

PURDUE UNIVERSITY FORT WAYNE  
Early Childhood Education Practicum/Student Teaching Observation Form

Observation #   2  

<b>Practicum Student: XXX</b>	<b>Date of Observation: XX-XX-21</b>
<b>University Supervisor: Teri Hogg hoggt@pfw.edu</b>	<b>Cooperating Teacher: XXX</b>
<b>Center/School: XXX</b>	<b>Start and Stop Time: 8:41 - 9:33 am</b>
<b>Age of Children: 3 - 5</b>	<b>No. of Children: 12</b>

<b>TIME</b>	<b>SPECIFIC OBSERVATIONS: What did you see and hear?</b>	<b>Questions Comments Connections to Standards</b>
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<b>8:41</b>	<p><i>Large Group</i> <i>Welcome song</i> <i>Brittany chooses a child to lead song then child asks another child what they want to do. Child says jump. They add a motion to the welcome song.</i></p> <ul style="list-style-type: none"> <li>• <i>Jump</i></li> <li>• <i>Mya – spin</i></li> </ul> <p>B: one more Dominick: Josiah Josiah: stretch B: Thank you Dominick. B: I know we just did our hello song but I have another song today. I think you'll like this. Children: yeah!!! Clap B: This is a song we have to listen and follow directions. It's going to get our brains ready to learn. It's going to teach us how to follow directions from a teacher. It's called a scarf dance. So what do you think we're going to need? <b>Child: scarves</b> B: Look what I have. I'm going to hand everybody a scarf. I'm not going to pick certain colors. Everybody is going to get what they get. <b>Brittany passes out scarves</b> Child: It's big! B: It is big B: Make sure it's unfolded Easton. Make sure it looks like this. Listen. The song is going to tell us things to do with our scarves. Stand up. Are you ready. We're going to stay on our own buttons so we can stay in our own space for the dance. B: Listen close it's going to tell us what to do. B: <i>up, down, up, down, twirl around, wide, across, wide, across, crumble, shake, walk, run, drop,</i></p> <p>B: What did you think. Did you like that song? Children: yeah B: I'm going to come around and I want you to drop it in. I'll fold them later. Once you've put the scarf into the basket you can sit down</p> <p><b>B: I need you to turn your bodies. I loved that song. Listen, sh. We're going to do a couple of deep breaths so we can get our brains ready to listen and learn. Breath in. Think about calm bodies. Breathe in and out.</b></p>	<p>NAEYC 4a, b NAEYC 5 a, b, c</p> <p>You had Dominick lead - about release of responsibility to children.</p> <p>How might you release the responsibility to children here?</p> <p>Could a child do this while you move on to the next thing?</p> <p><b>If you have to cut out activities in the interest of time, these two might be</b></p>
<b>8:51</b>	<p><b>B: We've been learning about what?</b> <b>Child: Balls</b></p>	

