

Child Observation Form

Nature Notes

Visual Notes

Teacher/Observer: Katie Logan

Date: 12/16/08

Brief description of activity: Created Zoo enclosure with story line

Materials/props used: Big wood blocks, bucket of various animal figures, map

- Late Day Worktime
- 20 minutes

Why you believe this is significant: Imaginative play, literacy, geography, math (in construction role playing), consistent animals' needs, time (3 days - closing time)

Child(ren)	Age/Birthdate	Gender
Eli	4	M
Eric	4	M
Andrew	4	M

Time of Day/Location: 4:15pm N. Room/Block Area

Location of Activity

- Block area
- Toy area
- House area
- Art area
- Snack
- Small Group
- Climbing/Crawling area
- Messy Materials area
- Building area
- Nature Art area
- Garden/Pathways
- Greenhouse
- Music/Movement area
- Open area
- Gathering area
- Dirt Digging area
- Sand area
- Brick Wall

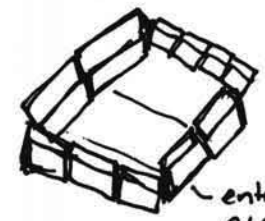
Resources

Construction skills - laying flat, making touch, making lines, cornering, making an enclosure (with entrance)

100% scale enclosure that Eli can get inside

Eli is definitely the leader when it comes to building blocks and late day worktime. He often sets the story narrating the passage of time as well as the next activity to take place. He uses visual-spatial work as a link to literacy, as I help to facilitate the use of a nearby world map. "Where will the animals come from?" I ask, pointing to the map. I point to a general area, with a tiger figurine in my hand, indicating that I know this animal lives in this area. Then I list 2-3 countries verbally. The story then begins to take shape. "What have we here," asks teacher. Eli enters the space he has created with a bucket of various animals. "The zoo had to take care of its animals so I'm going to walk inside and take care of these animals," says Eli.

Eli enters to feed the animals. "That's enough food for the animals. We're closing up for tonight." They put up a "closed" sign, then left the area to go sleep in their house. This goes on for "3 days and 3 nights." On the 3rd day, Eli (now the Dad and the Zookeeper) sends his "sons" off to other places in the world.



- all blocks are neatly nestled against one another, flush corners and sides

- entrance slides out to enter the animal's areas for feeding

Andrew brings horses "from Arkansas". Eric brought Kitties from Egypt. The zoo closes, and suddenly Eli becomes Santa Claus. There ensues a flurry of "gifts" he chooses from several buckets of toys - much to the delight of receiver.

Child Observation Form

- Nature Notes
 Visual Notes

Teacher/Observer: Kris Van Laningham
Date: 2-23-09

Brief description of activity: Magnet-Tiles being used by Mac and Henry to make "a home"

Materials/props used: MagnaTiles

Why you believe this is significant: Counting / adding / memory

Child(ren)	Age/Birthdate	Gender
Mac	4y. 3m	11-4-04 M
Henry	4y. 5m	9-8-04 M

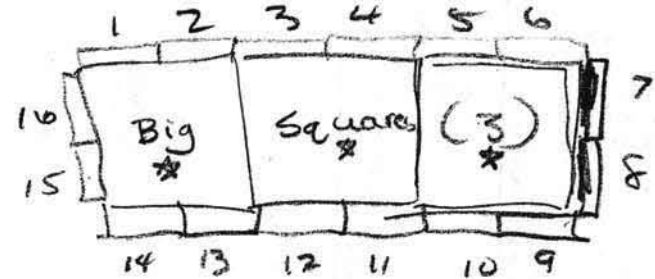
Time of Day/Location: 2:45 PM / Toy Area

Location of Activity

- Block area
- Toy area
- House area
- Art area
- Snack
- Small Group
- Climbing/Crawling area
- Messy Materials area
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- Sand area
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Mac counted 16 around the "home" Henry wanted to add the 3 big squares and remembered it added up to 19. (when I asked him later)

Eyes are standing upright for the "home"
Big squares are at base, flat on carpet.



