

# Week by Week Overview

## WEEK BY WEEK: AN OBSERVATION PLAN FOR PORTFOLIO BUILDING (PRACTITIONERS)

WEEK	METHOD	AREA	TARGET
1	Class List Log Work Samples Reflective Journal	Separation and Adjustment Art	All All Self
2	Anecdotal Recording Class List Log Reflective Journal	Self-Care Self-Care	Group A All Self
3	Checklist Anecdotal Recording Reflective Journal	Physical Development Physical Development	All Group B Self
4	Running Record Class List Log Reflective Journal	Social Development Social Play Stage	Group C All Self
5	Frequency Count Anecdotal Recording Reflective Journal	Emotional Development Emotional Development	All Group D Self
6	Checklist Class List Log Reflective Journal	Speech and Language Speech and Language	Group A All Self
7	Time Sample Checklist Reflective Journal	Attention Span Speech and Language	All Group B Self
8	Checklist Checklist Reflective Journal	Math and Science Speech and Language	All Group C Self
9	Rating Scale Checklist Reflective Journal	Literacy Speech and Language	All Group D Self

<b>WEEK</b>	<b>METHOD</b>	<b>AREA</b>	<b>TARGET</b>
10	Work Samples Anecdotal Recording Progress Reports Reflective Journal	Creative Creative Process	All Group A Group A Self
11	Media Running Record Progress Reports* Reflective Journal	Dramatic Play Dramatic Play	All Group B Group B Self
12	Class List Log Anecdotal Recording Progress Reports* Reflective Journal	Self-Esteem Self-Identity	All Group C Group C Self
13	Setting Observation Class List Log Anecdotal Recording Progress Reports* Reflective Journal	Environment Group Participation Group Interactions	Visit All Group D Group D Self
14	Class List Log Checklist Progress Reports Reflective Journal	Interaction with Adults Physical Development	All All Group D Self
15	Class List Log Running Record Reflective Journal	Social Stages of Play Self-Identity	All Group A Self
16	Frequency Count Running Record Reflective Journal	Emotional Development Emotional Development	All Group B Self
17	Checklist Language Time Sample Reflective Journal	Development Attention Span	All All Self
18	Running Record Checklist Reflective Journal	Free Play Cognitive Skills	Group C All Self
19	Rating Scale Writing Samples Reflective Journal	Literacy	All All Self
20	Work Samples Anecdotal Recording Reflective Journal	Creativity Creative Process	All Group D Self
21	Media Checklist Progress Reports Reflective Journal	Dramatic Play and Blocks Speech and Language	All Group A Group A Self

\*See Week 14, Assignment C

<b>WEEK</b>	<b>METHOD</b>	<b>AREA</b>	<b>TARGET</b>
22	Class List Log Checklist Progress Reports Reflective Journal	Choices in Play Speech and Language	All Group B Group B Self
23	Class List Log Checklist Progress Reports Reflective Journal	Group Time Speech and Language	All Group C Group C Self
24	Time Sample Checklist Progress Reports Reflective Journal	Attention Span Speech and Language	All Group D Group D Self
25	Checklist Anecdotal Recording Reflective Journal	Social Development Creativity	All Group C Self
26	Class List Log Running Record Reflective Journal	Self-Care Free Play	All Group D Self
27	Frequency Count Anecdotal Recording Reflective Journal	Emotional Development Emotional Development	All Group A Self
28	Class List Log Anecdotal Recording Reflective Journal	Adjustment to Routines Literacy	All Group B Self
29	Time Sample Checklist Reflective Journal	Attention Span Cognitive Skills	All All Self
30	Rating Scale Writing Samples Reflective Journal	Literacy	All All Self
31	Work Samples Anecdotal Recording Reflective Journal	Creativity Emotional Development	All Group C Self
32	Class List Log Anecdotal Recording Reflective Journal	Interaction with Adults Self-Identity	All Group D Self
33	Checklist Running Record Reflective Journal	Physical Development Free Play	All Group A Self
34	Checklist Anecdotal Recording Reflective Journal	Social Development Social Development	All Group B Self

<b>WEEK</b>	<b>METHOD</b>	<b>AREA</b>	<b>TARGET</b>
35	Frequency Count Checklist Reflective Journal	Emotional Development Speech and Language	All Group C Self
36	Class List Log Checklist Reflective Journal	Group Interaction Speech and Language	All Group D Self
37	Checklist Checklist Progress Reports Reflective Journal	Cognitive Development Speech and Language	All Group A Group A Self
38	Rating Scale Checklist Progress Reports Reflective Journal	Literacy Speech and Language	All Group B Group B Self
39	Class List Log Time Sample Progress Reports Reflective Journal	Self-Identity Attention Span	All All Group C Self
40	Work Samples Progress Reports Reflective Journal	Creativity	All Group D Self

## WEEK 1 PLANS

This week you will begin to gather information on the children in your class or group. More importantly, in the coming weeks, you will begin to get acquainted with them, give them your

full attention, get down eye to eye to them, watch what they do, listen to them, talk with them, find places in the classroom from which you can observe the action.

### WEEK 1: PART A

#### Class List Log—Separation and School Adjustment

Materials: 8–10 file folders, Class List Log forms.

Label one file folder “Class File.” Select eight children from the class and set up eight file folders with a Portfolio Overview Sheet in each. Remember to use the children’s initials only, and before you observe, get permission from the teacher or the family if that is the school’s policy. Get each child’s birth date from the teacher and enter on the Portfolio Overview Sheet (Form 4 in FORMS).

#### Practitioners

Materials: File folders for each of the children in your group and Portfolio Overview Forms the same as earlier, but use children’s real names.

Find the Class List Log (Form 5) found in the file called FORMS. Alphabetize the class by first names down the left side (Note: This is easy to do in MSWord by typing the first names down the side of a new document, highlight them by placing your cursor at the first letter of the first name, holding down the shift key and the down arrow until it gets to the bottom of the list. Go to Table, AZ Sort, and hit that. It will sort the names alphabetically. Go to the top of the document and add a line for the date and your name. You will want to save this document, perhaps calling it Class List Log. Print out and make a supply of these Class List Log forms to use in the coming weeks or print one and photocopy additional forms. Saving the form with children’s names makes it easy to go in and change it if a child leaves or another one joins the group.

Observe the group this week. Make short, descriptive notes about each one’s arrival or departure, noting how each child is greeted while separating from family members on a Class List Log form. Remember to date it.

#### ? What to Do with It

**Filing.** Note the presence of a Class List Log in each child’s Portfolio Overview under this section Separations and Adjustment (Portfolio Overview Example). A blank Portfolio Overview Sheet (Form 4) appears in FORMS.

#### SEPARATIONS AND ADJUSTMENT

Documentation Type	Filed in:		Observer/Writer	Date
	Class File	Child’s Portfolio		
CL	<i>Class file</i>		BAN	9/7
CL	”		BAN	2/14
CL	”		MS	4/5
RR	<i>Portfolio</i>		BAN	5/9

Portfolio Overview Example

If further action is needed, write a note, place it in the Class File, and follow it up.

Completed Class List Logs contain information on all the children in the class, so it is not appropriate to file them in a child’s portfolio. Establish a Class File that will hold those recordings that contain information on all the children. (Other methods of this type are explained later in this book.) This is the teacher’s and the program’s property and should be stored separately from the portfolios to protect confidentiality.

File Week 1-A, in the class file.

**Sharing with Child and Family.** This type of observation can be shared by the teacher with the family and the child, if appropriate. For example: “Mrs. Jones, the way you are helping Joshua become accustomed to being here has given me ideas to share with other families. I was observing yesterday

and saw some of the things you did to make him feel comfortable here and confident of your return before you left. He had a wonderful day and I believe it was because of that.”

If difficulties persist, based on observations and recordings, the teacher may meet with the family and discuss what has been observed and work together on a plan to help the child adjust.

### Actions

**Read a Book.** There are many appropriate books to prepare for adjustments to school or to ease separations.

Read the book to the individual child, the whole class, or suggest it to family members.

Boelts, M. (1996). *Little Bunny's Preschool Countdown*. Morton Grove, IL: A. Whitman.

Eastman, P. D. (1988). *Are You My Mother?* New York: Random House.

Fowler, S. G. (1994). *I'll See You When the Moon Is Full*. New York: Greenwillow Books.

Hutchins, P. (1994). *Three Star Billy*. New York: Greenwillow Books.

Juster, Norman. (2005) *The Hello, Goodbye Window*. Michael DiCapria Publishers

Klise, K. (2007) *Imagine Harry*. Orlando, FL: Harcourt.

Lillegard, D. (2007) *Who Will Sing a Lullaby?* New York: Knopf.

Penn, A., Harper, R. E., & Leak, N. M. (1993). *The Kissing Hand*. Washington, DC: Child Welfare League of America.

Schwartz, A. (1982). *Bea & Mr. Jones*. Scarsdale, NY: Bradbury Press.

Willems, M. (2008). *Knuffle Bunny Too: A Case of Mistaken Identity*. New York: Hyperion Books.

Yaccarino, D. (2007). *Every Friday*. New York: Henry Holt.

### Books in Spanish

Scott, A. H.; & Coalson, G. (2006). *En las piernas de Mamá (On Mother's Lap)*. New York: Clarion Books

### In the Environment

- ▶ photographs, tape recordings of child's family members
- ▶ soft spaces for comfort and safe withdrawal
- ▶ place to store and retrieve comforting objects

### In the Curriculum

- ▶ play “Hide and Seek” and have follow-up conversations about the permanency of relationships and temporary or permanent separations
- ▶ projects regarding family's activities while children are at school

### In the Newsletter

- ▶ article regarding separation: program policies, advice for smooth transitions at the beginning and end of the day or session
- ▶ reminders later in the year of the importance of smooth, sensitive transitions

## WEEK 1: PART B

### Work Samples for All

This week, encourage each child to draw or decorate the cover (one panel) of his or her own portfolio. This is a good one-on-one activity to help you get acquainted with each child. Write the date in the corner. Explain to the child, if the child is old enough to understand, that this is a place where you, the teacher, will be collecting

writing about the child at school and some artwork throughout the year. Invite the child to add samples of him or her work to the portfolio. You will show him or her the file at times throughout the year.

If the child wants to fill the folder with work, you might want to establish separate work sample folders that are accessible to each child. The children can store their own work.

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## WEEK 1: PART C

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### Reflective Journal

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Respond to the following in your Reflective Journal (FORMS—Form 6-1) kept in a private file at home.

### It Happened to me

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Do you have an IT HAPPENED TO ME story? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms for this Chapter

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Form 4—Portfolio Overview Sheet  
Form 5—Class List Log  
Form 6-1—Reflective Journal



## WEEK 2 PLANS

### A Note for Adjusting Week by Week Plan to Your Class

#### Practitioners

Each week's plans will include recordings on the whole class and on individual children. In an effort to record fairly and equally, divide the class into four groups by taking one of the Class List Log forms and dividing it as equally as you can into four groups: Groups A, B, C, and D. These children will be in these recording groups for the rest of the year, so keep this as your master group plan.

When the weekly plan is to observe each child in Group A (or B, C, or D), use the Class List Log of the

children in that group to determine how many children you must observe each day. (In this way you can factor in short weeks and so on.) Write those names on the calendar. For example, if you had 16 children in your class, Group A will have child 1, 2, 3, and 4. On Monday, child 1 will be the focus of the recording; on Tuesday, child 2, and so on. If you had 23 in your class, Group A will have child 1, 2, 3, 4, 5, and 6. You may decide that on Tuesday and Wednesday you will focus on child 2 in the morning and child 3 in the afternoon for the plan. The following week, the plan for individual recordings probably will be Group B, so you would focus on each of the children in the next group, one or two per day.

## WEEK 2: PART A

### Anecdotal Recording—Self-Care for Group A

An Anecdotal Recording does not need a special form. You can use filler paper with lines. Fold it down the middle. At the top write the target child's name, the date, and your name. Write your observation down the left half of the paper and reserve the right-hand half for comments and questions. There is Form 7 in FORMS if you would rather have a form. Do not think you have to retype your notes. This method should be your first-hand account and you should not take the time to retype it later. In the real-world classroom there is no time for that. You can type it into a form if you have just made sketchy notes to fill in later. This is dangerous because you probably will forget the details. It is best to write it as it is happening.

#### Student

Select the four oldest children in the group of eight that you will be observing this semester. Look for opportunities to write an Anecdotal Record on each of them in the area of self-help skills. This can be a description of a child's arrival and how the child stores belongings. It can be at snack or mealtime or when the child is using the bathroom. (Note that this does not mean you should accompany and observe

the child using the toilet, but observe how the child indicates the need to go, handles undressing and dressing, and handwashing.) In the case of infants or toddlers, write about the skills the child has—reaching for the bottle or spoon, pulling off socks, or attempting to dress.

#### Practitioners

Select each of the children in Group A. On Monday, while working with the children through the day, focus attention skills displayed by child 1 during eating, dressing, toileting, taking care of himself or herself, or taking care of the room. Jot notes. Later in the day, on the left-hand column of a sheet of paper, write an Anecdotal Recording as an illustration of child 1's self-care skills. Remember to just be a detail writer, including actions and exact quotes to give the reader the feeling of being there. On Tuesday, repeat the assignment for child 2, Wednesday for child 3, and so on. In the right-hand column, make notes about what this self-care incident shows about the child's physical, cognitive, language, and social-emotional development. In the right column, you make comments such as, "This is the first time she's done this by herself. She was so proud," or "This is unusual for him," or "I wonder if she would have done this if she hadn't felt me watching her."



