

Observation Template for 3-5

School: Stacks Grade Observed: 5th

Observer: C. Joyce

Common Cognitive Characteristics of Children in the Classroom

Third (8 years olds)	Fourth (9 years olds)	Fifth (10 years olds)
<input type="checkbox"/> Enjoys responsibility	<input type="checkbox"/> Intellectually curious	<input checked="" type="checkbox"/> Memorizes facts
<input type="checkbox"/> Very industrious	<input type="checkbox"/> Less imaginative than before	<input type="checkbox"/> Enjoys rules and logic
<input type="checkbox"/> Exaggerates own ability	<input type="checkbox"/> Beginning to see the "bigger world" including issues of fairness and justice	<input type="checkbox"/> Enjoys solving problems
<input type="checkbox"/> Likes to know the process of things	<input type="checkbox"/> Able to manage more than one concept at the time	<input type="checkbox"/> Enjoys collecting, classifying, and organizing
<input type="checkbox"/> Wants approval of peers and teacher	<input type="checkbox"/> Have trouble understanding abstractions	<input checked="" type="checkbox"/> Can concentrate for long periods
<input type="checkbox"/> Can be sloppy; need organizational strategies	<input type="checkbox"/> Needs to see a connection between learning and work.	<input checked="" type="checkbox"/> Takes pride in schoolwork
<input type="checkbox"/> Interest in logic and how things work	<input type="checkbox"/> Needs to understand how things work: why things happen	<input checked="" type="checkbox"/> Can be highly productive
<input type="checkbox"/> Have limited attention span	<input type="checkbox"/> Reads to learn new information	<input type="checkbox"/> Pays close attention to form and structure
<input type="checkbox"/> Loves to socialize	<input type="checkbox"/> Takes pride in work	<input type="checkbox"/> Enjoys fact based subjects
<input type="checkbox"/> Works quickly; often takes on more than they can handle	<input type="checkbox"/> Jumps quickly between interests	<input checked="" type="checkbox"/> Enjoys choral reading, singing, poetry, and plays
<input type="checkbox"/> Can use manipulatives to explain their thinking and problem solve in concrete ways	<input type="checkbox"/> Logical operations: math manipulations	<input type="checkbox"/> Logical operations: math manipulations
<input type="checkbox"/> Beginning to master handwriting and drawing		
<input type="checkbox"/> Logical operations: math manipulations		

Comments: Students were reading aloud in unison with the teacher.

Observation Template for 3-5

Common physical characteristics of children in the classroom:

Third (8 years olds)	Fourth (9 years olds)	Fifth (10 years olds)
○ Full of energy	○ Better coordinated	○ Large muscles are developing quickly
○ Needs a physical release of energy	○ Likes to push their physical limit	○ Desperately need outdoor time and physical challenges
○ Somewhat awkward	○ Tires easily	✓ Often writing becomes more sloppy
○ Visually focuses well on both near and far objects.	○ Complains about aches, pains, injuries, and hurt feelings	○ Snacks and rest period benefit rapidly growing bodies
○ Better control of handwriting	○ May twist hair, bite nails, fidget to relieve tension	✓ Can concentrate for long periods
○ Needs lots of physical activity	○ Shows better physical control	✓ Able to focus on the boards and a textbook
○ Short exercise breaks help with concentration	○ Benefit from fine motor tools and tasks	○ Can pay attention to details easier
○ Love group games	○ Complain and sometimes exaggerate physical hurts	✓ Enjoys tracing and coping ^{YA}
○ Play hard and tire quickly	○ Restless	○ Loves large group games
○ Concerned with physical appearance	○ Concerned with physical appearance	○ Excess energy may spill over into acting out in the classroom
○ Plays music	○ Plays music	✓ Concerned with physical appearance
○ Builds complex structures	○ Builds complex structures	○ Plays music
		○ Builds complex structures

Comments: *Several students had very neat handwriting boys and girls.*

Observation Template for 3-5

Common peer relations and moral characteristics of children in the classroom:

