

CD 114 Observational Workbook Part II

Answer Sheet For Submission

Each student will record his/her answers for the workbook in the space provided below and submit the answer sheet along with the grade sheet and rubric which is in the Observational Workbook Guidelines

SECTION 3- Observational Assignment s

PART 3A Developing an internal structure for observing: (30 points)

1. What clues would you use to determine the age of the child?
 - a) The way the child thinks and reasons about different issues.
 - b) The type of activity the child involves himself/herself in.
 - c) The way the child communicates with people

2. What clues would you use to determine the gender of a child?
 - a) The type of games the child plays.
 - b) The type of work they enjoy doing.
 - c) The type of playmates that they choose

3. What clues could tell you the language(s) the child speaks?
 - a) Word pronunciations
 - b) The tone of the words that are spoken
 - c) The words that are used by the child.

4. What is the Child's ethnicity group or race?

- a) The language the child speaks.
- b) The religious practices of the child
- c) The type of food the child eats

5. What observable clues in the child's behavior would provide information about the child's coordination?

- a) Being able to use both hands while playing or doing an activity.
- b) The way the child writes down
- c) Whether the child is in a position to use the eyes to guide the hands what to do

6. What observable clues in the child's behavior would provide information about what the child is interested in?

- a) The games the child plays.
- b) The sports they get involved in
- c) Activities that they enjoy doing in groups

7. What observable clues in the child's behavior would provide information about the child's attention span and if it is age appropriate?

- a) The way the child manages individual and group work periods
- b) How the child manages active and quite periods.
- c) The length of time the child does an activity.

8. What observable clues in the child's behavior would provide information about the child's cognitive development? What does the child already know?

- a) How the child masters concepts.
- b) How the child follows the instructions that have been given out
- c) If the child is in a position to recall past experiences

9. Does the child have any observable disabilities?

- a) Physical disabilities such as undeveloped legs
- b) Language delays
- c) Hearing impairment if the child has a problem hearing what a person is saying or does not respond.

10. What observable clues in the child's behavior would provide information about the child's self help skills?

- a) The way the child eats.
- b) If the child can put on clothes by her or himself
- c) If the child is able to wash hands after meals and dry the hands.

11. What observable clues in the child's behavior would provide information about the child's emotional regulation?

- a) Whether the child is easy going or tense
- b) If the child laughs and smiles
- c) If the child is in a position to express his or her feeling to other people

12. What observable clues in the child's behavior would provide information about the child's curiosity?

- a) The type of games the child plays
- b) The risks that the child takes while playing games
- c) The questions that the child asks

13. What observable clues in the child's behavior would provide information about the child's creativity?

- a) How the child responds to questions that he or she is asked
- b) The ideas that the children come up with in different environments
- c) How they solve problems that they are faced with.

14. What observable clues in the child's behavior would provide information about the child's social development/social skills?

- a) Sharing of things with others when they play
- b) How they make decisions and take responsibilities while playing.
- c) The way they deal with disagreements and conflicts among themselves.

15. What observable clues in the child's behavior would provide information about the child's temperament?

- a) Whether the child is easily frustrated
- b) If the child can negotiate with both adults and children

c) If the child cries continuously

2. Running Record (Points 26)

1) Child's Gender

Male

2) Child's Age 5 Year(s) Month

3) Number of children in the program/class 5

4) Setting: playing in a field

5) Teacher's Present in Room: no

6) Insert a half page of your running record by typing what you recorded during your observation here (this helps me to see if you are getting the idea of a running record (based on the exercise in the module/lecture): Please attach your Observational Rough notes to the back of the Answer Sheet

The child has a vehicle toy in his hands. He invites his friends to come and play with him .the friends come and they push the vehicle interns one after the other and the cycle continues. They use English words in their communication with each other but their sentences are short. The group of five plays for about an hour and they lose interest

3. Running Record Observation Interpretation

Questions about the Child YOU Observed	Please write out what you observed the child doing that would provide the best most unbiased answer to the characteristic given.
How old is the child?	Five years old. The child could communicate effectively,

	concentrate longer and involve in more interactive plays.
What is the child's gender?	Male. The child was engaged in a physical, rough-and-tumble play.
What language does the child speak?	English. The child was uttering English words.
What is the Child's ethnicity group or race?	African. The games he plays.
How is the child's coordination?	The coordination was good as the child could use both hands to push the vehicle toys he was playing with.
What is the child's interest?	Vehicles. He could not play with anything else other than the vehicle toy.
How is the child's attention span?	Medium. The child could concentrate on the game he was playing for an hour
What does the child already know?	The child knows how to walk and talk.
Does the child have any disabilities why do you say yes or no?	No. the child could speak well, see objects properly, use his physical parts in the right way therefore the child did not have any disability.
What self help skills did the child demonstrate?	Good grooming. The child washed his hands before he could take his meals and after the meals.
How did the child demonstrate emotional regulation?	Crying The child opted to crying when he was annoyed by the

	others who he was playing with.
How does the child demonstrate curiosity?	Asking of questions The child was curious to know about everything that he did not know hence kept asking many questions concerning the surrounding.
How does the child show creativity?	Coming up with different ways of doing things. The child was in a position of driving his toy vehicle in different ways.
What Social skills did the child demonstrate?	The child can easily make decisions concerning who to play next and who not to play.
What temperament do you think the child might be?	Sanguine. He wanted to invite more friends to play with him and was very social.

Part 3B – Developmental Checklist

1. Approval of Developmental Check List Before use: (10 points)

Developmental checklist -4 to 5 years

Childs name

Date of birth

Parent or guardian

Milestones

Gross motor

Can stand on one foot for about ten seconds

Swings, climbs

Hops, somersaults

Fine motor

Can draw a person with body

Can dress and undress

Can copy triangles

Language

Can recall a story

Can speak a sentence can tell stories

Can remember a person's name

Cognitive

Can count

Say colors.

