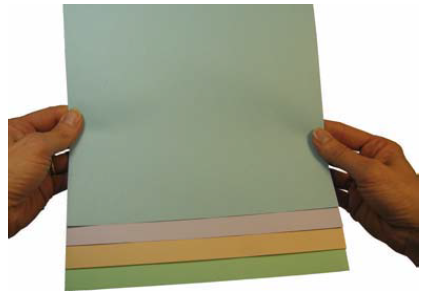
Child Development II

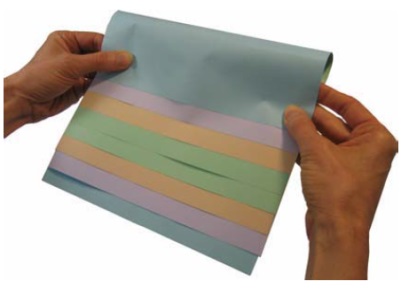
Unit 3: Observing Children

Instructional Strategy 2: Instructions for Observing Children Layered Book

1. Stack four sheets (8 ½ x 11”)together, placing each consecutive sheet around ¾” higher than the sheet in front of it.



1. Bring the bottom of both sheets upwards and align the edges so that all the layers or tabs are the same distance apart.



1. When all the tabs are equal distance apart, fold the papers and crease well.
2. Open the papers and either glue or staple (carefully) along the center fold.



The Layered Book for Observing Children will have tabs labeled in the following order:

1. (Top, Cover) Observing Children
2. Tips to Remember: Do’s and Don’ts
3. Objective vs. Subjective
4. Developmental Checklist
5. Anecdotal Record
6. Running Record
7. Frequency Count
8. (Bottom) Why Observe Children

Child Development II

Unit 3: Observing Children

Instructional Strategy 2 Observing Children Layered Book Grading Rubric

|  |  |
| --- | --- |
| **Topic/Tab** | **Points available/earned** |
| 1. (Top, Cover) Observing Children  * Include the above title * Name * Block | Includes all required information **3**  Is attractive and easy to read **2**  **\_\_\_\_\_\_\_\_\_\_\_\_\_/5** |
| 1. Tips to Remember: Do’s and Don’ts  * Column 1: Do’s: * Column 2: Don’ts | |  |  | | --- | --- | | Do’s | Don’ts | | Observe from a distance **1** | Stand over the children **1** | | Wear appropriate clothing **1** | Make assumptions **1** | | Sit in a low chair **1** | Label the child **1** | | Objective **1** | Make conclusions you are not qualified to make **1** | |  | Compare Children **1** | |  | Subjective **1** |   Tab Title: **1**    **\_\_\_\_\_\_\_\_\_\_\_\_\_/11** |
| 1. Objective vs. Subjective  * Define Objective * Define Subjective | Tab Title: **1**  Objective observations simply state the facts. **1**  Subjective observations state an opinion of the observer **1**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/3** |
| 1. Developmental Checklist  * Definition * When/why might you use this type of observation? * One additional detail about this type of observation. | Tab Title: **1**  ANSWERS MAY VARY, BUT SHOULD INCLUDE:  Accurate definition of “Developmental Checklist” **1**  When/why you would use this method **1**  Additional fact/detail **1**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/4** |
| 1. Anecdotal Record  * Definition * When/why might you use this type of observation? * One additional detail about this type of observation. | Tab Title: **1**  ANSWERS MAY VARY, BUT SHOULD INCLUDE:  Accurate definition of “Anecdotal Record” **1**  When/why you would use this method **1**  Additional fact/detail **1**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/4** |
| 1. Running Record  * Definition * When/why might you use this type of observation? * One additional detail about this type of observation. | Tab Title: **1**  ANSWERS MAY VARY, BUT SHOULD INCLUDE:  Accurate definition of “Running Record” **1**  When/why you would use this method **1**  Additional fact/detail **1**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/4** |
| 1. Frequency Count  * Definition * When/why might you use this type of observation? * One additional detail about this type of observation. | Tab Title: **1**  ANSWERS MAY VARY, BUT SHOULD INCLUDE:  Accurate definition of “Frequency Count” **1**  When/why you would use this method **1**  Additional fact/detail **1**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/4** |
| 1. (Bottom) Why Observe Children  * List the seven reasons to observe children | Tab Title: **1**  Early childhood professionals observe to:  Know individual children better **1**  Identify special needs **1**  Address specific problems **1**  Guide curriculum development **1**  Document progress and assess skill development **1**  Evaluate, or determine the value of the program **1**  Learn about child development **1**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/8** |