

People	Objective Observation
<ul style="list-style-type: none"> • How many children are in the room? • What ages? • How many staff? • Anyone else? Who? • Briefly describe the people. 	<ul style="list-style-type: none"> • There are 3 kids that are in the space, they look to be 5 years old. • There is one adult helping they play. With the Lego's. • There is 2 little girls and one little boy and there is one adult female that is watching them. • One boy and one girl seem to be Caucasian and the adult and the other little girl seem to be Spanish.
Environment	Objective Observation
<p><i>As Guidelines</i></p> <ul style="list-style-type: none"> • List all the furniture & equipment you see. • What is on the walls? • How are materials displayed, organized, & stored (toys, learning materials, supplies, personal items, etc.)? • Where do the children sleep & eat? • Can you identify "areas" in the room? • Draw a map of the room (separate paper). • Are there windows? • Where do the doors lead? • What else do you notice? 	<ul style="list-style-type: none"> • Floor has a gray carpet on it. • The walls are white, but they have the kid's artwork of people and lady bugs hanging up all around. • There is also a water fountain behind them. • They seem to be working outside of a classroom because right behind them is a staircase. • They even have some sort of contraction that has colored rolls such as the colors yellow, purple, white, blue hanging on it.
Area Observation	Objective Observation

<p>Choose an area of the room that seems busy.</p> <p>Observe that area for 5 minutes.</p> <p>Record what happens.</p> <p>Use descriptive words.</p> <p>Be objective.</p>	<ul style="list-style-type: none"> • The area where the kids were playing is where I want to focus on. • What you see is the Lego's and the three kids all trying to build something and the adult with them also building something as well. • What was also observed was kids and adults walking back in forth because it looks like they were playing in the hallway. • Behind them is artwork from students hanging up. • There are also a few water fountains behind them as well. 	
Child Observation	Objective Observation	Interpretation

<p>Choose a child.</p> <p>Spend 20 minutes observing that child. This will count as an Observation Summary for ECE 110-L.</p> <p>Record what the child does.</p> <p>Use the <i>ECE 110-L Child Observation Form</i></p> <p>As Guidelines:</p> <p>How the child moves</p> <p>What the child looks/gazes at</p> <p>What the child is interested in</p> <p>What the child is attracted to</p> <p>What play materials/furnishings the child engages with</p> <p>How the child vocalizes, communicates, uses facial expressions, body language</p> <p>How the child interacts with others</p> <p>Use descriptive words.</p> <p>Be objective.</p>	<ul style="list-style-type: none"> • The little boy that I'm observing is AJ. • They were playing with Lego's so at first AJ first started creating a map. • Then he went on to making a horse AJ was talking with the little girl Austin about horses and how horses breathe fire. • He had the most conversations with Austin. • Then when the adult asked them what they did over the weekend he talked about how he went to his grandparents' house and how he played scary alien games with his little sister • Because of that he started to build an alien ship Austin does not move around a lot unless he's getting a piece to add on • Austin is visual he expresses himself by making faces and using his body • When the adult asked the kids what they thought about what she had felt Boston called the creation an ugly teacher that had a broken neck. 	<p>He is a very talkative child you must interact with people and he has an imagination</p>
---	--	---

Child Observation	Objective Observation	Interpretation

<p>Choose a child.</p> <p>Spend 20 minutes observing that child. This will count as an Observation Summary for ECE 110-L.</p> <p>Record what the child does.</p> <p>Use the <i>ECE 110-L Child Observation Form</i></p> <p>As Guidelines:</p> <p>How the child moves</p> <p>What the child looks/gazes at</p> <p>What the child is interested in</p> <p>What the child is attracted to</p> <p>What play materials/furnishings the child engages with</p> <p>How the child vocalizes, communicates, uses facial expressions, body language</p> <p>How the child interacts with others</p> <p>Use descriptive words.</p> <p>Be objective.</p>		
---	--	--