Child Observation Form

- Nature Notes
 Visual Notes

Teacher/Observer: Suzan Haley
Date: 9/23/08

Brief description of activity: Building an alphabet train

Materials/props used: Alphabet Puzzle/Letters

Why you believe this is significant: Literacy/Math (estimation) | Social (peer) teaching
Pattern, Sequence, Whole body/Kinesthetic
Number (26) and Groupings (2), Matching

Child(ren)	Age/Birthdate	Gender
Kevin	4yrs	M
Daniel	4yrs	M
Sophie	3yrs	F
Sam	3yrs	M

Time of Day/Location: North Room / Work Time

- Location of Activity**
- Block area
 - Toy area
 - House area
 - Art area
 - Snack
 - Small Group
 - Climbing/Crawling area
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Kevin said, "I'm going to make an ABC train."
He was sitting in the Block Area in front of the large wooden alphabet puzzle. He took the letter "A" from the puzzle, stood up and walked about 6ft before placing it down on the carpet. As he laid it down, he said "A is for airplane". Daniel was building with blocks nearby and noticed what Kevin was doing. When he heard "A is for airplane", he said "A is for airplane and J is for Jet." Then he continued with his building. Kevin returned to the puzzle for letter B and placed it next to A saying, "B is for Blue". He continued this pattern as he carefully put each letter in its place, next to the preceding one. I could not understand what he said for each letter (continued on pg 2)

Resources



ABCDEFGHIJKLMNOPQRSTUVWXYZ

Observer's Note:
Kevin estimated how far away to begin with the letter "A" to be able to fit all 26 letters in a line.

Started under A + scooted along each letter



Child Observation Form

- Nature Notes
 Visual Notes

Teacher/Observer: Suzan Haley
 Date: 9/23/08

Brief description of activity: Building an Alphabet Train

Materials/props used:

Why you believe this is significant:

Page 2 of 3

Child(ren)	Age/Birthdate	Gender
Kevin et al (see pg 1)		

Time of Day/Location: _____

Location of Activity

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Resources

but a few were: C-crayon, D-drum, E-eagle, H-hat, K-kite, L-leaf, N-newspaper, R-rainbow, S-sucker, Y-yoyo, Z-zebra. When Kevin finished placing all of the letters in order on the carpet, he said "All aboard!". Then he walked to the beginning of the train, got down on his knees (sitting on his heels just under letter A) and began singing. He scooted his body along as he sang so that he was beside each letter as he sang about that particular letter. He rocked back & forth as he sang and I noticed that the words he sang for each letter matched the spoken words he had used when he placed each one earlier. When he finished his song, Kevin stood up and returned to letter A, repeating the song and movements just as he had done before. Daniel had continued to build with blocks but remained aware of Kevin's activity. At one point, he stood up, looked at the train and sang the alphabet song (the more familiar, traditional version). Sophie and Sam noticed what was happening and became interested in the train. They sat down near Kevin (@ the end near letter Z). Kevin began scooting the letters together. Sophie watched, then began scooting the letters at the beginning of the train together. Kevin noticed and protested. I could see that he was really irritated, so I intervened to keep the situation from escalating. At one point during the problem solving, I suggested that perhaps Sophie could offer to help Kevin put the letters back like they were. She offered and he accepted the offer. Kevin looked at the two groupings of letters and began placing them in order again, beginning with letter A. After placing a few letters he noticed

(continued on page 3)



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Visual Notes

Teacher/Observer: Suzen Haley

Date: 9/23/08

Brief description of activity: Building an Alphabet Train

Materials/props used:

Why you believe this is significant:

Page 3 of 3

Child(ren)	Age/Birthdate	Gender
<u>Kevin et al (see pg 1)</u>		

Time of Day/Location: _____

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the letter Z in the second grouping of letters, and placed it next to the empty puzzle board, away from the other letters. Then he returned to the beginning of the train and began working there again. Sophie noticed the letter Z, picked it up and moved it closer to the other letters. Kevin saw what she had done, picked Z back up and said "Z goes here" as he placed it near the empty puzzle board. Then he sang the alphabet song.

Work time ended with the clean up bell, so the children began picking up the letters and placing them back on the puzzle board.