## ? What to Do with It

**Filing.** On each child's Portfolio Overview Sheet, note that the Anecdotal Record is being included that documents an aspect of self-care, along with your name and date. File the recording in the child's portfolio.

SELF-CARE			
Documentation Type	Filed in:		Date
	Class File	Observer/Writer	
CL	Class file	BAN	9/14
RR	Portfolio	MS	3/15

Portfolio Overview Example

**Sharing with Family and Child.** Share the incident with family and the child, if it is appropriate. For example: "I was observing Boneva today and noticed how well she's handling the butter knife for spreading and even cutting up her potato into small pieces. That's quite an advanced skill."

### Actions

#### Read a Book

- Breen, S. (2007) *Stick*. New York: Dial Books.
- DeFelice, C. J. (1996). *Casey in the Bath*. New York: Farrar Strauss Giroux.
- \*Hoberman, M. A. (2008). *I'm Going to Grandma's*. New York: Harcourt.
- Linnea, R. (1997). *Mouse Mess*. New York: Scholastic.
- Menchin, S. (2007). *Taking a Bath with the Dog and Other Things that Make Me Happy*. Somerville, MA: Candlewick.
- Morales, Y. (2007). *Little Night*. New York: Roaring Brook Press.
- Owens, M. B. (2007). *Panda Whispers*. New York: Dutton.
- Shihab, N. (1997) *Lullaby Raft*. New York: Simon and Schuster.

\*Babies and Toddlers.

- Slate, J., & Wolff, A. (1996). *Miss Bindergarten Gets Ready for Kindergarten*. New York: Dutton Children's Books.
- Takabataki. (1993). *Rub-a-dub-dub: Who's in the Tub?* San Francisco: Chronicle Books.
- Thomas, P. (1971). "Stand Back" *Said the Elephant, "I'm Going to Sneeze!"* New York: Lothrop, Lee & Shepard.
- VanVeeuwen, J. (1998). *Amanda Pig and Her Best Friend Lollipop*. New York: Deal Books.
- Verdick, E., & Heinlen, M. (2006). *Germs Are Not for Sharing*. Minneapolis, MN: Free Spirit.
- Vivas, J. (1997). *Let's Eat*. New York: Scholastic.
- Wild, M. (2007). *Piglet and Papa*. New York: Abrams Books.

#### Books in Spanish

- Guy, G. F. (2006). *Mi escuela (My School)*. New York: HarperFestival/Rayo.

#### In the Environment

- ▶ Provide equipment that fosters self-care success: child-sized eating utensils and small pitchers, child-sized toilet, low sink, soap and towel dispenser, time and space for dressing and undressing for outdoors.
- ▶ Provide a place for everything for a sense of orderliness.
- ▶ Provide time to clean up without pressure.
- ▶ Make clean-up fun, not a time of punishment for playing and making messes.

#### In the Newsletter

- ▶ Investigate the consequences of *not* caring for hygiene with concrete experiences, growing mold, dissolving enamel in cola, wearing the wrong kinds of clothing.
- ▶ Develop a project of how a toilet or drain works.
- ▶ Explore the sleeping habits of various animals.

#### Communication with Families in Newsletters

- ▶ This is a great topic for a series of articles with helpful advice on eating, toileting, sleeping, and home chores.
- ▶ Article on family self-care practices in various cultures.

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## WEEK : PART B

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### Class List Log—Self-Care for All

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Use a Class List Log (Form 5) to record selected skills from eating, toileting, dressing, personal hygiene, sleeping, or classroom self-care. Review the developmental milestones for the age of the children in your class and observe this week, noting the degree of self-care each child exhibits in these areas. Be sure you are allowing all children to do for themselves what they can do.

### ? What to Do with It

**Filing.** In each child's Portfolio Overview Sheet Form 4 (see example), note the date of the Class List Log, the self-care level observed, and the recorder's name (yours). File the completed Class List Log in your class file. You will refer to it again later in the year.

Make a note if further action is indicated and follow through on further observation. Discuss with the teaching team, your supervisor, or the child's family.

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## WEEK 2: PART C

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### Reflective Journal Form 6-2 in Forms

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### It Happened to Me

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Do you have an IT HAPPENED TO ME STORY? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms to Download

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- Form 7—Anecdotal Recording Form 7
- Form 8—Self-Help Checklist [Figure 2-7]
- Form 6-2—Reflective Journal

## WEEK 3 PLANS

### WEEK 3: PART A

#### Checklist on Physical Development for All

Print out the Checklist (FORMS 8) for infants and toddlers 0–24 months and (FORMS 9) for young children 3–5 years old) for eight children and, this week, observe them in the physical development portion of the Checklist. If the program where you are doing your field experience has a Checklist, you may want to use it to help the teacher, gathering information on a portion of the group.

#### Practitioners

Use your program-approved Checklist and gather information on physical development on all the children in the group this week as the children work and play.

#### ? What to Do with It

**Filing.** Enter on the Portfolio Overview Sheet in the Physical Development area that the Checklist on physical development has been used, the recorder's name (you), and the date. Place the Checklist in each child's portfolio. See example.

PHYSICAL DEVELOPMENT			
Documentation Type	Filed in:		Observer/Writer
	Class File	Child's Portfolio	
	Other		Date
CK		Portfolio	BAN 9/19
CK		"	12/12
CK		"	5/16

Portfolio Overview Example

**Sharing with Child and Family.** Share the child's accomplishments with the family and the child, if appropriate. For example: "This week we are closely observing the child's muscle development and coordination. I noticed Madeline can skip, walk

downstairs using alternating feet, and balance on one leg for several seconds. Those are unusual skills for one not yet four years old," or "Frank, I noticed that you can cut with scissors with either your left hand or your right hand. Do you write better with one hand or the other? Can you show me?"

#### Actions

##### Read a Book

Here are a few great stories about physical development to share with the group or individual children:

- \*Bang, M. (2007). *All of Me: A Book of Thanks*. New York: Scholastic.
- Beaumont, K. (2004). *Baby Danced the Polka*. New York: Dial Books for Children.
- Berkner, L. (2007). *The Story of My Feelings*. New York: Scholastic.
- Buller, J. (1996). *Ready, Set, Hop!* New York: Harper Collins.
- Carlson, N. L. (2006). *Get Up and Go!* New York: Viking.
- Cousins, L. (2007). *Maisy Goes to the Hospital*. New York: Candlewick Press.
- Harrison, D. L. (2007). *Piggy Wiglet*. Honesdale, PA: Boyds Mills.
- Hudson, C. W., & Bourke, J. F. (2003). *Hands Can*. Cambridge, MA: Candlewick Press.
- Nye, P. (1997). *I Love to Dance*. Dallas, TX: Penny Laine Papers.
- Galdone, P. (1999). *The Three Billy Goats Gruff*. Econo-Clad.
- Hutchins, P. (1968). *Rosie's Walk*. New York: Macmillan.
- Jones, B. T., & Kuklin, S. (1998). *Dance*. New York: Hyperion Books for Children.
- Wilkes, A. (1994). *See How I Grow*. New York: D. K. Publishing.

#### Books in Spanish

- Davis, K. (2005). *Who Hops? ¿Quién salta?* Orlando, FL: Harcourt.

#### In the Environment

- Provide equipment within the classroom for large muscle development, available by choice throughout the day.

\*Infants and toddlers

- ▶ Provide a variety of tools and materials to stimulate a small muscle development.
- ▶ Outside play area—provide:
  - enough space and equipment that encourages active participation.
  - large and small group play spaces.
  - areas of sun and shade.

### In the Curriculum

- ▶ Match a child's interest with the area that needs more development to stimulate interest and practice.
- ▶ Use height and weight changes as a curriculum theme incorporating measurement, charting, change. This could develop into a project about influences on growth, infant growth and development and monthly baby visits, or a class-initiated and designed exercise program.
- ▶ Outside materials extend indoor curricular areas including art, literacy, and science.

### In the Newsletter

- ▶ List what physical development milestones are occurring in a wide age range. (Be sure to add an explanation that all children develop at different rates in the various developmental areas and that serious developmental lags

will be noted by teachers and discussed with families.)

- ▶ Article on common household objects and activities that promote small muscle development such as pinching clothespins; playing with kitchen tools such as tongs, pizza wheels; sorting pasta shapes, and so on.
- ▶ Article on home play yard safety—cushioning under climbers and slides, rope swing cautions, clothing without neck strings.
- ▶ Article on the importance of outdoor play.
- ▶ Location of some interesting neighborhood play places.

Look at the next level or skill to be developed for each child. Plan activities to encourage that skill, especially inviting this child to participate. Make a note of the child's response. For example, "Monday —put out new building blocks, invite Ben and X, and Y, and Z. Ben worked with blocks for three minutes but had difficulty. I took out the larger blocks, which he worked with for seven minutes."

Date these notes and place them in the child's portfolio.

If a significant lag appears, discuss it with your supervisor to confirm it, then with the family. Together you can decide on a course of action.

## WEEK 3: PART B

### Anecdotal Recording Physical Development for Group B

#### Students

Select two children and complete an Anecdotal Recording.

#### Practitioners

Select children in Group B. On Monday observe the first child in Group B, looking for an episode demonstrating physical development. On Tuesday observe the next child, planning so that by the end of the week, each child in Group B has an Anecdotal Recording on muscle development in the portfolio.

Write an Anecdotal Recording with as many details about how the child moves and uses the body. If the child makes any comments about physical ability, be sure to note it word for word. Comment in the right column on the significance of this event. Was it usual or unusual, above or below expected level for

this age? Give some possible contributing factors if you know them. The reader should have the feeling of seeing the episode through your eyes.

#### ? What to Do with It

**Filing.** On the child's portfolio overview, note the Anecdotal Record is being included, your name as recorder, and the date. (See the preceding example.)

If a significant lag is indicated, speak with your supervisor. Discuss with the family to decide on a course of action.

Plan specific curriculum activities to practice the accomplished skill and next-level skills to give experiences to develop with help.

**Sharing with the Child and Family.** Share the recording with the child's family and the child, if appropriate. For example, "Megan traced her hand and cut it out today. That's quite a difficult task for a three-year-old, but she did it." File the Anecdotal Recordings in each child's portfolio.

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## WEEK 3: PART C

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### Reflective Journal

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Respond to the following in your Reflective Journal, kept in a private file at home.

### It Happened to Me

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Do you have an IT HAPPENED TO ME STORY? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms to Download

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Form 8—Checklist 0–24 months  
Form 9—Checklist 3–5 years  
Form 6-3—Reflective Journal  
Calendar

## WEEK 4 PLANS

### WEEK 4: PART A

#### Running Record of Social Development for Group C

This week you will be using the same type of recording skills you learned to use with Anecdotal Recording except this is not documenting a specific incident but is observing and recording a segment of typical behavior without regard for the outcome of the incident.

#### Students

Select two children, and follow the given directions. From Group C, assign each of the children to a day this week.

Decide on a 10-minute time block to observe each child. Fold lined paper down the middle and write in the left-hand column. When that time comes, whatever that child is doing, begin your recording. Start with the child's name, date, time, and in which area or activity the child is engaged. From that point, write down each action and movement, and any conversation. Be as descriptive as you can without summarizing or giving reasons for the behavior. Record conversations word for word. Later in the day, take the recording and make comments, write questions, or pose theories in the right-hand column. Review the stages of social play. Identify which stage or stages the child demonstrated, and write that in the right column as well.

#### ? What to Do with It

**Filing.** Write a few summary words, the date, and your name on the Portfolio Overview Sheet section Social Development (see example) Make a note if further action is indicated and follow through. File the Running Record in each child's portfolio.

**Sharing with Child and Family.** Share with the family and the child, if appropriate. For example: "Mrs. Stento, today when I was watching Tony play he was deeply engrossed in pouring sand from one container to another. Another child came to the table and began to play next to Tony. Without missing a beat in pouring, Tony slid one of his containers toward the other child, who took it and also began filling it. Not a word was exchanged but that

#### SOCIAL DEVELOPMENT

Documentation Type	Filed in:		Observer/Writer	Date
	Class File	Other		
CL		Class file	MS	9/26
CL		"	BAN	1/10
CK		Portfolio	MS	4/30
Ck		"		5/20

Portfolio Overview Example

was a big step for Tony, sharing one of his toys," or "Maxine, I was making some notes as you played today and I wrote down about how you played the big sister going to the doctor with her baby brother. You were very gentle with Robert. That must be the way your sister Irene is gentle with you."

#### Actions

##### Read a Book

- Bridwell, N. (1998). *Clifford Makes a Friend*. New York: Scholastic.
- Carle, E. (1971). *Do You Want to Be My Friend?* New York: HarperCollins.
- Galdone, P. (1973). *The Little Red Hen*. New York: Seabury Press.
- Lyon, G. (1989). *Together*. New York: Orchard Books.
- MacDonald, A. (1997). *Little Beaver and the Echo*. New York: Talman Co.
- McPhail, D. M. (1998). *A Bug, a Bear, and a Boy*. New York: Scholastic.
- Oram, H. (1998). *Badger's Bad Mood*. New York: Scholastic.
- Palatini, M. (2007). *No Biting, Louise*. New York: HarperCollins Publishers.
- Seeger, P. Jacobs, P. D., & Hays, M. (2005). *Some Friends to Feed: The Story of Stone Soup*. New York: Putnam.
- Tafari, N. (2007). *The Busy Little Squirrel*. New York: S&S.
- Weston, C. (2007). *If a Chicken Stayed for Supper*. New York: Holiday House.