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<p>B: What did we do with our scarves?          Boy: We made a ball and pretended it wasn't there.          B: yes. Think about what kind of balls we've learned about?          Balin: soccer ball          B: What do you do with a soccer ball          Children: kick it          Balin: basketball shoot it          Miguel: ping pong          B: What have we done with pink pong balls? Where have we been playing with ping pong balls?          Child: #3          B: The water table. Do they sing or do they float          Children; float  <i>Continues asking about balls.</i></p> <p>B: Some balls float and some sink. Some balls bounce and some roll. I have a different kind of ball that we haven't talked about it. Do you want to see it?          Child: What are those?          B: What kind do you think they are?          Child: beads          B: That's a good guess. What else?          Dominick: thinking          B: Do you want me to come back so you can keep on thinking          Dominick: I know. Little teeny teeny marbles.          Clyde: Little tiny bowling balls          Caroline: _____          B: Do you want to keep thinking? <i>She nods.</i> I'll come back to you.          Caroline: soccer ball          B: I want to take one out so you can hold it and feel it. Clyde shhh. I want you to feel if it's squishy or hard, or smooth. Listen, these are super tiny. If we drop it we might lose it. We'll hold our hand out and we'll feel it.          Clyde: It's so tiny.  <i>Brittany passes out balls.</i>          Boy: Why are you getting sanitizer?          B: Cause everyone is touching the same ball          Clyde: Clean hands in and clean hands out.  <i>Brittany squirts sanitizer, passing ball to each child.</i></p> <p>B: So, what did you notice about that ball          Child: it's hard          Child: it's little          Child: it's small          Child: it's stickum. You can stick em on the wall</p>	<p>the ones since they don't enhance the topic of today which is the prediction of the balls put in water.</p> <p>This certainly raised their curiosity! Good intro.</p> <p>Consider giving a ball to everyone and then have them predict as to what will happen rather than having to use</p>
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<p><b>9:02</b></p>	<p>B: hmmm interesting Child: or paper B: was the ball really sticky? Child: yes B: or do you think it's magnetic. You think it's magnetic. Hmmm. We'll have to test it. Girl: When is choice time B: Look at your schedule. When is your choice time? B: I want to do something with the balls. I want to put them in water to see what happens to them. I want you to be little scientists. I want you to predict what will happen. We'll make a list. Can you say predictions. Think quietly in your head, "what will happen when Miss Brittany puts them in the water." Raise your hand. <i>Writes What will happen when we put the balls in the water.</i></p> <p>Kamaya – change colors Clyde – float and everything will change colors Francesca.- the balls change color</p> <p>B: We're running a long time, we'll take one more Travaius – the water will pull color from the balls Dominick: drown B: You think they will drown. If they drown, they have to be breathing something. Do balls breathe? Children: no B: Let's see what happens. I'm going to put the balls in. I'm going to put 5 scoops in the water. Can you count with me?</p>	<p>sanitizer and you pass the ball. Then they could put the ball in the water. The more they can do things rather than you, the more you release responsibility to them.</p> <p>Good conversations from children</p>
<p><b>9:08</b></p>	<p>B: Oh Child: Maybe you need to mix them Child: They sunk B: Oh, look at this one Child: they went down Child: shake em B: We made predictions and nothing happened. We're going to observe what happens to these and check them tomorrow. We're going to leave them in all day and night and when you come in tomorrow, we'll see what happens. We're going to observe what happens. Child: 100 days B: I said we'll leave them in one day and one night B: We are going to transition. Clyde, can you hear what I'm saying. I don't think you can because you're talking over what I'm saying. We're going to transition to choice time. Blue friends, you are in zone 1.</p> <p><i>Dismisses each group.</i></p>	<p>Great! You directed the child to find their own answer.</p> <p>What an interesting theory! Really, they all came up with theories.</p>

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<p>9:15</p> <p>9:26</p>	<p><i>Two boys bouncing balls and catching them in Zone 4.</i></p> <p><i>Easton gets out colored pom pom balls. There are different sizes and differed colored and sized containers. He pulls out the ones that have shiny spikes. He lines up some sets in a row. He walks to instrument. A child had been playing it and left. He pushes the keys and a ball shoots up. He comes back to the pom poms. A boy joins. Easton speaks but I can't understand.</i></p> <p><i>Easton tosses a ball to a cup. I The pink pom is in the pink cup. He tosses others into cups. Seems random. He goes back to instrument.</i></p> <p><i>Travaius takes poms out of cups and puts them in bin. He puts bin on shelf. He puts cups in a pink container, lining them side by side. Next, he stacks two bowls then 7 cups on top of each other. He slowly picks up. They fall. He puts another pom in the bin and restacks cups and bowls. He puts on shelf beside bin and gets paper.</i></p> <p><i>Caraleaf and Miguel are in dramatic play with a bonfire. There is a low table and tree stumps around the table. Both put items on the table. Caraleaf shakes salt, pepper, hot sauce in cup. Neither talk. Miguel shakes sauce. He drinks from can.</i></p> <p><i>Clyde: Hey, why you drinking chips?</i></p> <p><i>Miguel: __?</i></p> <p><i>Caraleaf holds stick with cotton on end like roasting marshmallow.</i></p> <p><i>Clyde: see? He gets cookie from fire as if it's hot. His hand is quick and jerky. He begins to walk away.</i></p> <p><i>Caraleaf pours drink in cup</i></p> <p><i>Caraleaf: Come back here. I'm making some gravy.</i></p> <p><i>Caraleaf squirts ketchup and mustard.</i></p> <p><i>Miguel sits at the table.</i></p> <p><i>Clyde holds cell phone to hear. Presses buttons and hears sounds. He gets broom and dustbin and sweeps floor.</i></p> <p><i>Miguel gets milk and red cup to put on table. He gets things out of sink and then pours milk</i></p> <p><i>Caraleaf stands beside him and shakes sauce in cup.</i></p> <p><i>Clyde hangs up brush and dustbin.</i></p> <p><i>Caraleaf sits on stump and squirts ketchup and mustard in cup.</i></p> <p><i>Miguel gets plate, waffle and cup and puts on table.</i></p> <p><i>Clyde uses spatula at stove with a pan, scooping. Stop. You're squashing me.</i></p> <p><i>Clyde puts fire in fire pit. That's supposed to go there. Keep it in here.</i></p> <p><i>Miguel uses a spoon to eat potato chips.</i></p> <p><i>Caraleaf and Clyde look at each other's shoes. One of them says, Mine is better.</i></p>	<p>Here, I asked you to watch since he was exploring schema play.</p> <p>Positioning</p> <p>Trajectory</p> <p>Ordering (tidying up)</p> <p>Positioning</p>
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9:33		We moved to the pretend play area.  This section centers primarily around social skills and initiating play. What themes do you notice?
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**SEEKING THE CHILD'S POINT OF VIEW**

