

Observation Template: Pre-K – 2nd

School Stocks Grade Observed PreK
 Observer C. Joyce

Common cognitive characteristics of children in the classroom:

Pre-K (4 year olds)	Kindergarten (5 year olds)	First (6 year olds)	Second (7 year olds)
<input checked="" type="checkbox"/> short attention span	<input type="checkbox"/> likes to copy/repeat	<input type="checkbox"/> learns through discovery	<input type="checkbox"/> enjoy repeating task and reviewing learning
<input type="checkbox"/> needs to explore	<input type="checkbox"/> single-minded	<input type="checkbox"/> loves asking questions	<input type="checkbox"/> likes to work by themselves and finish what they start
<input type="checkbox"/> enjoys patterns/rhythm	<input type="checkbox"/> sensory, only accepts tangible concepts	<input type="checkbox"/> develops spatial relationship (what is far vs close)	<input type="checkbox"/> bothered by mistakes, concerned with quality
<input type="checkbox"/> learn best by using large muscles	<input type="checkbox"/> ascribes life to inanimate objects	<input type="checkbox"/> enjoys the process more than the product	<input type="checkbox"/> good at classifying and sorting
<input checked="" type="checkbox"/> loves being read to	<input type="checkbox"/> active/hands-on	<input type="checkbox"/> loves to color and paint	<input type="checkbox"/> like to be read to
<input type="checkbox"/> learns through hands-on experiences	<input type="checkbox"/> think out loud - announce before doing	<input type="checkbox"/> engages in cooperative and dramatic play	<input type="checkbox"/> like to take things apart and discover how they work
<input type="checkbox"/> accepts responsibilities and individual tasks	<input type="checkbox"/> begin to form irrational concepts	<input type="checkbox"/> interested in technology	<input type="checkbox"/> able to reflect on learning
	<input type="checkbox"/> routine driven	<input type="checkbox"/> understands past, present and how and why things happen	<input type="checkbox"/> need quiet work periods and time to finish their work
	<input type="checkbox"/> 15-20 attention span	<input type="checkbox"/> learns from poems, rhythms and songs rather than books	<input type="checkbox"/> appreciates prior notice to transitions
		<input type="checkbox"/> artistic explosion (paints, etc)	<input type="checkbox"/> timed tests create frustration
		<input type="checkbox"/> quantity > quality	<input type="checkbox"/> like to work by themselves or with a partner
		<input type="checkbox"/> find history difficult and less associated with the present	<input type="checkbox"/> enjoys memorization, codes, puzzles and "secrets"
			<input type="checkbox"/> whispers while reading
			<input type="checkbox"/> develops sense of time, quantity and space

Comments: Teacher was reading a story to whole class.
The students were very engaged in listening.

Common literacy and language characteristics of children in the classroom:

Pre-K (4 year olds)	Kindergarten (5 year olds)	First (6 year olds)	Second (7 year olds)
<input type="checkbox"/> talkative	<input type="checkbox"/> literal with vocabulary	<input type="checkbox"/> enjoy reading and writing <i>bu</i>	<input type="checkbox"/> begins silent, independent reading, often whispering still
<input type="checkbox"/> long explanations	<input type="checkbox"/> express themselves in few words	<input type="checkbox"/> enjoy explaining things	<input type="checkbox"/> listens well and speaks precisely
<input type="checkbox"/> enjoys experimenting with big words	<input type="checkbox"/> imaginative - acts out (ex: dress -up)	<input type="checkbox"/> boisterous and enthusiastic language	<input type="checkbox"/> enjoys one-on-one conversation
<input type="checkbox"/> inappropriate language	<input type="checkbox"/> think out loud	<input type="checkbox"/> partner reading and begins guided reading	<input type="checkbox"/> rapidly develops their vocabulary
<input checked="" type="checkbox"/> love being read to	<input type="checkbox"/> focus on one word - choppy fluency	<input type="checkbox"/> complains frequently	<input type="checkbox"/> interest in word meanings
<input type="checkbox"/> scribble writing and drawing	<input type="checkbox"/> uses pointer or finger to keep track while reading	<input type="checkbox"/> begins copying information from the board	<input type="checkbox"/> like to send notes
<input type="checkbox"/> large writing	<input type="checkbox"/> reverse letters or numbers (d vs b)	<input type="checkbox"/> struggles with spacing and staying on the lines	<input type="checkbox"/> writing is neat and small, anchored to baseline
<input type="checkbox"/> begins forming words but letters do not match sounds	<input type="checkbox"/> not able to stay within the lines while writing	<input type="checkbox"/> several symbolic representations of a story (many pictures)	<input type="checkbox"/> work with head down on their desk often looking out of one eye
	<input type="checkbox"/> struggles with spacing	<input type="checkbox"/> begins to write sentences often leaving out vowels	<input type="checkbox"/> struggles with cursive writing
	<input type="checkbox"/> writes only in uppercase letters	<input type="checkbox"/> begins to match written letters to sounds	<input type="checkbox"/> ready for intense phonics instruction in small groups
	<input type="checkbox"/> short symbolic representations of stories (ex: picture)	<input type="checkbox"/> spontaneous mixture of upper and lower case	<input type="checkbox"/> can do reading comprehension assignments
	<input type="checkbox"/> stories are represented by letters clustered as words	<input type="checkbox"/> handwriting is large and sloppy but more legible	<input type="checkbox"/> can read chapter books that have a beginning middle and end
		<input type="checkbox"/> stories begin to develop into sentences.	<input type="checkbox"/> learning capitalization and punctuation
			<input type="checkbox"/> begin to read non-fiction
			<input type="checkbox"/> write before drawing
			<input type="checkbox"/> begins spelling correctly
			<input type="checkbox"/> increased phonetic and sight word fluency