### Books in Spanish

- Gomi, T. (2006). *My Friends = Mis amigos*. San Francisco: Chronicle Books.
- Reiser, L. (2008). *My Way/A mi manera: A Margaret and Margarita Story*. New York: Greenwillow/Harper Collins.

### In the Environment

- Provide dramatic play props such as male and female dress-up clothes; dolls and home-type furniture and accessories; large muscle play equipment such as climbers, jumping and swinging apparatus, boxes, balls, and tunnels.
- Attach photographs of each child in the classroom to individual blocks in the block area to be used as props.

### In the Curriculum

- Include children's names in songs and chants.
- Pair children together for simple cooperative play activities.

### In the Newsletter

- Article about children's friendships at this age. Many families expect friendships to form at a very early age while the child is still centered on self (not in a negative but developmental way). Help families see how this is a part of development.
- Article to encourage "play dates" but discourage "exclusive parties."

## WEEK 4: PART B

### Class List Log of Social Development for All

Use a Class List Log form that you have already constructed with the names of the children in your class or group alphabetically (Form 5). Draw vertical lines to indicate the social play stages: onlooker, solitary, parallel, associative, and cooperative. This week during free-play time, observe the children as they interact with one another. Place a check mark in the stage next to their name. If you can, you could also indicate what type of play it is: functional (F), constructive (C), dramatic (D), or games with rules (G).

### ? What to Do with It

**Filing.** At the end of the week, take the Class List Log and transfer the stage you observed onto the Portfolio Overview Sheet with your name and date of the observation.

File the Class List Log in the class file. Make note if any further action is indicated.

**Sharing with Child and Family.** Share with the family and the child, if it is appropriate. For example: "Mr. Nugent, I noticed Max playing for a long time by himself today with the Legos," or "Kathy, I noticed you building together with Laura today in the block area."

## WEEK 4: PART C

### Reflective Journal

Respond to the following in your Reflective Journal (Form 6-4), kept in a private file at home.

### It Happened to Me

Do you have an IT HAPPENED TO ME story? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms to Download

- Form 7—Anecdotal/Running Record
- Form 6-4—Reflective Journal
- Calendar



## WEEK 5 PLANS

### WEEK 5: PART A

#### Frequency Count–Social/ Emotional

##### Students

Using the Frequency Count Form 10 in FORMS, follow the directions below.

##### Practitioners

Make at least two copies of the Frequency Count form. List the children in Groups A and B on one form and Groups C and D on another. Use the alphabetical name list from the Class List Log.

On one day during free choice time, observe for 30 minutes, looking for evidence of prosocial or antisocial behaviors on one sheet. On another day, observe the children on the second sheet. Each time one of these behaviors occurs, make a check mark next to the name of the child in the appropriate column.

##### ? What to Do with It

**Filing.** The Frequency Count is filed in the class file because it contains information on all the children observed. Notes may be made on each child's Portfolio Overview Sheet under Emotional Development (see example) or the topic of the Frequency Count.

Analyze and plan. Look at the results. Do you see a few children with very high numbers in the antisocial column? Write a short theory as to why these children have scored in this way. (Do not put this in the child's portfolio. This is for your use.) Use some of the resources to make a plan for the class or for individual children to foster prosocial/emotional development. You may want to try another Frequency Count at intervals during and following your plan to measure if it has been effective.

**Sharing with Child and Family.** The Frequency Count is a method on which the teacher can base decisions or measure results. It probably would not be shared with the family unless on a very general basis and then only after the intervention has been made and results tabulated. It may be a

#### SOCIAL DEVELOPMENT

Documentation Type	Filed in:		Observer/Writer	Date
	Class File	Other		
FC		Class file	MS	10/6
RR		Portfolio	MS	12/27
FC		Class file		3/30
FC		Class file		5/25

Portfolio Overview Example

statement such as: "We have been working very hard to be kinder and gentler with one another. We experimented by measuring the number of unkind and aggressive actions in a day—a number that was too high. Then we have been doing the following: Reading books about friendship, using the word *friend* more often as we speak to the children, playing games that promote cooperation rather than competition, encouraging and giving recognition for all kind and gentle acts that we see. And low and behold, it is working! We measured again and the numbers were lower. We'll keep at it!"

##### Actions

##### Read a Book

- Aliki. (1998). *Painted Words, Spoken Memories*. New York: Greenwillow.
- \*Allen, J. (2007). *"I'm Not Scared!"* New York: Hyperion.
- Altman, L. J. (1993). *Amelia's Road*. New York: Lee & Low.
- Bunting, E. (1991). *Fly Away Home*. New York: Clarion.
- Bunting, E. (1996). *Going Home*. New York: HarperCollins.
- Coles, R. (1995). *The Story of Ruby Bridges*. New York: Scholastic.
- Denise, A. (2007). *Pigs Love Potatoes*. New York: Philomel Publishers.

\*Infant and toddler

- Falwell, C. (1992). *Nicky Loves Daddy*. New York: Houghton Mifflin.
- Fox, M. (1994). *Tough Boris*. New York: Harcourt Brace & Co.
- Frasier, D. (1991). *On the Day You Were Born*. San Diego, CA: Harcourt Brace Jovanovich.
- Gorbachev, V., & Gorbachev, K. (2005). *When Someone Is Afraid*. New York: Star Bright Books.
- Lakin, P. (2007). *Rainy Day*. New York: Dial.
- Mammano, J. (2007). *Rhinos Who Rescue*. San Francisco, CA: Chronicle.
- Martin, B., & Archambault, J. (1987). *Knots on a Counting Rope*. New York: Holt.
- Rosenberg, L. (1993). *Monster Mama*. New York: Putnam.
- Spelman, C. M., & Parkinson, K. (2004). *When I Miss You*. Morton Grove, IL: Whitman.
- Williams, V. (1984). *A Chair for My Mother*. New York: Greenwillow.

#### Books in Spanish

- Brown, M. W. [trans. A. E. Marcuse] (2006). *El conejito andarín [The runaway bunny]*. New York: HarperCollins.

#### In the Environment

- Reflect on the positive emotional climate provided in the classroom by the adults. Be sure that each child is valued and respected.

#### In the Curriculum

- Incorporate the affective dimension in curriculum planning—how people feel under certain circumstances, what feelings the projects invoke in the participants, what

differences and problems arise from working together and how they can be solved with empathy.

- Use puppets and class meetings to work out problems based on hypothetical common situations before they arise. Then when those situations do arise, such as difficulties over turn taking, or sharing, or inadvertently hurting someone physically or emotionally, some strategies or resolutions have already been worked out. A script, so to speak, has already been written.

#### In the Newsletter

- Article on development of emotional controls.
- Article on handling pet deaths and hard emotional issues.
- Article on aggression, its causes and appropriate responses.
- Article on children's fears.
- Article on shyness—causes and appropriate.
- Article on action research through Frequency Counts and implementation. Action research, such as frequency counts to measure the success of a classroom strategy, is a way to inform families of the seriousness and professionalism with which the teacher is addressing change in the classroom. When it is described in general terms, without naming specific children, of course, it lets families know that the teacher is attending to behavioral aspects of learning in a positive way, working to promote each child's social competence and mental well-being. It can also suggest strategies that may be replicated at home.

## WEEK 5: PART B

### Anecdotal Recording of Emotional Development for Group D

#### Students

Select an incident that illustrates a principle in emotional development. Record the incident using an Anecdotal Record. In the right-hand column write about the principle that this incident illustrates.

#### Practitioners

Select the children in Group D. Divide them among the days of this week.

Write an Anecdotal Recording on each child about an incident that gives information about emotional development, such as the child displaying joy, happiness, anger, aggression, or fear. Make notes as the incident is happening, or shortly thereafter. By the end of the day, write an Anecdotal Recording about the incident.

Include as many details as possible about the incident in the left-hand column of a sheet of paper. In the right-hand column, comment on the significance of the incident, if it was usual or unusual, and

possible contributing factors. You may want to comment on:

Knowledge—recognition of emotions, vocabulary of emotions

Skills—what the child can do to control emotions

Dispositions—behaviors related to emotions

Feelings—how the child's self-concept is involved with emotions

#### ? What to Do with It

**Filing.** In the child's portfolio, note on the overview sheet in Emotional Development that the Anecdotal Recording is present, the date, and your name (See preceding example).

If a strategy to help the child cope with emotions is indicated, discuss it with the family or your supervisor to decide on a course of action. Follow through.

**Sharing with Child and Family.** Share the observation with family and the child, if appropriate, such as "I was observing Carlos today and saw him go to the bathroom all by himself. He had been afraid to go down the hall alone, but today he did it." File in each child's portfolio.

## WEEK 5: PART C

### Reflective Journal

Would you describe yourself as shy? Respond to the Reflective Journal questions Form 6-5 and keep it in a private file at home.

### It Happened to Me

Do you have an IT HAPPENED TO ME story? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms to Download

Form 10—Frequency Count

Form 6-5—Reflective Journal

Calendar

## WEEK 6 PLANS

### WEEK 6: PART A

#### Listening to Speech and Language for Group A Students

With the help of the teacher, select two children to interview or have a conversation with.

##### Practitioners

Select each child in Group A to have a little conversation with each day this week. If it is allowed, tape record the informal conversations or structured interviews (see the following suggestions) as well as make written notes (literacy role model) as you speak with each child.

##### Informal Conversation

If you wish, record a conversation you have with the child about the child's play, an event, or an explanation of a piece of art or construction. Afterward, analyze the conversation for what it reveals about the child's knowledge, emotional state, social development, and the child's speech and language using the following checklist.

##### Structured Interview (Sample Questions)

Two- and three-year-olds:

- "What's your name?"
- "How old are you?"
- "Go get the book." (receptive)
- Say, "I want the ball."
- "What's this?"
- "What's this sound?" (Ring a bell without child seeing it.)
- Show a mirror. "Who is that?" "What's his or her name?"

Four- and five-year-olds:

- "What's your name? Last name?"
- "Look around the room and tell me what you see."
- "What makes you happy (sad or mad)?"
- "What do you like to do best at school?"
- "Can you tell me about a dream you've had?"
- "Do you know any jokes?"

#### ? What to Do with It

**Filing.** Print two copies of the Speech and Language Checklist (Form 11) found in FORMS for each child.

Analyze the interview for what it reveals about the child's knowledge, emotional state, social development, and the child's speech and language development. Enter a summary, recorder, and date on the Portfolio Overview Sheet in the area of Speech/Language (see example).

SPEECH/LANGUAGE			
Documentation Type	Filed in:		Date
	Class File	Observer/Writer	
AR	Portfolio	BAN	10/11
tape	"	BAN	1/6
video tape	"	MS	2/15
RR	"	BAN	6/19

Portfolio Overview Example

**Sharing with Child and Family.** Share with the family and the child, if appropriate, something of interest that came from the interview. For example, "Mrs. Santiago, I was talking with Manuel and he told me about the trip you have planned to visit his grandparents. He is very excited about it. When he gets back we'll be sure to invite him to tell the class about it if he would like to," or "When we had that little talk the other day, Sarah, it really was interesting the way you described your painting. I liked listening to the words you used about the shapes and colors. Any time you want to listen to the tape, let me know."

If a significant lag appears, discuss it with your supervisor to confirm it; then discuss it with the family. Have a list of resources available for the family to locate agencies for a speech and language evaluation.

Is any follow-up needed from the Speech and Language Checklist? Make a note of it, and seek answers or take action.

### Actions

#### Read a Book

- \*Arnold, M. D. (2007). *Roar of a Snore*. New York: Dial.
- Bowie, C. W. (2003). *Busy Fingers*. Watertown, MA: Whispering Coyote.
- Butler, J. (2007). *Can You Growl Like a Bear?* Atlanta, GA: Peachtree.
- Fleming, D. (1994). *Barnyard Banter*. New York: Holt.
- Gershator, P. (2007). *Listen, Listen*. Cambridge, MA: Barefoot Books.
- Grossman, B. (1996). *My Little Sister Ate One Hare*. New York: Crown.
- Isadora, R. (2007). *Yo, Jo!* New York: Harcourt.
- Meddaugh, S. (1992). *Martha Speaks*. New York: Houghton Mifflin.
- Mitton, T. (2002). *Dinosaurumpus!* New York: Orchard Books.
- Rattigan, J. (1994). *Truman's Aunt Farm*. New York: Houghton Mifflin.
- Small, D. (1992). *Ruby Mae Has Something to Say*. New York: Crown.
- Young, D. (1995). *Purple Hair, I Don't Care*. Brooklyn: Kane Miller Books.

#### Books in Spanish

- Rosa-Mendoza, G., Cifuentes, C., & McGeehan, D. (2000). *Opposites= Opuestos*. Wheaton, IL: Me+mi.

#### In the Environment

- ▶ An environment that has new additions every day sparks conversations. The wonder over something from nature, a photograph from a classroom event, a special visitor, food in a new form, an interesting picture on the wall all can spark conversations that will expand vocabulary, practice conversational turn-taking, initiate questions and responses.
- ▶ The psychological environment of “no risk” is necessary for language development. Children need lots of time for speaking with one another and the adults, with freedom to select the topic, be treated with respect, and be encouraged to express opinions or ideas or feelings without fear of ridicule from adults or other children.