- **How did you decide on the experiences for today?**  
We focused on the water beads because it's what we're putting in the water table next week. We wanted them to know how they start out and do prediction with them, experimenting how to play in the water table. It wasn't our curriculum today. It's important for them to know where they come from. It's not how they start out and look. I want them to know the various stages of the ball.
- **What was the child drawn to and excited about?**

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They have ping pong balls and marbles to experiment with sinking and floating. We put in a clear ornament. They like to fill it up and put marbles in it. They say Miss B, it's huge now!

We just put out the instrument with the balls in it. That would be cool. When he hits the button the ball pops. The force of the button is what projects the ball.

We did spin art. They seem to like that. There's only one spinning tray but I did see Maliah, who doesn't like to talk a lot. She waited and was doing this with her marker and paper. She was pretending like she had it. It's the circularity. While she was waiting, she figured out a way to do it on her own. She has started to use more words with us like yes or no. The other day she and Balin were drawing pictures in zone 4. Maliah said, "I made snow men." We were talking about circles and she was able to tell me about it without prompting.

- **What might the child be trying to accomplish?**

When we walked over, he showed us the purple spikes. Then he was positioning in that line, purple and orange. Then he pulled out the spikey balls and setting them behind him. He was taking them and throwing them into the cup. Trajectory. He got distracted and went over.

Travaius came over. Easton is difficult to understand. The tone he used made it seem like he didn't like what Travaius was doing. Then Travaius put stuff away. I notice that they usually stack them in order. He put them in the tray and piled them up.

## KNOWING YOURSELF

- **What were your thoughts about circle time?**

I came in yesterday. In class we talked about circle time being child led. I wanted to try it out. I thought the Hello song would be good one. I want the child in the role of the teacher. Felisa said that's fine. We decided Dominick would be good. Then he was shy about it yesterday but it was a new role. I led him a little more today. I think he knows what comes next but not super confident. I liked implementing it because it gave him autonomy. At the end of this week, we'll pick a Hello song leader for next week. Dominick's doing it again tomorrow. I'll try not giving him help tomorrow. I'll see how that goes.

Clyde talks all the time. I get to the point where I don't know what else to do with him. He knows we're not talking. Mrs. F. will give one or two reminders and then send them to their table.

***Consider ignoring him. Honestly, I didn't even notice him until you pointed him out each time. I don't think he's loud enough to really distract. His body has not developed self-regulation. If he does it all the time even after a reminder, then he does not have the ability yet to mentally stop it. You could also ask him what***

***he thinks would be a good reminder (like a hand signal or something) to not blurt out during community.***

- **35-minute circle time?**

It's difficult when you have to fit it in. Most can do it. Most bear through it. I hype things up so they are excited about it. We could have eliminated the Hello song, but I wanted to give Dominick the opportunity. Maybe I go too in depth about the things we talk about Maybe we could have eliminated the predictions. I wanted it though so that we could refer to it tomorrow. It's hard when the teacher doesn't have as much control.

***I added notes in the comment section for places that were not as vital for the purpose of today as some of the others. Remember, large group is not where learning takes place with 3-5-year-olds. It's where you may introduce a concept and so it's better to use the play centers for the concepts to be explored. I think you were able to keep so many from wiggling because of your upbeat manner.***

**I NOTICED:**

**You demonstrate such enthusiasm! It's clear the children respond to you. You were very prepared. Each element was presented in a clear manner. I was pleased that you took the challenge to look for a way to add children in leadership roles as you did with Dominick today. Once they know the routine as a group, when one gets stuck their peers will tell them what to do - especially if it's a daily routine as the Hello song is. I liked how you left the children hanging with the beads. We don't always get the answers right away. It builds anticipation.**

**It's evident that you have a foundational understanding of schemas. In our observation of Easton and Travaius, you were able to articulate schemas they demonstrated in their loose parts play. We didn't talk about the children in the kitchen and bonfire. Compare your notes with mine.**

**I meant it when I said that you are going to be a fantastic teacher. You are ready.**

**NEXT TIME:**

- **Add the story to the documentation photos in the hall so that the board advocates the learning happening in the class.**
- **Consider how to shorten community times to 20 minutes. Remember, in PK, we are only introducing big concepts, not expecting full understanding. If it's not a critical component to the Creative Curriculum (like the scarf dance) some things could be dropped in the interest of time but perhaps picked up as an invitation during free play/work time.**