Work in small groups

Understand the concept of time

Knows things that are frequently used at home.

Self help

Use spoon and fork independently

Chew with lips close

Can go to the bathroom alone

May be in a position to unbutton and unzip.

2. Developmental Checklist - attach to back of Answer sheet (10 points)

- 1) Name of Checklist:
- 2) Developmental Age: 4 to 5 years

3) Source for check list:

2. Developmental Checklist Summary (5 points)

The child is able to communicate effectively. He is in a position to do different things such as bathing and putting on clothes. he can recall names of places people and any stories that he had been told before. His cognitive skills are good as he can count some numbers and even say out some colors.

TYPE a brief summary of the child’s development based on the findings of the checklist. The summary needs to compare the observation typical development for that age of the child observed. Please type and include in the back of the observation with the checklist.

Part 3C. Time Sample Exercise

1. Observation (20 points)

Day 1	He was playing with his friends. He only played with specific type of vehicle and he ensured that the place which they used to play was clean
Day 2	During the lunchtime meals, he washed his hand before eating and could use a fork.
Day 3	He could tell his friends stories as they played with their toys.
Day 4	He came back from school and started counting the number of plates in the house.
Day 5	He refused that his mother should not clean for him his hands and he did it by himself

Insert Table with collected data here

2. Brief Observational Summary (5)

Examine the Data and write a brief summary of what the data tells you about the use of the climber.

Part 3D. Event Sample Exercise

1. Observation (20 points)

During meals	He eats using a spoon. In addition, washes hands after and before a meal.
While playing	He plays with other by first inviting them to the game.
Bedtime	Tells stories before he can go to sleep
Bathing	He can undress and dress by himself.
From school	He counts things on the way and can identify common colors.

Insert Table with collected data here

2. Brief Observational Summary (5 points)

Examine the Data and write a brief summary of what the data tells you about the commonality of people's behavior in the given setting.

Children always try to do what those around them do in different events. For example washing hands during meals.

Part 3E. Environmental Checklist of a Preschool Setting (18 points)

Please attach the completed Environmental Checklist provided in the *Observational Workbook Instruction Guide* to the Observational Workbook Answer sheet

Type a summary that incorporates your textbook readings on the environment and use of classroom space USING THE GUIDELINES BELOW. (20 points)

A) Type an Overall Summary of the environmental checklist information describing the classroom both indoors and outdoors.

Indoor and outdoor play gives children an opportunity to learn cognitively, physically, and emotionally. There should be a person with first aid training to help children as they play in case they incurred an injury. Children should have clothes that use snaps, zippers, and loop fasteners. In addition, all electrical outlets should contain safety caps. The playing environment should not have toddlers or any other thing that children may be tempted to put into their mouths. Not only should the playground be maintained, but also it must have all the necessary equipments. At least 12 inches of wood chips, pea or sand gravel, and mulch or mats that are made of rubber-like materials or safety-tested rubber should be put around and under all the play equipment. The area should be free from broken glasses or any other thing that could cause injury to the children. The indoor and outdoor equipment should fit the ages of different people. Children should be taught on how to use the playground in a proper way.

B) After you have written about your overall impression of the indoor and outdoor spaces that you observed, answer the following sub questions below please number each answer:

1. Would this be an environment that you feel children would be comfortable in? Explain

Yes. The environment favored the safety of children. The playgrounds were appropriately placed and fully equipped according to the needs of different children.

2. Would this be an environment that you feel children would be stimulated by?

Explain

Yes. The equipments in the playing grounds could easily make the children be creative and innovative. In addition, the children could learn how to use the different playing equipments.

3. Would this be an environment that you feel children would be interested in?

Explain

Yes. Such type of environment is interesting, as children can meet with their fellow children. They have fun without any injuries thanks to the measures that have been taken. The safety of the children is taken care of; hence, it is very interesting to the children.

4. Would this be an environment that is Multifunctional (can be used for more than one purpose or one way)? Define and explain if the space and toys/materials are multifunctional.

Some of the toys and equipments are multifunctional. Example is a bicycle toy, which a child can use just as a toy and can still ride on it back home. Children also can learn class work as they play. As some games require counting, they also learn to count.

5. If you were a child would YOU like to spend time there? Why or why not?

Be specific.

Yes. The place is safe because of the necessary measures that have been taken.

Toys of all types are present right from vehicle toys to doll and many others.

C). How might this environmental checklist assist you in evaluating the basic elements of an early childhood center?

It enables educators to determine what should and what should not be there outdoors and indoors. This can lead to the improvement of playing grounds.

D). Make a list of your thoughts, ideas, concerns, and questions.

Playing grounds of children should be well equipped

Playing tools should be applicable to all ages.

Learning should still take place as children play.

How long should children play?

SUBMISSION: Please check that the following have been submitted with the Answer Sheet and ensure your name is on all documentation:

- Rough notes for Running Record (scan, jpeg or rewrite)
- Developmental Checklist
- Environmental Checklist (located in Instructional book,
- Grading Sheet

Only deductions are included on the grade sheet.

#	Section	pts	-	Comments
3A	Internal Structure for Observation (clues)	30		
3A	Running record	26		
3A	Running Record Observation	30		
3B	Approval for Developmental Check List	10		
3B	Check list and Summary	15		
3C	Time Sample Data	20		
3C	Time Sample Summary	05		
3C	Event Sample Data	20		
3C	Event Sample Summary	05		
3D	Environmental Checklist	18		
3D	Summary of Checklist	20		
	Total - * only deductions are recorded	199		/199 points