\*Infants and toddlers

#### In the Curriculum

- ▶ Planned times of conversation such as a class meeting might be added to the day's routine. The length of time and format should be carefully considered so that long wait times or conversation monopolies are eliminated. Some use a “Talking stick,” a stick that is passed so that only the holder may speak. The traditional “Show and Tell” is not conversation, not a simulation of any conversational technique used in everyday life. Its use should be seriously reconsidered. (See Chapter 13 for a more complete discussion of this topic.)
- ▶ A real game of “Conversational Ball” can be used as a visual example of how to carry on a conversation. Using a wound-up ball of yarn, or a very soft ball, the adult and child can toss the ball back and forth as they carry on a conversation with appropriate responses. This can demonstrate the responsibility of both to talk and listen.
- ▶ The art of description can be practiced and modeled by adults. Describing a child's action, product, or behavior in specific, non-evaluative terms shows that the adult is observant, relates events in sequence, illustrates cause and effect, and gives the child individualized attention. This can be practiced from the very littlest ones to mature players. Everyone wants to be noticed.

#### In the Newsletter

- ▶ Explain the stages of speech and language development. A short article regarding stuttering as a transitional phase in most children will allay family fears.
- ▶ New words learned at school or the word of the month like *discovering*, *comparing*, or *patterns* can help families reinforce concepts at home.
- ▶ Tips can be shared on conversations with children such as expanding or extending a child's comments, and describing the child's actions.
- ▶ Cute anecdotes can be sprinkled to bring humor and give insight into children's thinking.
- ▶ Be sure your newsletter is translated for those families whose language of the home is not English.

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## WEEK 6: PART B

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### **Class List Log of Speech and Language for All**

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Use one of the Class List Log forms (Form 5 in FORMS) you have prepared listing children by first names, alphabetically. Jot notes about each child concerning clarity of speech (understandable?), use of language for communication, irregularities, or concerns.

Note an observation on each child's Portfolio Overview Sheet (see example).

### **? What to Do with It**

This is a screening for your own use to listen closely to every child's speech and language development this week. In the next month, you will be individually interviewing and audio taping each child to listen more closely. Discuss any concerns with the other staff or your supervisor, then the family.

Note an observation on each child's Portfolio Overview Sheet.

File the Class List Log in the class file.

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## WEEK 6: PART C

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Respond in your Reflective Journal (Form 6-6), kept in a private file at home.

### **It Happened to Me**

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Do you have an IT HAPPENED TO ME story? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### **Forms to Download**

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Form 11—Speech and Language Checklist  
Form 6-6—Reflective Journal  
Calendar



## WEEK 7 PLANS

### WEEK 7: PART A

#### Time Sample of Attention Span for All

##### Students

In one of your visits, complete a Time Sample during free choice time, following the suggestions below.

##### Practitioners

Select a day this week during a normal free-play time. Prepare a time sample form by copying the Time Sample Form from FORMS Form 12 and adapt it to reflect areas in your classroom. List the learning center areas down the left margin. Begin by noting the time in the top column and proceed to write down each child's name as you scan each learning area. If you have time, circle those children's names who are playing cooperatively, a jagged circle around any who are aggressive. Note where the adults are and if any child is just standing and watching. Five minutes from the beginning time, scan the areas once again. If the child has not left the area, draw an arrow to the next time block and move on. Every five minutes, repeat the scanning and recording.

##### ? What to Do with It

**Filing.** Later that day, write conclusions about the child's attention span, play preferences, or social interactions as recorded on the Time Sample to place in each child's Portfolio. Make a note on the Portfolio

##### MEMORY AND ATTENTION SPAN

Documentation Type	Filed in:		Observer/Writer	Date
	Child's Portfolio	Class File		
TS	Class file		MS	10/18
TS	"			1/5
TS	"			3/1
TS	"			6/26

Portfolio Overview Example

Overview Sheet under Memory and Attention Span (see example).

File the Time Sample in the class file. If this Time Sample showed an unusual pattern or you have an explanation for why a certain thing happened, write that down as well. Your incidental observations are important too. For example, note if you observe that there were a lot of children around the water table today because it is new. If you notice a learning center is avoided by all children, you may want to consider the reasons for it and work to make it more interesting or change it to some other emphasis.

**Sharing with Child and Family.** This kind of observation recording in its entirety cannot be shared with the family because it shows information about all the children in the class. Conclusions drawn from the Time Sample as directed in **What to Do with It** are the types of information that can be shared. Students, of course, do not give information about the child to the family. See **It Happened to Me: Pay Attention.**

Discuss your observations with the family or the child, if appropriate. For example: "Mrs. Johnson, while I was observing in class today I noticed that Shawnalee spent 12 minutes at the easel painting. That was a lot of concentration for a three-year-old." or "Anthony, I noticed today you never played at the new water table. Did you want a turn? There were times when you weren't busy other places. It'll be out again tomorrow so you'll have another chance if you want to play there."

##### Actions

##### Read a Book

- Carlson, N.L. (1996). *Sit Still!* New York: Viking.
- Ljungkvist, L. (2007). *Follow the Line Through the House.* New York: Viking.
- Hutchins, P. (1987). *Don't Forget the Bacon.* New York: Greenwillow.
- Martin, B. (1992, 1967). *Brown Bear, Brown Bear, What Do You See?* New York: Holt.
- Mazer, N. F. (2007). *Has Anyone Seen My Emily Green?* New York: Candlewick Press.
- Seuss, Dr. (1975). *Oh, the Things You Can Think.* New York: Random House.
- \*Van Fleet, M. (2007). *Dog.* New York: S&S.

\*Infants and toddlers



Weaver, T. (2007). *Cat Jumped In!* Dumas, AR: Clarion Publishers.

Books in Spanish

Martin, B. (1998). *Oso pardo, oso pardo, ¿qué ves ahí?* [*Brown Bear, Brown Bear, What Do You See?*] New York: Holt.

### In the Environment

Evaluate the environment for intrusions on concentration

- ▶ Is the block area out of the flow of traffic?
- ▶ Is the reading area in a quiet area of the classroom, somewhat secluded and cozy?
- ▶ Are noisy areas such as large muscle area—climber, jumper, ball toss—buffered from the rest of the room?
- ▶ Does the schedule have a long, uninterrupted period of free-choice time?
- ▶ Are children not interrupted from play choices to participate in teacher-led activities?
- ▶ Is there sufficient warning and transition out of free-choice time so that projects can be brought to a close?

### In the Curriculum

- ▶ Provide a way that projects can be long term, saved from one day to the next to encourage long involvement.

- ▶ Allow for differences in attention span by providing alternative activities for those who cannot sit still for a group time that seems to be appropriate for most of the group.
- ▶ Provide open-ended activities and equipment so that children can use the materials at their individual cognitive levels.
- ▶ Plan activities that build on one another and revisit previous ones to form associations, patterns, and assimilation knowledge.

### In the Newsletter

- ▶ Tactfully suggest limits to television viewing as a way to increase cognitive and creative learning.
- ▶ Encourage families to play games with children—card games, concentration, old-fashioned guessing games.
- ▶ Feature an article about different kinds of intelligence to help families understand the uniqueness of their child's abilities and strengths.

## WEEK 7: PART B

### Conversations with Group B for Speech and Language

Continue with conversations begun last week, selecting children from Group B to converse with each day this week. If possible, tape-record the conversation as well as make written notes as you speak with each child. Have an informal conversation or structured interview as described in Week 6, Plan A.

### ? What to Do with It

**Filing.** Analyze each conversation for what it reveals about the child's knowledge, emotional state, social development, and the child's speech and

language. (Use the Speech and Language Checklist Form 11.)

Enter the summary. Note your name and the date on the Portfolio Overview Sheet. If a significant lag appears, discuss it with your supervisor to confirm it.

Then approach the family. Have a list of sites where a speech and language evaluation may be obtained to give to the family.

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## WEEK 7: PART C

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### Reflective Journal

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Respond to the following in your Reflective Journal (Form 6-7), kept in a private file at home.

### It Happened to Me

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Do you have an IT HAPPENED TO ME story? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms

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Form 12—Time Sample  
Form 11—Speech/Language Checklist  
Form 6-7—Reflective Journal  
Calendar

## WEEK 8 PLANS

### WEEK 8: PART A

#### Standardized Test

Obtain a copy of one of the standardized tests mentioned in this chapter or one that is used in your program or local school district. Carefully read the manual for the following information:

- ▶ purpose of the test
- ▶ kind of test—screening, diagnostic, special abilities
- ▶ norm group—size of group, ages, geographic location, racial and gender makeup
- ▶ reliability
- ▶ validity
- ▶ method of administration
- ▶ method of scoring

Draw conclusions about its appropriateness for the group of children with whom you are working. Under what circumstances, if any, would you suggest using this test?

Share this information with classmates and discuss the issue of standardized tests in early childhood, their use and misuse.

#### Practitioners

If you are in a program where standardized tests are *not* given, it is important to inform yourself about the standardized tests the children you work with will be taking in the next grades. Be an advocate for the ethical use of tests and inform families of the tests' use, misuse, and their rights to information about the tests, the scoring, and the outcomes for their child, the teacher, and the school.

If you are in a program where standardized tests *are* given, then it is your responsibility to learn all you can about the tests and work as an advocate for their ethical use. Prepare the children in your class to take the tests. Two excellent resources, one by Calkins (1998) and another by Taylor (1998), are listed in the resource section at the end of this chapter.

### WEEK 8: PART B

#### Math and Science Assessment for All

##### Students

Complete the Math and Science Checklist (Form 13 in FORMS) for one or two children and use it as an observing guide during children's regular activities.

##### Practitioners

Copy the Math and Science Checklist (Form 13 in FORMS) for each child, or use the cognitive portion of the developmental checklist used by your program. During this week, observe and mark as many of the criteria as you can from natural activities.

##### ? What to Do with It

**Filing.** Note the assessment on the Portfolio Overview Sheet with the date completed and your name. File the checklist in each child's portfolio.

**Sharing with the Child and Family.** Share your observations with the family or the child, if appropriate. For example: "Mrs. DeRienzo, when I was observing Gino counting today I noticed that besides being able to say the numbers to 10, he can count

##### COGNITIVE DEVELOPMENT

Documentation Type	Filed in:		Observer/Writer	Date
	Class File	Child's Portfolio		
Cag	Portfolio			10/20
CK	"			1/10
CK	"			4/11
CK	"			6/27

Portfolio Overview Example

up to five objects. The counting comes first, then the understanding of number,” or “Carmine, here on this paper I’m writing all the numbers and colors and shapes you know. After the holiday, I’ll take this paper out again and see how much more you’ve learned.”

### Actions

#### Read a Book

##### Mathematics:

- Baker, K. (2008). *Potato Joe*. Orlando, FL: Harcourt.  
 Bang, M. (1983). *Ten, Nine, Eight*. New York: Greenwillow.  
 Carle, E. (1994). *The Very Hungry Caterpillar*. New York: Putnam.  
 Henkes, K. (1995). *The Biggest Bow*. New York: Greenwillow.  
 Hoban, T. (1992). *Look Up, Look Down*. New York: Greenwillow.  
 Teckentrup, B. (2007). *How Big Is the World?* New York: Boxer Books.  
 Walsh, E. S. (2007). *Mouse Shapes*. New York: Harcourt.

##### Science:

- Carle, E. (1990). *Pancakes, Pancakes!* New York: Scholastic.  
 Cowcher, H. (1991). *Tigress*. New York: Garrar.  
 Ehlert, L. (1990). *Feathers for Lunch*. San Diego, CA: Harcourt Brace and Company.  
 Gran, J. (2007). *Big Bug Surprise*. New York: Scholastic.  
 James, S. (1991). *Dear Mr. Blueberry*. New York: McElderry.  
 Johnson, S. (1982). *Inside an Egg*. Minneapolis, MN: Lerner Publications.  
 Livingston, M. (1992). *Light and Shadow*. New York: Holiday House.  
 Kuhn, D. (1990). *More than Just a Vegetable Garden*. New York: Silver Press.  
 Walsh, M. (2008). *10 Things I Can Do to Help My World*. Cambridge, MA: Candlewick Press.

##### Books in Spanish

- Walsh, E. S. (2006). *Cuenta de ratón [Mouse Count]*. New York: Harcourt.  
 Morales, Y. (2003). *Just a Minute: A Trickster Tale and Counting Book*. San Francisco: Chronicle Books. (Counting book of Hispanic Interest)

#### In the Environment

- ▶ Be sure there are tubs of manipulatives to line up in a row, sort, and count. (These can be purchased for that purpose or be found items of collections such as shells, thread spools, pinecones, macaroni shapes. Use your imagination and change the items periodically.)
- ▶ Provide materials and games of varying difficulty to count out spaces, sort, and count.
- ▶ Establish a living, changing science discovery area with found items, planned science concept exploration, and accompanying books.
- ▶ Add and change equipment regularly in a science/math area such as inclines, balance scale, tops, magnifying glasses, pinwheels, live animals and insects, gears and simple machines, kaleidoscopes.
- ▶ Provide materials and experiences for children to test their ideas and challenge their mistakes.