Comments: *Students were being read to, and they did not read by themselves.*

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

Pre-K (4 year olds)	Kindergarten (5 year olds)	First (6 year olds)	Second (7 year olds)
<input checked="" type="checkbox"/> friendly, talkative	<input type="checkbox"/> needs teacher release to move to next task	<input type="checkbox"/> loves jokes and guessing games	<input type="checkbox"/> moody, touchy, depressed or shy
<input type="checkbox"/> needs adult advice	<input type="checkbox"/> feels safe with structure	<input type="checkbox"/> want to be first	<input type="checkbox"/> change friends frequently
<input type="checkbox"/> mimic	<input type="checkbox"/> expresses thoughts through actions	<input type="checkbox"/> competitive	<input type="checkbox"/> need security and structure
<input checked="" type="checkbox"/> love working together <i>in pairs</i>	<input type="checkbox"/> likes to help	<input type="checkbox"/> poor sports - sore losers	<input type="checkbox"/> sensitive to others' feelings and sometimes tattle
<input type="checkbox"/> roughhouse	<input type="checkbox"/> needs verbal permission	<input type="checkbox"/> invent rules to win	<input type="checkbox"/> find classroom changes upsetting
		<input type="checkbox"/> bossy/teasing	<input type="checkbox"/> need humor
		<input type="checkbox"/> extremely sensitive	<input type="checkbox"/> gets physically sick from worrying about tests and assignments
		<input type="checkbox"/> begins to develop a best friend	
		<input type="checkbox"/> uses tantrums and tattling	
		<input type="checkbox"/> begins taking more responsibility for self and group	

Comments:

The children were happy and enjoyed each others company.

Common physical characteristics of children in the classroom:

Pre-K (4 year olds)	Kindergarten (5 year olds)	First (6 year olds)	Second (7 year olds)
<input type="checkbox"/> grasp pencil with whole fist	<input type="checkbox"/> grasps pencil with 3 finger "pincher"	<input type="checkbox"/> proper, firm pencil grasp	<input type="checkbox"/> often holds the pencil near the point with the three finger grasps
<input type="checkbox"/> clumsy	<input type="checkbox"/> needs free play	<input type="checkbox"/> get tired easily	<input type="checkbox"/> focused on nearby, small objects
<input checked="" type="checkbox"/> sit still short period of time	<input type="checkbox"/> controlling large movements (run, jump)	<input type="checkbox"/> visual tracking from left to right (ex: reading)	<input type="checkbox"/> sensitive to physical hurt - sometimes imaginative
<input checked="" type="checkbox"/> energetic	<input type="checkbox"/> somewhat awkward with small tasks	<input type="checkbox"/> frequently ill	<input type="checkbox"/> better at playing sports
<input checked="" type="checkbox"/> kinesthetic	<input type="checkbox"/> fall out of chairs sideways	<input type="checkbox"/> sloppy	<input type="checkbox"/> likes confined (small) spaces
<input type="checkbox"/> large writing	<input type="checkbox"/> pace themselves well/rest before they get exhausted	<input type="checkbox"/> always in a hurry	<input type="checkbox"/> sometimes tense
<input type="checkbox"/> awkward with small tasks	<input type="checkbox"/> focused on nearby	<input type="checkbox"/> fall backwards out of chairs	<input type="checkbox"/> interested in games involving fine motor skills (specific tossing in hopscotch vs kicking anywhere in kickball)
		<input type="checkbox"/> learn to distinguish from their left and right	
		<input type="checkbox"/> chew on pencils, books, fingernails, etc	
		<input type="checkbox"/> active	

Comments: *When not being read to, the students had a lot of energy, and the different stations accommodate their need of movement.*

Common self-concept, identity and motivation characteristics of children in the classroom:

Pre-K (4 year olds)	Kindergarten (5 year olds)	First (6 year olds)	Second (7 year olds)
<input checked="" type="checkbox"/> dependent on adult guidance	<input type="checkbox"/> stuck and won't try something new (out of fear)	<input type="checkbox"/> ambitious, likes to "work"	<input type="checkbox"/> touches base with teacher - not necessarily approval
<input checked="" type="checkbox"/> easily redirected	<input type="checkbox"/> tends to only think of self	<input type="checkbox"/> chooses difficult tasks	<input type="checkbox"/> begins to worry about moral/global issues
<input type="checkbox"/> physically act out	<input type="checkbox"/> begins to think of others	<input type="checkbox"/> develops interest in skill and technique	<input type="checkbox"/> neat with own belongings
<input type="checkbox"/> worried/fearful	<input type="checkbox"/> adult approval (positive reinforcement)	<input type="checkbox"/> begin to think of others close to them	<input type="checkbox"/> often feels like no one likes them
	<input type="checkbox"/> dependent on adult guidance	<input type="checkbox"/> risk taking	<input type="checkbox"/> depend on adult for reassurance
		<input type="checkbox"/> seek to feel valued	<input type="checkbox"/> no longer takes risks
			<input type="checkbox"/> conscientious and serious
			<input type="checkbox"/> strong likes and dislikes

Comments: _____
