

Chart for Writing your Observation Summary Paper (Cognitive Development)

Review your notes from observing the child. This chart should help you write your paper.

INFANT-TODDLER	RESPONSES
Describe the Child <ul style="list-style-type: none"> • What is child's name (can be a made up)? • How old is the child? • Describe the child's physical appearance -- hair, skin, facial features, body type, & clothing. • <i>Be as descriptive as possible!</i> 	
Describe the setting/space <ul style="list-style-type: none"> • What furniture, materials, equipment were in the space? • How were the furniture, materials and equipment positioned/ arranged? • Who was present? • <i>Be as descriptive as possible!</i> 	
Cognitive Skills & Processes	Describe how/ child's behavior that demonstrated each skills/process
#1:	
#2:	
#3:	
Connection to NY Early Learning Guidelines	Indicators an educator might notice https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf
Subdomain & age:	
Subdomain & age:	
Subdomain & age:	
PRESCHOOL AGE CHILD	RESPONSES
Describe the Child <ul style="list-style-type: none"> • What is child's name (can be a made up)? • How old is the child? • Describe the child's physical appearance -- hair, skin, facial features, body type, & clothing. • <i>Be as descriptive as possible!</i> 	
Describe the setting/space: <ul style="list-style-type: none"> • What furniture, materials, equipment were in the space? • How were the furniture, materials and equipment positioned/ arranged? • Who was present? • <i>Be as descriptive as possible!</i> 	
Cognitive Skills & Processes	Describe how/child's behavior that demonstrated each skills/process
#1:	
#2:	

#3:	
Connection to NY Early Learning Guidelines	Indicators an educator might notice https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf
Subdomain & age:	
Subdomain & age:	
Subdomain & age:	
YOUNG SCHOOL AGE CHILD	RESPONSES
Describe the Child <ul style="list-style-type: none"> • What is child's name (can be a made up)? • How old is the child? • Describe the child's physical appearance -- hair, skin, facial features, body type, & clothing. • <i>Be as descriptive as possible!</i> 	
Describe the setting/space <ul style="list-style-type: none"> • What furniture, materials, equipment were in the space? • How were the furniture, materials and equipment positioned/ arranged? • Who was present? • <i>Be as descriptive as possible!</i> 	
Cognitive Skills & Processes	Describe how/child's behavior that demonstrated each skills/process
#1:	
#2:	
#3:	
Connection to NY Early Learning Guidelines	Indicators an educator might notice https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf
Subdomain & age:	
Subdomain & age:	
Subdomain & age:	
CONCLUSION	RESPONSE
<ul style="list-style-type: none"> • From this experience, what new insights do you have about young children? • From this experience, what new insights do you have about social-emotional development? • From this experience, what new insights do you have about language development? • What was the most interesting aspect of this assignment for you? Why? 	

Cognitive Skills & Processes

- Learning Schemes
- Cause & Effect
- Use of tools
- Object Permanence
- Understanding Space/Spatial Relationships
- Imitation
- Symbolic play
- Classification
- Numeracy
 - Want more
 - Quantity (all gone, a lot)
 - Say numbers from memory
 - Count objects
 - Add objects
 - Subtract objects
 - Calculate mentally
- Literacy
 - Reading
 - Writing
- Understanding Routines
- Creativity
- Problem Solving
- Reflecting
- Memory
- Reasoning
- Perception
- Knowledge
 - Use of objects
 - Information
 - Skills