#### In the Curriculum

- ▶ Incorporate the principles of scientific discovery in the curriculum. Projects that arise can use this approach as a pattern of exploration.
- ▶ Help children to see mathematics and science as a part of their everyday world, not an isolated subject. Explore the most common objects for similarities and differences.
- ▶ Incorporate graphing and related math games to the curriculum theme.
- ▶ Make thematic connections to math and science with seasons, construction, bakery, farm, birth, and even death.

#### In the Newsletter

- ▶ Review the developmental stages of children’s mathematical and science knowledge and skills.
- ▶ Write an article to give families ideas about incorporating mathematics and science in everyday household chores, experiences, and discussions.
- ▶ Convey some collected anecdotes of children’s theories about the how or why of their world. These theories can be documented in panels showing the exploration of the theory.

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## WEEK 8: PART C

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### **Conversations with Group C for Speech and Language**

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Continue with the conversations begun in Week 6, selecting children from Group C to converse with each day this week. If possible, tape-record the conversation as well as make written notes as you speak with each child. Do an informal conversation or structured interview as described in Week 6, Plan A.

#### **What to Do with It**

Analyze each interview for what it reveals about the child's knowledge, emotional state, social

development, and the child's speech and language. (Use the Speech and Language Checklist found in FORMS Form 11.)

Enter the summary. Note your name and the date on the Portfolio Overview Sheet. If a significant lag appears, discuss it with your supervisor to confirm it.

Then discuss it with the family. Have available a list of sites where a speech and language evaluation may be obtained to give to the family.

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## WEEK 8: PART D

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### **Reflective Journal**

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Respond in your Reflective Journal Form 6-8, kept in a private file at home.

### **It Happened to Me**

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Do you have an IT HAPPENED TO ME story? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### **Forms for This Chapter**

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Form 12—Time Sample

Form 11—Speech/Language Checklist

Form 6-8—Reflective Journal

## WEEK 9 PLANS

### WEEK 9: PART A

#### Rating Scales in Literacy

##### For Students

Select four children and complete the Literacy Rating Scale (Form 14). As an additional or alternative assignment, complete the ECERS Rating Scale on the classroom in which you are working.

##### Practitioners

Copy the Literacy Rating Scale found in FORMS, Form 14, or use the literacy assessment tool chosen by your program. Sometime this week, watch how each child uses books, listens to story books being read, and uses writing. Mark the Rating Scale with the date on each attained level. Return to this later in the year to evaluate progress.

#### ? What to Do with It

**Filing.** Make a summary note on the Portfolio Overview Sheet on literacy (see example), and file the Rating Scale in the child's portfolio.

If lower levels of literacy than expected are observed, make notes in your daily plans to give the child some attention or planned activities in that area.

#### LITERACY DEVELOPMENT

Documentation Type	Filed in:		Observer/Writer	Date
	Class File	Other		
RS		Portfolio	BAN	11/3
RS		"		1/18
RS		"		4/17
AR		"		4/29

Portfolio Overview Example

**Sharing with the Child and Family.** Share your findings with the family or the child, if appropriate. For example: "Mrs. Chen, while I was noting each child's interaction with books, I saw how Mashiko

listened so closely to the story and was able to tell it back word for word. That's the first step in learning to read," or "Today when you were playing in the grocery store I saw how you made that sign that said *Coke*. I didn't know you knew how to write!"

#### Actions

##### Read a Book

- Archambault, J., & Martin, B. Jr. (1989). *Chicka Chicka Boom Boom*. New York: Scholastic.
- Fleming, D. (1993). *In the Small, Small Pond*. New York: Henry Holt & Company.
- Gravett, E. (2006). *Wolves*. New York: Simon & Schuster Books for Young Readers.
- Gustafson, S. (1990). *Alphabet Soup: A Feast of Letters*. Chicago: Contemporary Books.
- Knudsen, M., & Hawkes, K. (2006). *Library Lion*. Cambridge, MA: Whispering Press.
- Maritin, B. (1967). *Brown Bear, Brown Bear, What Do You See?* New York: Holt, Rinehart & Winston.
- MacLeod, E. (2007). *I Heard a Little Baa*. Tonawanda, NY: Kids Can Press.
- Mayo, M. (2007). *Roar!* Minneapolis, MN: Carolrhoda.
- McQuinn, A., & Beardshaw, R. (2006). *Lola at the Library*. Watertown, MA: Charlesbridge.
- Sendak, M. (1962). *Chicken Soup with Rice*. New York: Harper & Rowe.
- Van Allsburg, C. (1987) *The Z Was Zapped*. Boston: Houghton Mifflin.
- Winch, J. (1998). *The Little Old Lady Who Loved to Read*. New York: Holiday House.

#### Books in Spanish

- Ackerman, K. (1996). *Cantante y bailarín [Song and Dance Man]*. New York: Scholastic.
- Weill, C. & Basseches, K. B. (2007). *ABeCedarios: Mexican Folk Art ABC's in English and Spanish*. El Paso, TX: Cinco Puntos.

#### In the Environment

- ▶ This whole chapter speaks of the print-rich environment. Make special provisions for opportunities for reading and writing in every learning center, including active play, blocks, and sand/water.
- ▶ The book center should be filled with many kinds of books including class photo albums.



Books should also be placed in the corresponding areas such as art books or books with interesting illustrations in the art area, cookbooks in housekeeping, dramatic story books in the dramatic play area, books about buildings in the block area, and even books about the beach near the sand/water area.

- ▶ The writing center could include all kinds of writing materials including greeting card fronts with sample messages to copy, “Happy Birthday,” “Get Well,” and “I Love You.”

#### *In the Curriculum*

- ▶ Provide for writing activities from scribbling with the very youngest to daily journals and book production with other children.
- ▶ Author studies focus on several books by the same author. Even young children can see the similarities in writing style, illustrations, and themes.
- ▶ Books are launching points for curriculum planning in all areas such as *Stone Soup* for

sharing (social development discussions and activities) vegetables for the soup (vocabulary, scientific process from hard to soft, raw to cooked), dramatization of the story for language and memory expansion, and modern-day parallels to fear of differences and how they can be overcome.

- ▶ Literacy in dramatic play is fostered by providing related props and materials. For example: post office dramatic play theme encourages writing as does restaurant with carbon order pads, bank with forms and pretend checkbooks.

#### *In the Newsletter*

The first attempts at reading and writing are wonderful to behold. Photographs of early readers, first attempts at writing with “invented spellings” to decode can be interesting ways to further explain the development of literacy.

## WEEK 9: PART B

### Conversations In Speech and Language for Group D

Continue with the conversations begun in Week 6, selecting children from Group D to have a conversation with each day this week. If possible, tape-record the conversation as well as make written notes as you speak with each child. Have an informal conversation or structured interview as described in Week 6, Part A.

#### What to Do with It

**Filing.** Analyze each conversation for what it reveals about the child’s knowledge, emotional

state, social development, and speech and language development.

(Use the Speech and Language Checklist (Form 11) found in FORMS.)

Enter the summary. Note your name and the date on the Portfolio Overview Sheet. If a significant lag appears, discuss it with your supervisor to confirm it.

Then discuss it with the family. Have a list of sites where a speech and language evaluation may be obtained to give to the family.

## WEEK 9: PART C

### Reflective Journal

Respond to the Reflective Journal (Form 6-9), kept in a private file at home.

### It Happened to Me

Do you have an IT HAPPENED TO ME STORY? I’d love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms to Download

- Form 11—Speech-Language Checklist
- Form 14—Literacy Rating Scale
- Form 6-9—Reflective Journal



## WEEK 10 PLANS

### WEEK 10: PART A

#### Creative Work Samples

##### Students

Collect a common work sample from several children of the same age. Note how different they are and reflect on what accounts for the differences. Use the Work Samples Checklist (see Form 15 in FORMS) to analyze what the samples reveal about development.

Collect a common work sample from children ages 2 through 8 and note the differences.

##### Practitioners

This week, collect a sample of creative work from every child. Use the Work Samples Checklist (see Form 15) or the creative portion of your program's checklist. (You could have them draw on the second panel of the portfolio file folder.)

##### ? What to Do with It

**Filing.** File the Work Samples and Checklist in the child's portfolio. Note the presence of the work in the creative area on the Portfolio Overview Sheet (see example).

CREATIVE – WORK SAMPLES			
Documentation Type	Filed in:		Date
	Class File	Observer/Writer	
	Other		
Painting	Portfolio		19/10
AR	Portfolio	MS	10/22
self-portrait	Portfolio		11/7
Drawing	Portfolio		1/23
Designs	Photograph in Portfolio		4/17
Drawing and Dictation	Portfolio		5/30

Portfolio Overview Example

**Sharing with the Child and Family.** Share with the family and child, if appropriate. For example: "Mr. Tower, I made a copy of this drawing Mackenzie did today for her portfolio. She's still in the scribbling stage but she is now staying on the paper. She said this was a bee. I think she was watching the fly we had pestering us in the classroom go round and round. I saw her eyes following it while she was working at the table with crayons. In the next stage we will begin to see more recognizable shapes like a circle. She's just practicing so we provide her with lots of paper, time, and encouragement," or "Caroline, this is the file folder where I keep all the notes I write about you. Would you like to draw a picture to decorate the cover? You could make a design or draw whatever you wish with the markers on this side, then I'll put it in the drawer with the rest of the papers."

##### Actions

##### Read a Book

- Ackerman, K. (1988). *Song and Dance Man*. New York: Knopf.
- Ajmera, M., & Ivanko, J. D. (2004). *To Be an Artist*. Watertown, MA : Charlesbridge.
- Beaumont, K. (2005). *I Ain't Gonna Paint No More!* Orlando, FL: Harcourt.
- dePaola, T. (1989). *The Art Lesson*. New York: Putnam.
- Ericsson, J. A. (2007). *A Piece of Chalk*. New York: Roaring Brook Press.
- Gauch, P. L. (1989). *Dance, Tanya*. New York: Putnam.
- LaRochelle, D. (2007). *The End*. New York: Arthur A. Levine.
- McCarthy, M. (2007). *A Closer Look*. New York: Greenwillow.
- McLerrin, A. (1991). *Roxaboxen*. New York: Lothrop, Lee & Shepherd Books.
- Perry, S. (1995). *If . . .* Los Angeles: J. Paul Getty Trust Publications.
- Seeger, L. V. (2007). *First the Egg*. New York: Roaring Brook Press.
- Winch, J. (1996). *The Old Man Who Loved to Sing*. New York: Scholastic.

### Books in Spanish

- Gonzalez, M. C. (2007). *My Colors My World: Mis Colores, Mi Mundo*. San Francisco, CA: Children's Book Press.
- Walsh, E. S. (2006). *Pintura de ratón [Mouse Paint]*. Orlando, FL: Harcourt.

### In the Environment

Take a critical look around the room.

- ▶ Is natural light available and maximized?
- ▶ Are there natural materials to explore, manipulate, and examine closely?
- ▶ Is there some wall space that is free from distractions so that light and shadows can be observed?
- ▶ Are there beautiful objects on display?
- ▶ Are there prints of masterpieces among children's art and panels of projects?
- ▶ Does the room produce pleasing sounds of children involved in their work, perhaps with a background of soft classical music, or wind chimes, or soft drums?
- ▶ Are the shelves labeled for containers and their placement?
- ▶ In the block area, are there wall hangings and pictures that relate to materials, such as vehicles and buildings?

### In the Curriculum

- ▶ Bring children's attention to the most obvious to look for the surprises hidden there, such as patterns in the floor or ceiling tiles, where the shadows fall on the floor throughout the day, or the feeling of a slice of bread.
- ▶ Use children's interests to learn more about a subject, producing a plan to find out more and document the process. That is a project.
- ▶ Introduce new materials and move from simple to complex.
- ▶ Block area has thematic connections, such as construction with tools and helmets, or farm animals and buildings and books.

### In the Newsletter

- ▶ Point out to readers the technique of looking more closely at objects in the environment. Encourage them to play games and interact with the child in such a way to stimulate curiosity and draw comparisons to previous knowledge.
- ▶ Suggest local places to visit where all can enjoy a sensory experience—visual, such as a museum or zoo; auditory, such as a concert or a walk in the forest seeking no sound but those produced in nature.

## WEEK 10: PART B

### Anecdotal Recording in Creativity for Group A

Select all the children from Group A and each day write an Anecdotal Recording about how each child used creative materials. Include all the details and exact quotes written on the left column of the paper. In the right column, comment on each child's development, any special circumstances, and whether this was a usual or an unusual occurrence.

#### What to Do with It

**Filing.** Note the recording on the Portfolio Overview Sheet with the date and your name. (see example) File the Anecdotal Recording in the child's portfolio.

**Sharing with the Child and Family.** Share the Anecdotal Recording with the child's family or the

child, if appropriate. For example: "Mr. Gonzales, this is Arturo's first painting at school. He's spent a long time watching other children. Today we piled leaves and jumped in them and brought a pile inside and glued them to the bulletin board. He went to the easel and I made notes while he painted. It was fascinating!"

He just used dabbing strokes with all the fall colors until the whole sheet was full. It really shows his interest in those colored leaves made permanent in paint. I took a photograph of it to put into his portfolio. I'm sure he wants to take the painting home when it's dry," or "Mimi, here's your clay ball you wanted to take home. I wrote about how you made it today and how you took the pencil and made all those little holes all over it. You kept saying, 'Let the air out. Let the air out.' 'Yep.' " Sometimes you never know what they were thinking.

