth Berger, 2004 This text uniquely provides comprehensive coverage of the history of parenting and parent school collaboration current issues and immigration trends affecting American schools and communities diverse family structures and many techniques that teaching professionals can use to engage family members of all children more completely as partners in education Chapters on working with families of children with special needs and on child abuse are remarkable aspects of this text

**BOOK JACKET**

*A Way of Knowing* Judith A. Schickedanz, 2005 Early Intervention for Handicapped and At-risk Children Nancy L. Peterson, 1987 This text is intended for students and professionals in special education regular early childhood education and related disciplines who are interested in working with young children who have handicapping or at risk conditions before they reach school age The purpose is to provide a comprehensive overview of the field its mission and the unique approaches for helping this young clientele

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