Third (8 years olds)	Fourth (9 years olds)	Fifth (10 years olds)
<input type="checkbox"/> Enjoys socializing	<input type="checkbox"/> More individualistic	<input checked="" type="checkbox"/> General content
<input type="checkbox"/> Enjoys humor	<input type="checkbox"/> Often feel worried or anxious	<input checked="" type="checkbox"/> Friendly
<input type="checkbox"/> Loves groups activities	<input type="checkbox"/> Impatient	<input type="checkbox"/> Quick to anger and quick to forgive
<input type="checkbox"/> Adjusts well to change	<input type="checkbox"/> Often complain about fairness issues	<input type="checkbox"/> Usually truthful
<input type="checkbox"/> Resilient	<input type="checkbox"/> Critical of self and others (including adults)	<input type="checkbox"/> Highly sensitive to fairness and other social issues.
<input type="checkbox"/> Form larger friendship groups	<input type="checkbox"/> Can be sullen, moody, aloof	<input checked="" type="checkbox"/> Enjoys cooperation
<input type="checkbox"/> Works best at tables or with desks pushed together	<input type="checkbox"/> Can be negative; saying things like "I hate it" It's boring"	<input type="checkbox"/> Enjoys competition
<input type="checkbox"/> Prefers to work and play with peers of the same gender	<input type="checkbox"/> Like to work with partners of own choosing, usually same gender	<input type="checkbox"/> Beginning to learn conflict resolution/ peer mediation
<input type="checkbox"/> Enjoys class projects and traditions	<input type="checkbox"/> Begin to form cliques	<input type="checkbox"/> Concerned with maintaining friendships
<input type="checkbox"/> Enjoys a sense of unity and cohesion	<input type="checkbox"/> Can work in groups but spend more time arguing about the assignment than actually doing the assignment	<input type="checkbox"/> Eager to reach out and help others
<input type="checkbox"/> Growing sense of moral responsibility	<input type="checkbox"/> Very competitive	<input checked="" type="checkbox"/> Enjoys being noticed and rewarded for their efforts
<input type="checkbox"/> Becoming interested in fairness issues and justice	<input type="checkbox"/> Likes to negotiate	<input type="checkbox"/> Quick tempers may lead to physical outbursts or tears.
<input type="checkbox"/> Enjoying studying other cultures	<input type="checkbox"/> Tends to give up on tasks	<input type="checkbox"/> Rules must be followed
<input type="checkbox"/> Rules must be followed	<input type="checkbox"/> Rules must be followed	<input checked="" type="checkbox"/> Personal Preference
<input type="checkbox"/> Personal Preference	<input type="checkbox"/> Personal Preference	

Comments: *Students enjoyed working together in small groups.*

Observation Template for 3-5

Common literacy and language characteristics of children in the classroom:

Third (8 years olds)	Fourth (9 years olds)	Fifth (10 years olds)
<input type="checkbox"/> Likes to talk and use rapidly expanding vocabulary	<input type="checkbox"/> Loves descriptive language	<input checked="" type="checkbox"/> Listen well
<input type="checkbox"/> Tends to exaggerate	<input type="checkbox"/> Enjoys learning new and challenging words	<input checked="" type="checkbox"/> Reads voraciously
<input type="checkbox"/> Listens well	<input type="checkbox"/> Sometime reverts back to baby talk	<input checked="" type="checkbox"/> Likes to explain things
<input type="checkbox"/> Has so many ideas that they often forget what others say	<input type="checkbox"/> Enjoys exaggeration	<input type="checkbox"/> Likes to perform for class; recite poetry, choral readings, plays.
<input type="checkbox"/> Works good in groups with peers on the same ability level	<input type="checkbox"/> Works well in reading groups	<input checked="" type="checkbox"/> Likes to read books centered on themes
<input type="checkbox"/> Works good in groups with peers of the same interest	<input type="checkbox"/> Volunteers to read aloud to class	<input type="checkbox"/> Would rather read than do a project
<input type="checkbox"/> Begins to work independently	<input type="checkbox"/> Writing with fewer mistakes	<input type="checkbox"/> Enjoys comic books
<input type="checkbox"/> Reads longer books with more advanced themes	<input type="checkbox"/> Mastered capitalization and punctuation	<input type="checkbox"/> Ready to write lengthy paragraphs, stories, research papers.
<input type="checkbox"/> Uses more descriptive writing	<input type="checkbox"/> Improving at using a dictionary	<input type="checkbox"/> Enjoys memorizing how to spell difficult words
<input type="checkbox"/> Interests in reading (poetry, comic books, newspapers, etc) becoming more diverse	<input type="checkbox"/> Increasingly fluent in cursive writing	<input type="checkbox"/> Becoming fluent in cursive
<input type="checkbox"/> Increasing ability to spell difficult words correctly	<input type="checkbox"/> Use of prefix, root, suffix for unfamiliar words	<input type="checkbox"/> Use of prefix, root, suffix for unfamiliar words
<input type="checkbox"/> Ready to learn compound words	<input type="checkbox"/> Participates in class discussions	<input type="checkbox"/> Participates in class discussions
<input type="checkbox"/> Use of prefix, root, suffix for unfamiliar words	<input type="checkbox"/> Draws conclusions	<input type="checkbox"/> Draws conclusions
<input type="checkbox"/> Participates in class discussions	<input type="checkbox"/> Reads fluently	<input checked="" type="checkbox"/> Reads fluently
<input type="checkbox"/> Draws conclusions	<input type="checkbox"/> Writes proficiently	<input type="checkbox"/> Writes proficiently
<input type="checkbox"/> Reads fluently		
<input type="checkbox"/> Writes proficiently		