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## WEEK 10: PART C

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### Reflective Journal

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Respond to the Reflective Journal (Form 6-10), kept in a private file at home.

### Forms to Download

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Form 15—Work Samples Checklist  
Form 6-10—Reflective Journal

### It Happened to Me

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Do you have an IT HAPPENED TO ME STORY? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

## WEEK 11 PLANS

### WEEK 11: PART A

#### Technology Use in Dramatic Play

##### Students

Get a signed audio/video/photo release (Form 16) from the families of two children. Use some form of technology to record a segment of dramatic play. Analyze the play for its contribution to documenting areas of development.

##### Practitioners

Get a signed audio/video/photo release from each child's family. File the signed release in each child's program file with family information forms and a copy in each child's portfolio. *If there is no release, or if the family checked no, place a prominent notation on the file and inform all staff.* Use some alternate method for recording dramatic play or blocks.

Use some type of media to record each child's dramatic play. (Use a Class List Log to be sure you have recorded every child in the class.)

Tape-record conversations as children are involved in a dramatic play episode.

#### ? What to Do with It

**Filing.** Transcribe portions of the tape that are significant, noting that the tape is available in the class

CREATIVE AND DRAMATIC PLAY			
Documentation Type	Filed in:		Date
	Class File	Observer/Writer	
Photo Dram	Portfolio		11/20
Play			
Video	Class tape		12/22
RR - Episode	Portfolio	MS	1/31
includes doctor's office			

Portfolio Overview Example

file. Place individual notes from transcription in each child's portfolio, noting its presence on the Port Folio Overview Sheet in the appropriate developmental area that it documents with the date and your name (see example).

**Sharing with the Child and Family.** Share what you have heard with the family and child if appropriate: "Mrs. Truax, today when I was observing Dionne's block play, the conversation was so interesting I tape-recorded it. Would you like to take it home to listen? I wrote down some of the conversation for Dionne's portfolio on imagination."

"Gretchen, today when you were playing with the Play Doh, you were giving the directions to make spaghetti and singing a song about it. Remember when I turned on the tape recorder? Would you like to hear it? Where did you learn that song? Can you tell me about how your mother makes spaghetti? Maybe she'd bring her pasta machine to school some day and you and she could show us all how to do it."

#### Photographs

Take photographs of each child as they play, even if no dramatic play is observed. If these are groups playing together, take a sequence of shots for the number of children playing there. For example, if three children are building with blocks, take three pictures as the building progresses. It will not only show the sequence but will also give you a picture for each child's portfolio. Or, you can take one picture and have a number of prints made.

#### ? What to Do with It

**Filing.** In each child's portfolio, place the photo, the date, and the situation, either on the back or mount the photo on a piece of paper. Make any comments about the child's level of play, conversations heard, interesting points, and questions the play brought up to you.

Note the presence of the photo under dramatic play (or relevant area) on the overview sheet, date, and your name.

**Sharing with the Child and Family.** Share with the family and child, if appropriate. Perhaps have a

bulletin board at first with all the photos displayed: “Children at Work.” Discuss the situation of the photo and its significance. Tell the family and child it will be in the portfolio and will be given to them at the end of the year.

## Video Tape

Take a video of the children as they play. Try to get whole segments of play and as much conversation as you can. Include every child in the class in some way on the tape.

## ? What to Do with It

**Filing.** Later that day, or as soon as possible, show the tape to the class. They love to see themselves. You could stop after each segment and ask the children involved to explain what they were doing. Invite the other children to ask questions or make suggestions on how the play could have been different. These discussions could be documented as further evidence of sociodramatic play or language practice.

As you view the tape, you can use a Class List Log to check the children’s appearance and activity on the tape and file that with the tape as a reference.

You can use the tape to analyze areas of development and make notes in the child’s portfolio. Refer to the video tape of (date), or use the counter to indicate the position on the tape.

**Sharing with the Child and Family.** Show the tape at a family meeting or have it playing as families arrive to pick up the children at the end of the day. File the tape in the class file, and add to it later in the year.

## Actions

### Read a Book

- See book list in the chapter and these
- Chess, V. (2005). *The Costume Party*. La Jolla, CA: Kane/Miller.
- Ferreri, D. R. (2007). *Star of the Show*. Summit, NJ: Shenanigan Books.
- Goodwin, L. (2009) *This Is the Firefighter*. New York: Hyperion.
- Hoffman, M. (1991). *Amazing Grace*. New York: Dial Books for Young Readers.
- \*Jones, S. (2007). *Who’s in the Tub?* Maplewood, NJ: Blue Apple Books.
- Patricelli, L. (2009). *Higher! Higher!* Somerville, MA: Candlewick.

\*Infants and toddlers

## Books in Spanish

Ackerman, K. (1996). *Cantante y bailarín [Song and Dance Man]*. New York: Scholastic

## In the Environment

- ▶ Provide an ample supply of dramatic play props for stimulating sociodramatic play.
- ▶ Provide housekeeping and work props, interesting clothing with colors, textures, and styles that will appeal to imaginations. Some of the best sources are garage sales and family contributions.
- ▶ Provide space for many children to be involved in dramatic play.
- ▶ Provide a stage made from blocks to feature a short dramatic play episode.

## In the Curriculum

- ▶ Use some of the books suggested to try a creative drama based on a favorite. This turns into a project when children catch hold of the idea and want to make costumes, props, and sets. This perhaps can lead to a field trip behind the scenes of a real play or to have the experience of walking onto a real stage; perhaps a local high school would be a willing host.
- ▶ Resist the temptation to invite families to view a full-scale production. This may add stress to the children, yourselves, and the families watching. Try to remember, it’s the process not the product.
- ▶ Make thematic connections in the dramatic play area with special materials, such as bakery props: chef’s hats, aprons, hot mitts, rolling pins; post office props: mailboxes, canvas tote bags, an assortment of paper, stamps, rubber stamp pads, envelopes; camping props: a childsize tent, pretend binoculars, cameras, picnic baskets, fishing poles, small logs for campfire.

## In the Newsletter

- ▶ A narrative article about the benefits of creative dramatics will inform families of the rationale and learning that is going on during this kind of play.
- ▶ Some anecdotes from dramatic play or a creative dramatic episode add humorous touches to a newsletter as well as insight into how children think, and perhaps a warning that children are watching and listening, reenacting everything that goes on at home.
- ▶ Provide a list of dramatic play props that families could donate. Encourage them to think creatively.

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## WEEK 11: PART B

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### Running Record in Dramatic Play/Blocks or Free Play for Group B

Each day this week, select children from Group B. Using a Running Record (see Chapter 4), gather a segment of regular play during dramatic play, block play, or free time. On the left column of a sheet of paper, record the child's name, date, your name, and time begun. Follow the child with your recording, telling accurately and descriptively where the child is, what action is taking place, and any conversation in which the child is participating. Just describe without commentary or inferences.

#### What to Do with It

**Filing.** Later in the day, in the right-hand column of the Running Record, make any comments,

explanations, or evaluations of areas of development. In each child's portfolio, note on the overview sheet the presence of this Record in the area that it most vividly documents, along with the date and your name. File the recordings in the child's portfolio.

**Sharing with the Child and Family.** Share the recordings or your observations with the family and the child, if appropriate, such as: "Mr. Williamson, today when I was observing Jared in the block corner he was counting the floors of the building he made. When I was writing down what he was doing, he looked over at me and said, 'Did you get that? I counted to 10.' And he had! He is such a character!" or "Taohou, today when I was writing down what you were working on at the puzzle table, I saw you could put together the Lion King puzzle with your eyes closed! How did you know where to put the pieces?"

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## WEEK 11: PART C

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### Reflective Journal

Respond to the Reflective Journal (Form 6-11 in FORMS), kept in a private file at home.

### It Happened to Me

Do you have an IT HAPPENED TO ME STORY? I'd love to read it. Send it to [weekbyweek@gmail.com](mailto:weekbyweek@gmail.com)

### Forms for This Chapter

Form 16—Video Release  
Form 6-11—Reflective Journal



## WEEK 12 PLANS

### WEEK 12: PART A

#### Class List Log on Self-Esteem for All

##### Students and Practitioners

Copy the Self-Esteem Class List Log form found in FORMS Form 17. Based on the past 11 weeks of observations, interpret the child's behaviors as they relate to self-concept and self-esteem. Make a note *for yourself*, marking *H* for high or *L* for low under each criterion.

##### ? What to Do with It

**Filing.** Because this is so subjective, *this is for your use only. Keep it in the class file, not in any child's portfolio.* This will be used for individualizing the curriculum and to guide you in your interactions with each child. Relate the ratings to the child's knowledge, skills, and behavior in each area to reflect on the reason for the rating. In areas of high self-esteem, make sure the child has plenty of opportunities to exercise this skill and that the child knows that you know of his or her success. In areas of lower self-esteem, consider ways you can "scaffold." Your actions can fill in the gap for the child between present ability and next level. The child can then feel successful. Point out the "working on" skills to use the lower self-esteem areas as motivation. For example, the child who is not yet able to write his name: He can write the first letter. "That's a start, good *J*, Jamal, I'll write the rest of your name until you are ready to make the *a*, *m*, *a*, *l*." This shows acceptance of the child at this level of skill. It gives him the power to try or not. He is not labeled "bad" because he cannot write his name yet, but recognizes his competence in making the *J*.

Remember, acceptance, power, morality, and competence are the four components of self-esteem.

##### Actions

##### Read a Book

- Beaumont, K. (2004) *I Like Myself!* Orlando: Harcourt.
- Browne, A. (2006). *Silly Billy*. Cambridge, MA: Candlewick Press.
- Brown, A. (2007). *My Brother*. New York: FSG.

- Climo, S. (1991). *King of the Birds*. New York: HarperCollins.
- dePaola, T. (1984). *The Legend of Bluebonnet*. New York: Putnam.
- Freeman, D. (2005). *Earl the Squirrel*. New York: Viking.
- Fuchshuber, A. (1998). *Two Peas in a Pod*. Brookfield, CT: Millbrook Press.
- Hoffman, M. (1993). *Amazing Grace*. New York: Scholastic.
- Lorbiecki, M. (1998). *Sister Anne's Hands*. New York: Deal.
- Robberecht, T. (2007). *Sam Tells Stories*. New York: Clarion.
- Spinelli, E. (2007). *Callie Cat, Ice Skater*. New York: Albert Whitman.

##### Book about Child Abuse

- Woodson, J., & Muth, J. J. (2002). *Our Gracie Aunt*. New York: Hyperion Books for Children/Jump at the Sun.

##### Books in Spanish

- Zobel-Nolan, A., & Terry, M. (2005). *Look at Me! Mirage: An English/Spanish Book about Differences*. Pleasantville, NY: Reader's Digest Children's Books.

##### In the Environment

- ▶ Fill the environment with "Can Do" equipment, activities and equipment that children can accomplish on their own. They are accessible, varied, challenging, yet manageable.
- ▶ Arrange the environment to reduce frustration; a rug nap in the block area that is a smooth surface for building out of the traffic path, glue bottles that work and ample supplies in the art area, an adequate number of duplicate toys so that long waits are avoided.

##### In the Curriculum

- ▶ Activities are planned for successful completion and satisfaction. Those that are too difficult are scaffolded (assisted to the point of success), not taken over by the teacher or abandoned in frustration.



- ▶ Interests expressed by the children are used as the basis for projects and curriculum planning.
- ▶ Curriculum is planned that builds a sense of community and self-accomplishment.
- ▶ Interest is monitored so that activities are changed when interest declines.

### In the Newsletter

- ▶ Articles can suggest ways that a sense of acceptance, power, morality, and competence are encouraged.
- ▶ Article on the difference between praise and recognition of accomplishment or efforts.

## WEEK 12: PART B

### Anecdotal Recording to Observe Self-identity for Group C

Select all the children from Group C and each day write an Anecdotal Recording about how the child displays an aspect of self-identity (how the child sees himself or herself) or self-esteem (how the child feels about himself or herself). Include all the details and exact quotes written on the left column of the paper. In the right-hand column, make your comments or questions.

#### ? What to Do with It

**Filing.** Note the recording on the Portfolio Overview Sheet in the area of Self-Identity with the date and your name (see example).

File the Anecdotal Recording in the child's portfolio.

**Sharing with the Child and Family.** Share the Anecdotal Recording with the child's family or the child, if it is appropriate. For example: "Mrs. Quon, Tia has been working so hard at lacing her new boots and tying a bow. Today she did it! It made her so

#### SELF-IDENTITY

Documentation Type	Filed in:		Observer/Writer	Date
	Child's Portfolio	Class File		
CL	Class file		Ban	11/27
CL	"			6/12

Portfolio Overview Example

proud! She hated it when the other children were finished dressing for outside before she was and she had to ask for help. She is a very independent person," or "Alexia, I know you didn't like it when Robert called you a 'bad girl' when that whole pitcher of milk spilled. It hurt your feelings and made you cry. Remember when I told you we have a new cook. She didn't know which pitchers were for our class and not to fill the pitchers so full. It was just too much for you to handle, but not your fault. That is why it spilled, not because you wanted it to. Robert made a mistake and didn't know it was an accident."

## WEEK 12: PART C

### Reflective Journal

Rate your own self-esteem in your Reflective Journal (Form 6-12).

