

Chart for Writing your Observation Summary Paper (Physical)

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> 	
Gross Motor	
Skills & Process	Describe how/ child's behavior that demonstrated each skills/process
Skill/Process child demonstrated: #1:	
Skill/Process child demonstrated: #2:	
Skill/Process child demonstrated: #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:	
Fine Motor	
Skills & Process	Describe how/child's behavior that demonstrated each skills/process
Skill/Process child demonstrated: #1:	
Skill/Process child demonstrated: #2:	
Skill/Process child demonstrated: #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)? 	

<ul style="list-style-type: none"> • 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> 	
<p>Describe the setting/space:</p> <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> 	
Gross Motor	
Skills & Process	Describe how/child's behavior that demonstrated each skills/process
Skill/Process child demonstrated: #1:	
Skill/Process child demonstrated: #2:	
Skill/Process child demonstrated: #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:	
Fine Motor	
Skills & Process	Describe how/ child's behavior that demonstrated each skills/process
Skill/Process child demonstrated: #1:	
Skill/Process child demonstrated: #2:	
Skill/Process child demonstrated: #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	
<p>Describe the Child</p> <ul style="list-style-type: none"> • What is child's name (can be a made up)? • How old is the child? 	

<ul style="list-style-type: none"> Describe the child's physical appearance -- hair, skin, facial features, body type, & clothing. <i>Be as descriptive as possible!</i> 	
<p>Describe the setting/space</p> <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> 	
Gross Motor	
Skills & Process child demonstrated	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:	
Fine Motor	
Skills & Process child demonstrated:	Describe how/child's behavior that demonstrated each skills/process
#1:	
#2:	
#3:	
NY Early Learning Guidelines subdomain & age	Indicators an educator might notice https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf
#1	
#2	
#3	
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 physical development? What was the most interesting aspect of this assignment for you? Why? 	

- Gross Motor (large muscle movement)

- Reflexive movements
- Lift head
- Lift chest
- Turn & roll over
- Sit
- Crawl
- Pull to stand
- Transitions (sit to crawl, sit to stand)
- Balance
- Walking
 - Stand alone
 - Cruise (walk holding furniture)
 - Take a few steps
 - Walk
- Run
- Climb
- Steps
 - Creep on steps
 - Both feet same step
 - Alternating feet
 - Hold railing
- Riding bike
 - Push bike (feet propel)
 - Tricycle
 - Bike with training wheels
- Ball play
 - Throwing
 - Throw (goes anywhere)
 - Throw with aim/ to target
- Catching
 - Trap against chest
 - Trap with arms
 - Catch with hands
- Kicking
 - Stopped ball
 - Moving ball
 - With aim/ to a target

- Fine Motor (small muscle movement)

- Reaching & grasping
 - Reach for/ swat object
 - Grasp objects
 - Let go of objects
 - Bang objects together
 - Pass objects hand to hand
 - Use hands independent of other
- Picking up small objects
 - Grab small objects with whole hand
 - Pinch small objects with thumb & index finger to pick-up
- Finger movements
 - Poke with finger
 - Use fingers independent of each other
 - Turning pages of a book
- Writing
 - Hold writing instrument
 - With fist grasp
 - End/ top of crayon with whole hand
 - Hold at bottom of crayon with 3 fingers (tripod grasp)
- Drawing
 - Scribble off paper
 - Scribble on paper
 - Draw intentional picture, unrecognizable
 - Draw picture with recognizable features
 - Drawing with some letters accidentally
 - Copy/ trace letters
 - Form letters
 - Inventive spelling
 - Write sentences
- Hand-eye coordination (eyes perceive & hand carry out actions)
- Chewing
 - Swallow food
 - Chew up & down
 - Move food inside of mouth with tongue