Staff Observation	Objective Observation	Interpretation
		it seemed like she was a visitor in actual staff

<p>Choose a staff member</p> <p>Spend 5 minutes observing that staff member.</p> <p>Record what the staff member does.</p> <p>Use descriptive words.</p> <p>Be objective.</p>	<ul style="list-style-type: none"> • Ms. Amber she help's the kids build whatever they wanted to build • She helps pick up the pieces she complemented thumb • She listened to whatever they had to say with an open ear • She greets the other students that pass by in the hallway • She gives them encouragement • In the end she helps them break apart the pieces of what they created 	<p>members but because of that she did really well with the kids</p>
---	---	--

--	--	--

Transitions	Objective Observation	Interpretation
<p>Describe the transitions you see.</p> <p>Use descriptive words.</p> <p>Explain what the children & staff are doing, including their interactions.</p> <p>Be objective.</p>	<ul style="list-style-type: none"> • I don't see in any transitions because they stayed in the same spot the whole-time building. • They only transition was when it was time for them to leave and they had to break apart the Lego's to put them away they tried to see who could do it faster in the adult help them break them apart and she told them if they missed pieces and they fix it. 	<p>The kids know how to follow instructions they were quick to help</p>

Routines	Objective Observation	Interpretation
<p>Describe the routines you see.</p> <p>Use descriptive words.</p> <p>Explain what the children & staff are doing, including their interactions.</p> <p>Be objective.</p>	<ul style="list-style-type: none"> • The adult asking the children about their weekend. • The adult is making eye contact with the children to show that she is interested in what they have to say. 	<p>There really wasn't much routine because they were in the same place the whole time so you couldn't really tell much</p>

Play & Learning	Objective Observation	Interpretation
<p><i>As Guidelines</i></p> <p>Describe the play or learning materials you see in the room.</p> <p>Are there specific materials or activities out? If so, which ones?</p> <p>What materials are the children using?</p> <p>Explain what the children are doing with the materials they are using.</p> <p>What are the staff doing?</p> <p>Use descriptive words.</p> <p>How are the materials displayed & stored?</p> <p>Be objective.</p>	<ul style="list-style-type: none"> • They were able to play by themselves building but also talking to the adult in the room when she asked them questions. • On the side there was long colored paper that was rolled up on some sort of platform. • There was really no color around except for the paper the Legos in the artwork that was hung up because it looks like it might have been the whole way 	<p>Because it's not a classroom you can't really tell how they play or what they play with.</p>

Interactions	Objective Observation	Interpretation
<p>Describe the interactions between children & adults.</p> <p>Describe the interactions between adults, including families.</p> <p>How are the adults working together?</p> <p>Be objective.</p>	<ul style="list-style-type: none"> • The adult would ask the children questions and they would answer. • They adult also was building with the children and helping them build what they wanted to build. 	<p>She was very helpful and seemed interested in what they had to say</p>

Connection to Class	Objective Observation	Interpretation
<p>How does your observation connect to what was discussed in class?</p> <p>What characteristics & qualities of working with this age group from class did you observe?</p> <p>How were those characteristics & qualities demonstrated?</p> <p>How was professionalism demonstrated?</p>	<ul style="list-style-type: none"> • She had patience she had a positive attitude • She showed mutual respect, she was organized those and were some of the qualities that she had. • Throughout the whole playtime I think she demonstrated goals qualities and characteristics such as professionalism in her clothing choice, it was really the only way that I saw it. 	<p>I couldn't really tell that much based on what we discussed in class because there really wasn't much learning going on, but I took but I can see based on how she interacted with the kids that would like to really tell</p>
Questions/ Reflections	What questions do you have about what you observed?	Reflections on what you saw
	<p>Why was the observation outside the whole time and not inside of a classroom?</p>	<p>Because seem to enjoy building with her and they don't seem to mind the camera watching them.</p>