### It Happened to Me

Do you have an IT HAPPENED TO ME STORY? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms for Week 12

Form 17—Class List Log on Self Esteem  
Form 6-12—Reflective Journal

## WEEK 13 PLANS

### WEEK 13: PART A

#### Setting Observation

##### Students

Observe the setting in which you are doing your field experience or practicum, using the Setting Observation Form (Form 18) found in FORMS.

##### Practitioners

Use the Setting Observation form (Form 18). (It can be your own program, but try to look with a visitor's eyes.) You learn so much from visiting other programs.

Make notes of what you observe. After the observation, reflect on the meaning, impressions, inferences, and judgments. Write about how you think the setting reveals the philosophy of the program, the personality and style of the staff, and how the setting may affect the children, families, and people who work there.

##### ? What to Do with It

**Filing.** File the setting observation in the class file. Based on the observation, make a plan for improvements to the program. Practitioners, share your plan with other staff. Set a timeline and action plan for implementing improvements.

**Sharing with the Child and Family.** You may want to share the plan with families and children. For example, in the newsletter, "We've been taking a good look at our classrooms lately and have noticed many pieces of equipment are in need of repair. So we are inviting you to a painting party to help us spruce up and make our learning place more appealing. It won't be all work. Mr. Jones has consented to bring his three-piece band to play for us between 12 and 1 as we eat our lunch, graciously provided by the Wong's Family Restaurant. We hope you can come to help, or even if you just can come for lunch. Please return the reservation form or call the school to let us know how many paint brushes to have available and how many to expect for lunch. Bring the children; we have paint projects for all and the Baby Room will be staffed."

##### Actions

##### Read a Book

- Gerstein, M. (2007). *Leaving the Nest*. New York: FSG (Ferrar, Straus & Giroux).
- Harris, R. H., & Ormerod, J. (2003). *I Am Not Going to School Today!* New York: Margaret K. McElderry Books.
- Ransom, J. F. (2007). *What Do Parents Do? (When You're Not Home)*. Atlanta, GA: Peachtree.
- Wells, R. (1981). *Timothy Goes to School*. New York: Dial Press.

##### Books in Spanish

- Gonzales Bertrand, D. (2007). *We Are Cousins/ Somos Primos*. Houston, TX: Pinata Books.
- Kenward, J. (1987). *Un amigo para jugar (A Friend to Play With) (Spain)*: Plaza Joven.

The following book selections are for the teacher not the children. There are many excellent resource books for program improvement depending on the area that is being addressed.

##### Interactions between adults and children:

- Balaban, N. (2006). *Everyday Goodbyes: Starting School and Early Care—A Guide to the Separation Process*. New York: Teachers College Press.
- Jacobson, T. (2008). *"Don't Get so Upset!" Help Young Children Manage Their Feelings by Understanding Your Own*. St. Paul MN: Redleaf Press.

##### Curriculum:

- Copple, C., Bredekamp, S. (eds.). (2009). *Developmentally Appropriate Practice in Early Childhood Programs 3<sup>rd</sup> ed.* Washington, DC: NAEYC.
- Chalufour, I., & Worth, K. (2003). *Discovering Nature with Young Children*. St. Paul, MN: Redleaf Press
- Chalufour, I., & Worth, K. (2004). *Building Structures with Young Children*. St. Paul, MN: Redleaf Press
- Chalufour, I., & Worth, K. (2005). *Exploring water with Young Children*. St. Paul, MN: Redleaf Press

##### Relationships among teachers and families:

- Bromfield, R. (2007). *Handle with Care: Understanding Children and Teachers, A Field Guide*

for Parents and Educator. New York: Teachers College Press.

Staff qualifications and professional development:

Jorde Bloom, P., Sheerer, M., & Britz, J. (2005). *Blue-Print for Action: Achieving Center-Based Change through Staff Development* 2nd ed. Lake Forest, IL: New Horizons.

Administration:

Talan, T. N., & Bloom, P. J. (2004). *Program Administration Scale*. New York: Teachers College Press.

Staffing:

Carter, M., & Curtis, D. (1998). *The Visionary Director: A Handbook for Dreaming, Organizing & Improvising in Your Center*. St. Paul, MN: Redleaf Press.

Health, safety, and nutrition:

Aronson, S. S. *Healthy Young Children: A Manual for Programs* 4th ed. Washington, DC: NAEYC.

Environment:

Curtis, D., & Carter, M. (2003). *Designs for Living and Learning: Transforming Early Childhood Environments*. St. Paul, MN: Redleaf Press.

Inclusion

Odom, S. L. & Beckman, P. J; (2002) *Widening the Circle: Including Children with Disabilities in Preschool Programs*. New York: Teachers College Press.

Anti-bias policies and procedures:

Derman-Sparks, L., & Ramsey, P. G. (2006). *What if All the Kids Are White? Anti-Bias/Multicultural Education with Young Children and Families*. New York: Teachers College Press.

**In the Environment**

Based on evaluations, make changes as indicated.

**In the Curriculum**

Based on evaluations, make changes as indicated.

**In the Newsletter**

- ▶ Invite families to participate in regularly scheduled assessments of the program.
- ▶ Invite families to feel free to discuss any question they have regarding philosophy or practice with the staff or administration.

## WEEK 13: PART B

### Class List Log Group Participation for All

Use the Class List Log found in FORMS and observe the class this week at times when the whole group is together. It may be meeting, circle, planning, lunch, or story time. Make notes about each child's participation and how each appears to be adjusting to the program. You may also want to make a column for transitions and note the individual behaviors displayed during times of change between activities.

#### ? What to Do with It

**Filing.** Transfer any significant information to the child's Portfolio Overview Sheet under Interactions with Adults (see example). Note each child's level of involvement. If a child appears to be having difficulty, make a plan to do a more detailed observation (Anecdotal Recording) to look closer for signs of difficulty in adjustment.

#### INTERACTIONS WITH ADULTS

Documentation Type	Filed in:		Observer/Writer	Date
	Child's Portfolio Class File	Other		
CL	Class file		Ban	12/12
AR	Portfolio		MS	5/3

Portfolio Overview Example

File the Class List Log in the class file.

**Sharing with the Child and Family.** Share the results with the class, families, or a particular child, if appropriate. For example, "Yesterday when I was making notes during Circle Time I saw some people really were interested and some people didn't want to be there. Let's talk about it and see what we can decide," or "I've been observing Latricia for several weeks now and I am concerned that she still does

not appear comfortable when presented with the wide range of choices we have in the room. We have decided to narrow it down to two choices for her to get started. Perhaps at home you could give

her choices between two shirts, or pants or a dress, or between two acceptable foods. These things will give her more experience and confidence in her own decision-making ability.”

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## WEEK 13: PART C

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### Anecdotal Recording of Group Interactions for Group D

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#### Students

This week, select two children to observe. Then follow the instructions below.

#### Practitioners

Select two children in Group D.

Watch them for any episodes or actions that particularly demonstrate the child’s typical interactions with the group. When you see it, jot some notes and amplify into a full Anecdotal Recording, with as many details as possible about action and conversation.

In the right-hand column, write your comments, explanations, and questions.

#### ? What to Do with It

**Filing.** In each child’s portfolio, note the presence of the Anecdotal Recording on the Portfolio Overview Sheet with your name and date).

File the recording in each child’s portfolio. If there are any follow-up recommendations or questions from the observation, be sure to make a note somewhere to remember to do it.

**Sharing with the Child and Family.** Share your findings with family or child if appropriate. For example, “I’ve been observing some children this week watching for signs of their adjustment or comfort with group activities. Donato fully participates and has an understanding of turn taking, which is unusual for this age. He says you play games a lot at home. That has obviously helped him,” or “Patrick, when I was watching you play ‘Doggie, Doggie, Where’s your Bone?’ today, you kept getting angry when no one picked you. Maybe if you pretended to have the bone, like put your hands behind your back, they would think you had it. Maybe you could try that next time and see.”

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## WEEK 13: PART D

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### Reflective Journal

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Respond to the Reflective Journal (Form 6-13), kept in a private file at home.

### It Happened to Me

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Do you have an IT HAPPENED TO ME STORY? I’d love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms for Week 13

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Form 18—Setting  
Form 6-13—Reflective Journal

## WEEK 14 PLANS

### WEEK 14: PART A

#### Class List Log to Observe Interaction with Adults for All

##### Students

Complete Plans A and C for one child. See your instructor and the supervising teacher for guidelines regarding permission from the family. Submit your progress report to your instructor before giving a copy to the family (if they request it). This protects you and the program from erroneous conclusions because of your limited exposure to the child and the program. This is for practice.

##### Practitioners

Using a Class List Log form, found in FORMS, jot notes on how each of the children participates in the group setting. Note behaviors such as cooperation, independence, preferences, reliance, and reaction to new people.

##### ? What to Do with It

**Filing.** On the Portfolio Overview Sheet under Group Interactions (see example), note the presence of the observation and transfer a few words into the portfolio to give details of your observation).

File the Class List Log in the class file.

**Sharing with the Child and Family.** Share it with the family or the child, if it is appropriate. For example, say privately to a family member, "Today when

the firefighters came to school and taught the children 'Stop, Drop, and Roll,' Andrea asked if they were strangers. She was a little afraid of them, I believe. It's a hard one to explain and I know you are trying to protect her safety. It gave me the idea we might want to invite Dr. Greene, the psychologist, to our Family Night to talk about the topic. Would you like to make the phone call?" or "Ananiy, when I was watching you play outside I saw you ask Mr. Chapin to help Brett get his shoe unstuck from the fence. That was a brave thing you did to go for help and to think of Mr. Chapin, the janitor. I wrote it down so I would remember to talk to you about it. I'll bet Brett was glad."

##### Actions

##### Read a Book

- Allard, H. (1977). *Miss Nelson Is Missing*. New York: Houghton Mifflin.
- Cruise, R. (2007). *Only You*. New York: Harcourt.
- Morris, A. (2000). *Families*. New York: HarperCollins.
- Rosen, M. (1992). *We're Going on a Bear Hunt*. New York: Simon & Schuster.
- Simon, N., & Flavin, T. (2003). *All Families Are Special!* Morton Grove, IL: Whitman.

##### Books in Spanish

- Rosas-Mendoza, G., Cifuentes, C., Snider, J. *Mi familia y yo (My Family and I)*
- Carlson, N. (2004, 1999). *Look Out, Kindergarten, Here I Come! ¡Prepárate, Kindergarten! ¡Allá voy!* New York: Viking/Penguin Young Readers Group.

##### In the Environment

- ▶ Prepare the environment for family conferences. Be sure the room is neat and clean. Have *all* children's work displayed.
- ▶ Have the portfolio available for the families' viewing prior to the conference.
- ▶ Provide a comfortable atmosphere with adult-size chairs, refreshments, child care, welcome signs.

##### In the Curriculum

- ▶ Inform the family that family conferences are times for the teacher and the family to talk about how *well* they have done. Often the

#### GROUP INTERACTIONS

Documentation Type	Filed in:		Observer/Writer	Date
	Child's Portfolio	Class File		
CL	Class File	Other	MS	12/5
AR	Portfolio	Other	Ban	12/21
CL	Class File	Other	MS	6/9

Portfolio Overview Example



family will say they are going to get the report, expecting the worst and instilling dread and anxiety in the child.

- Children can be involved in preparing the environment for the visit by special cleaning (with safe products, of course), project displays, and views in the portfolios themselves, depending on their age. The teacher may talk with the child about the portfolio, letting the child know the progress that has been made.

### *In the Newsletter*

- Families are informed about the format and topics of the conference.
- Explanations of the portfolio and its contents can give accurate expectations. The positive attitude expressed by the newsletter should put the family at ease and invite them to come prepared for good news.

## WEEK 14: PART B

### Checklist On Physical Development for All

Using the Checklists from Week 3, review each child's large and small muscle development. You may use the same form, just use a different colored pen or write in the new date of this assessment.

#### ? What to Do with It

**Filing.** Note the date of the second observation on the physical development portion of the Portfolio

Overview Sheet, and refile the Checklist in the portfolio. If little progress has been observed, take a closer look to see if you can determine a reason. Try to interest the child in more activities that approximate the next criterion on the Checklist. If a serious lag appears, speak to your supervisor and then to the family if it is warranted.

## WEEK 14: PART C

### Progress Reports for Group D

Each day this week, take some time with the portfolios of each child in Group D. Write a progress report following the suggestions in the chapter. Remember: Be positive, descriptive, and personal.

Heading  
 Family (optional for progress report)  
 Physical  
 Social  
 Adjustment to school  
 Self-acceptance  
 Cognitive  
 Creativity  
 Closure

#### ? What to Do with It

Have a supervisor check the progress report. Make a copy to place in the portfolio and one in the class file. Go over the original with the family in a conference

if possible. If not, send it home with a note of explanation, such as:

This year we are instituting a new system of portfolio collections of observations and the children's work. Now that we have been together more than three months, this is a review of your child's development from what we've seen. Please comment or ask questions. We value your information. After all, you know the child best.

Note: When you are using the *Week by Week* plan next year, you may need to do progress reports earlier than 14 weeks into the school year. Here is a suggestion for earlier assignments:

Week 11: Progress reports for Group A  
 Week 12: Progress reports for Group B  
 Week 13: Progress reports for Group C  
 Week 14: Progress reports for Group D



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## WEEK 14: PART D

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### Reflective Journal

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Respond to the Reflective Journal (Form 6-14) kept in a private file at home.