Comments: *Students were eager to show*

Observation Template for 3-5

Common self-concept characteristics of children in the classroom:

Third (8 years olds)	Fourth (9 years olds)	Fifth (10 years olds)
<input type="checkbox"/> Touches base with teacher-not necessarily approval	<input type="checkbox"/> Touches base with teacher-not necessarily approval	<input checked="" type="checkbox"/> Touches base with teacher-not necessarily approval
<input type="checkbox"/> Works autonomously	<input type="checkbox"/> Works autonomously	<input checked="" type="checkbox"/> Works autonomously
<input type="checkbox"/> Begins to worry about moral/global issues	<input type="checkbox"/> Begins to worry about moral/global issues	<input type="checkbox"/> Begins to worry about moral/global issues
<input type="checkbox"/> Neat with own belongings	<input type="checkbox"/> Neat with own belongings	<input type="checkbox"/> Neat with own belongings
<input type="checkbox"/> Often feels like no one likes them	<input type="checkbox"/> Often feels like no one likes them	<input checked="" type="checkbox"/> Often feels like no one likes them
<input type="checkbox"/> Depend on adult for reassurance	<input type="checkbox"/> Depend on adult for reassurance	<input checked="" type="checkbox"/> Depend on adult for reassurance
<input type="checkbox"/> No longer takes risks	<input type="checkbox"/> No longer takes risks	<input type="checkbox"/> No longer takes risks
<input type="checkbox"/> Conscientious and serious	<input type="checkbox"/> Conscientious and serious	<input checked="" type="checkbox"/> Conscientious and serious
<input type="checkbox"/> Strong likes/dislikes	<input type="checkbox"/> Strong likes/dislikes	<input type="checkbox"/> Strong likes/dislikes
<input type="checkbox"/> Self Identity: Who am I?	Self Identity: Who am I?	<input type="checkbox"/> Self Identity: Who am I?
<input type="checkbox"/> Group Identity: What do my peers think of me?	<input type="checkbox"/> Group Identity: What do my peers think of me?	<input checked="" type="checkbox"/> Group Identity: What do my peers think of me?
<input type="checkbox"/> Self Worth: Am I good at it?	<input type="checkbox"/> Self Worth: Am I good at it?	<input checked="" type="checkbox"/> Self Worth: Am I good at it?
<input type="checkbox"/> If I can't do it well, then I don't want to do it (neg. fdbk)	If I can't do it well, then I don't want to do it (neg. fdbk)	<input type="checkbox"/> If I can't do it well, then I don't want to do it (neg. fdbk)
<input type="checkbox"/> Opportunity to learn	Opportunity to learn	<input type="checkbox"/> Opportunity to learn
<input type="checkbox"/> Control own environment	Control own environment	<input type="checkbox"/> Control own environment
<input type="checkbox"/> Respects all participants	Respects all participants	<input type="checkbox"/> Respects all participants
<input type="checkbox"/> Strong emotional and social support	Strong emotional and social support	<input type="checkbox"/> Strong emotional and social support
<input type="checkbox"/> Competent/ productive (pos. fdbk)	Competent/ productive (pos. fdbk)	<input checked="" type="checkbox"/> Competent/ productive (pos. fdbk)

Comments: *Students appeared confident at their individual work.*