### It Happened to Me

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Do you have an IT HAPPENED TO ME STORY? I'd love to read it. Send it to [weekbyweek@ymail.com](mailto:weekbyweek@ymail.com)

### Forms for Chapter 14

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Form 19—Progress At a Glance  
Form 6-14—Reflective Journal  
Form 5—Class List Log

## WEEK 15 PLANS

### WEEK 15: PART A

#### Class List Log on Social Stages of Play for All

This week, use a Class List Log form to observe each child's stage of play. You may modify the form by drawing vertical lines to indicate the social play stages: onlooker, solitary, parallel, associative, and cooperative. Observe the children as they interact with one another. Place a check mark in the stage next to their name. If you can, indicate what type of play it is: functional (F), constructive (C), dramatic (D), or games with rules (G).

#### ? What to Do with It

**Filing.** At the end of the week, take the Class List Log and transfer the stage you observed onto the Portfolio Overview Sheet with your name and date of the observation.

File the Class List Log in the class file. If you notice children who have not progressed, plan some cooperative activities and think about modeling some social play strategies to get them started.

**Sharing with the Child and Family.** Share your observations with the family and the child, if appropriate. For example: "I was watching to see the progress of the children's interactions with each other when I noticed Fatima and how much more social she is now than at the beginning of the school year. She comes in and joins in groups of children who are already playing. That's sometimes hard to do," or "Fatima, I saw how you went right over to the block area when you got here today and joined Manuel and Shawn in building the skyscraper. They liked the way you added the little people on the top floors. How many floors are in the apartment house where you live? Do you ride the elevator or walk up?"

### WEEK 15: PART B

#### Running Record on Self-Identity for Group A

Each day this week, observe one or more of the children in Group A, selecting a segment of the day when you can write a Running Record of a typical block of time (5 to 10 minutes). Write on the left side of lined notebook paper. Remember to begin with the child's name, the date, and your name. Each day this week, observe and write on each child in Group A.

#### ? What to Do with It

**Filing.** On the right-hand column, note any indicators of the child's knowledge, skills, dispositions, or attitudes, and feelings of empowerment or autonomy that contribute to self-identity.

If further action is needed, make a note of it in the class file and follow through. Perhaps the child needs more encouragement or opportunities to feel successful.

Note the presence of the Running Record with the recorder's name and date on the Portfolio Overview Sheet, and file the Record in each child's portfolio.

**Sharing with the Child and Family.** Share with family and child, if appropriate. For example: "Mrs. Ramirez, today when I was observing Joseph, I saw him pouring his juice so carefully. When he put the pitcher down, he looked up with a great big smile and said, 'No dejes caev una gota!' ('I didn't spill a drop.')

He was so proud of himself and felt the power of doing things for himself."

## WEEK 16 PLANS

### WEEK 16: PART A

#### Frequency Count on Emotional Development for Groups A and B, Then C and D

Early in the week, select Groups A and B, and later in the week Groups C and D. Observe the children during free-choice time for 30 minutes looking for evidence of prosocial or antisocial behaviors. Make a mark each time one of these occurs next to the name of the child in the appropriate column. On another day, repeat the observation with children in Groups C and D.

#### What to Do with It

Compare this Frequency Count to the one done in Week 5. Do you see differences in the totals for the class? For individual children? Do you think the

prosocial curriculum activities for 10 weeks made a difference? If so, write a short summary and send your findings to the authors. They would love to hear it. Share it in your school's newsletter or in a happy gram to the family.

Explore strategies for individual children who may need help in controlling aggression or for the whole group in problem solving or developing prosocial behaviors. Make a plan, implement it, and document the results, perhaps with another Frequency Count after implementation. If it did not make a difference, why not? Summarize the project, and file it in the class file.

### WEEK 16: PART B

#### Running Record on Emotional Development for Group B

On Monday, watch child I in Group B. Select a segment of the day when you can write a Running Record of a typical block of time (5–10 minutes). Write on the left side of lined notebook paper. Remember to begin with the child's name, the date, and your name. Each day this week, observe and write on each child in Group B. Make notes in the right-hand column of how this sample recording portrays the child's emotional development. If any action is indicated to assist the child or follow up on some other interest or concern, note that also and follow up on it.

#### What to Do with It

**Filing.** On the child's Portfolio Overview Sheet, note that the Running Record is present in the portfolio with your name as the recorder and the date.

**Sharing with the Child and Family.** Share the recording with the family and the child, if appropriate. For example: "Farrah is making progress in leaving at the end of the day. I was observing her yesterday and noticed how that new plan we made worked. I'm glad you suggested having her put all her things in the totebag right after nap. That begins to get her prepared to go home and makes leaving much calmer," or "Marcus, when I was writing about your play today, I noticed that you were angry when Carlo took away the big truck you were on but you just told him you had it first in a big voice and he listened."

That's so much better than hitting. Hitting hurts but your words let him know what you wanted."

## WEEK 17 PLANS

### WEEK 17: PART A

#### Checklist on Language Development

Review the Speech and Language Checklist in each child's portfolio and note any changes since the checklist in Week 6 and the interviews in Weeks 6, 7, 8, and 9. Use a different color pen to note any changes.

#### What to Do with It

**Filing.** Make a note on the Portfolio Overview Sheet with your name and date. Note any changes and place in each child's portfolio.

**Sharing with the Child and Family.** Share progress with the family or child, if appropriate. For example: "I was observing all the children's language this week and I noticed from my notes that Devon's speech is sounding clearer now. He is pronouncing /l/ and /th/, which he wasn't doing a few months ago. And he's using many more words," or "Shaquinta, where did you hear that great jump rope song you were singing outside? The sounds of the words were such great fun. Would you teach it to me and the class after lunch while we're waiting for the bus? Would you like to add it to your tape in your portfolio?"

### WEEK 17: PART B

#### Time Sample on Attention Span for All

Select a day this week during free-play time without planned interruptions. Prepare the form from Appendix D with learning center areas that are open.

Complete the Time Sample.

#### What to Do with It

**Filing.** Compare to Time Samples done previously (Week 7). Later in the day, draw conclusions and write notes in the child's portfolio about each child's attention span, play preferences, social interactions,

and the changes from the last recording. Note the presence of the recording on the overview chart and file it in the class file. If this Time Sample showed an unusual pattern or you have an explanation for why a certain thing happened, write that down as well. Your incidental observations are important too. For example: "There were a lot of children around the water table today because it is new."

Discuss observations from the Time Sample with parents or child, if appropriate.

Use the Time Sample to guide curriculum decisions about individual children. For example: "Sara still isn't leaving the art area. I'll try to get her to decorate a bike to ride or encourage her to join her friend Becky in making a sign for the block area." Follow through and make a note of it.

## WEEK 18 PLANS

### WEEK 18: PART A

#### Running Record on Free Play for Group C

Select the children in Group C and each day this week write a Running Record of a segment of play, recording as many details as possible about the action, interaction with other children, and exact quotes.

#### ? What to Do with It

**Filing.** On the right-hand column of each recording, make any notes of interpretation, concern, and any explanation for what you saw. Make a note on each child's Portfolio Overview Sheet in the section of development that this observation most illustrates. File in the child's portfolio.

If a question arises from the Running Record, follow it up to help understand it better or plan to

include a project in the curriculum to expand this theme.

**Sharing with the Child and Family.** Share your observation findings with the family or the child, if appropriate. For example: "As I was writing about Laura's play in the dramatic area today, I noticed how she is beginning to use longer sentences and words like *when* and *because*. I didn't think she was doing that a few months ago. When I checked back in the language sample I had in her portfolio, it showed an earlier stage," or "Sammy, when I was watching you play today, I wrote down something you said but I didn't understand it. When you were riding trucks with Peter you told him, 'If you go too fast you'll get popped.' Can you explain what that meant?"

### WEEK 18: PART B

#### Checklist on Cognitive Skills for All

Using your program's checklist, review the cognitive criterion and assess each child's level. If your program is not using a developmental checklist, revisit the assessment done in Week 8. Ask the children the same questions and note their level now. If there is little progress, first check the environment and the curriculum. Are math manipulatives and science explorative materials present? Do the teachers facilitate their use, change them frequently, include them in the integrated curriculum tying books, field trips, art, music, and motor activities together with science and math?

#### ? What to Do with It

**Sharing with the Child and Family.** Share your observations with the family and the child, if appropriate. Maybe a happy note would be appropriate.

In October (or when first check was made) your child \_\_\_\_\_  
could \_\_\_\_\_  
and now \_\_\_\_\_.  
Hurray!

## WEEK 19 PLANS

### WEEK 19: PART A

#### Rating Scale in Literacy for All

Look again in each child's portfolio at the Rating Scale you did in Week 9. Observe and mark the progress you have seen in each child's reading and writing. Make notes with a different color pen.

#### ? What to Do with It

**Filing.** On the overview sheet, note progress and the date. Refile the Rating Scales. If you noticed no progress in a child's literacy, make a note to yourself to look further at the child's other developmental areas and make some theories and a plan to follow through.

**Sharing with the Child and Family.** Share your observations with the family or the child, if appropriate.

For example: "In the last few months, Hassan has made amazing progress in his awareness of books. He wasn't interested at all when he first entered school and now they've become one of his favorite choice activities. He's really into the small-group story time we have every day. Once a book is read, he can take it and tell it back almost word for word.

Now I've heard him sounding out words on his own from the letters," or "Dominique, I noticed the story today was too long for you to sit through. Let's look through the books and find a shorter one to read tomorrow, maybe one about that dog Spot since you have a new puppy."

### WEEK 19: PART B

#### Samples in Writing for All

This week, try to collect samples of each child's writing. It could be asking them to sign in as they arrive (name writing). Suggest they go to the writing center or art area, and make a book about a topic you have been working on this week. Sitting with them while they do it will give you a close observation of how they approach the task. Write a few notes about it and attach it to the sample.

#### ? What to Do with It

**Filing.** Often children will not want to part with their work, so you may have to make a copy of it on the copier. If a copier is not available, old-fashioned carbon paper is inexpensive and may even be a novel way to get reluctant writers to try it. Be sure to leave it out for later experimentation.

File the sample and your notes attached in the child's portfolio, making a note under literacy that it is there with the date and your name.

Children at three, four, and five years old will exhibit a wide range of written literacy ability. If you

notice a much lower level than expected in a child's written language, think about what could be the cause. If there is something that should be addressed, such as possible vision or motor difficulties, discuss it with your supervisor and then the family about a possible follow-up. Provide the family with possible resources in finding out more about it.

**Sharing with the Child and Family.** Share writing sample observations with the family and the child, if appropriate. For example: "Today when I was gathering some samples of the children's writing Jamal really went to town on his *Js*. He calls them fish hooks. They do go in every direction but that's normal for this age. He's still experimenting with the shape and will eventually get them turned around most of the time by the time he's 5 or 6," or "Jennifer, you are working so hard at writing your name. It has many letters in it. See here in the middle, you have two that are the same, the *ns*. Jamal's name also starts with a *J* but it's shorter and has an *l* at the end instead of an *r* like yours."



## WEEK 20 PLANS

### WEEK 20: PART A

#### Creative Work Samples for All

##### ? What to Do with It

**Filing.** This week, collect a sample of creative work from every child. Make comments on the Work Samples Checklist or the creative section of your program's checklist.

Note the presence of the work on the Portfolio Overview Sheet with your name and the date. Note any changes in art stage from Week 10. On a sticky note on the back of the work, write your observations as you watched the child create this work, measurement of the child's developmental progress, and any interesting points to be remembered.

File the sample in the child's portfolio.

**Sharing with the Child and Family.** Share with the families, "Today Mario made a square for the first time. That's a milestone we've been waiting for. Before they really have those shapes in mind and the ability to draw them, they will be experimenting with them. He's coming right along," or if the child is present, "Anthony spent so long on his painting today he decided he didn't even want a snack, so he just worked right through snack time. Boy, Anthony, you must love painting. You're really an artist."

### WEEK 20: PART B

#### Anecdotal Recording in the Creative Process for Group D

This week, begin with the first child in Group D and write an Anecdotal Recording on each one of them, detailing some aspect of their creativity in art, music, dramatic play, and block building. Include the situation, the details of the action, and exact quotes on the left side of the paper. In the right-hand column give any explanation, judgments, questions you wonder about, or indications of development that the action signifies.

##### ? What to Do with It

**Filing.** Note on the Portfolio Overview Sheet that the Anecdotal Recording is there with the date and your name.

File the photo and the child's dictation in the child's portfolio.

**Sharing with the Child and Family.** Share your observations with the family, or the child, if appropriate. For example: "Today when I was writing observations of the children's play, I saw that your Sylvia

was involved in a really interesting play episode in our family center. She was obviously the working mother getting ready to go to work but one of the boys argued 'No, you stay home. I go to work.' You have been a role model of a working mother because she came back to him and told him, nose to nose, 'I can be a good mother, go to work and still cook dinner. Now get on the back of this motorcycle.' He did and away they went. Family of the year 2000!" or "Lonnie, when I was watching the block center today, I saw you building a huge tower. You stacked the blocks across then stood one block in each of the four corners and came up with another story. You kept that pattern up until you couldn't reach any farther, then you got a chair and carefully stood on it to make a few more stories. I took a picture of it so we can add it to our album. What would you like me to write in the book as the title of your building? 'You can write, "Here's Lonnie's tallest building he ever built.'" ' That's a good description.

I'll write it here with my notes so I'll remember. You write your name on this paper and we'll put it next to the building so everyone will know who built it."