Child Observation Log

Name: (Kayla Quinn)

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| **CHILD** |  **Day of the WEEK with DATE** | **Content: Strengths and/or****Weaknesses** | **Additional Thoughts:** ( |
| Child 1 | 9-5-17 | Learning the rules of the classroom: Child 1 is an ELL. While going over the rules, my RT was not sure if he understood all the rules in English, so she translated some rules to Spanish. | This student seemed to do better when spoken to in Spanish. |
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| Child 2 | 9-5-17 | Learning the rules of the classroom: Child 2, had a difficult time following direction as my RT was going over the classroom rules. | The student could benefit from repetition of the rules. |
| Child 1  | 9-7-17 | Learning the rules of the classroom: The ELL student still needed the directions said in Spanish for clarification. | This helped him understand my Rt’s expectations for the class with no confusion. |
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| Child 2 | 9-7-17 | Learning the rules of the classroom: Child 2 has behavior needs. While my RT was explaining the rules of the class, child 2 had a difficult time understanding the rules. Rules had to be repeated, and he still had a difficult time. | This student seems to need to be reminded of the rules of the classroom multiple times. |
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| Child 1  |  9-12-17 | Math: Child 1 had a difficult time identifying the numbers 0-3. I provided him with one on one instruction by saying “Let’s find the number 0 and trace it.” I pointed to the picture of the number 3 and did a circular motion.Language Arts: He was attentively listening to a story about a quiet mouth, or a volcano mouth. During the story, my RT spoke in Spanish a few times to make sure he understood. | The students seem to benefit from one to one, and pictures help him to understand what he is to do.The students seem to benefit from one to one, and pictures help him to understand what he is to do. |
| Child 2 | 9-12-17 | Math: He was working on tracing the numbers 0-3. A few times, I had to go over and redirect him back on task because he ended up walking around to the other students, and having conversations with them. This was distracting the other students.Language Arts: During the story, the student kept coming up to my RT as she was reading and interrupting her. | He must be redirected multiple times throughout the day. However, I did praise him for trying his best to trace the numbers.Due to his distraction, it was difficult to see if he comprehended the story or not. |
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| Child 1Child 1  | 9-19-179-21-17 | Math: The student was working on tracing his numbers 1-10 and cutting out shapes. He just asked, “Like this?” I said “yes.”Language Arts: The student was working on tracing his name. He asked, “Can I be done yet?” I said, “not yet.” He looked at me with a confused face. I realized he did not comprehend what I said, so then I just shook my head sideways indicating a “no”.Math: Student was finishing his worksheet on tracing numbers 1-10.Language Arts: The student was working on an exit slip about putting a story in sequential order.  | It took me a couple of times for me to understand what he said. He just stared at me, and that is how I know when he has a question or does not understand.From this encounter, I took note that the student requires more gestures. It seemed from the day prior of practicing he was able to finish at a quicker pace.This worked well for him because the pictures helped him to figure out what to glue on first. |
| Child 2Child 2  | 9-19-179-21-17 | Math: The student was working on tracing his numbers 1-10. He kept getting up frequently and distracting the other students. He would laugh, thinking it was funny to bother his peers. They would get annoyed with him. Students told him to “stop bothering me”. When they said this, he became angry at them.Language Arts: He was sitting at his seat tracing the upper and lowercase letters of the alphabet. At times, he would call me over because he had to tell me something.Math: He had to finish tracing his numbers 1-10 because he kept getting off task the day prior. He finally finished even though he kept talking to the students at the table.Language Arts: Working on an exit slip putting a story in sequential order. He kept saying, “Miss Quinn, it’s my baby sister’s birthday today”. He finished the exit slip, but it took longer than the other students. | From this observation, it seems that the student cannot sit still for an extended period, and would like the attention from his peers.From this observation, he became tired of tracing and wanted someone to talk to.The student clearly has a difficult time staying on task for an extended period.Distracted by external forces. |
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| Child 1  | 9-25-17 | Math: Writing the number 1 up on the SmartboardLanguage Arts: Tracing his name. Once he was done, he handed the paper to me. | This was an activity he seemed to do well with.I believe he does not need more practice tracing his name anymore because he got done quickly. |
| Child2:  | 9-25-17 | Math: When he got called on to write the number one on the board, he drew all over the board instead. My RT made him do it again.Language Arts: He traced name once and threw the paper down and said, “I don’t wanna do this”! | He wanted to be the center of attention. Either he was not in the mood, or something might have happened at home, or earlier at school to make him upset. |
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| Child 1  | 10-3-17 | Math: The student was working on counting how many objects were in the picture and coloring in the number of boxes, or writing the number on the line. I went over to see if the student needed assistance. He said, “What do I do?” Once I explained, he went right to work.Language Arts: He was gluing pictures in sequential order from the story read earlier. A few times, he asked me, “Does this go here?” I said, “What do you think?” | When I motioned a circle, and motioned with my pencil what he was to do, this helped him understand.He just wanted me to give him the answers instead of figuring it out on his own. |
| Child2  | 10-3-17 | Math: The student refused to do his work, and asked me to do it for him.Language Arts: Student was working hard on putting the photos in sequential order. He was proud of his work, and could not wait to show me on my RT. | From this observation, he just wanted me to do his work because he did not feel like it.He wanted to make us happy, and give him positive praise. |
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| Child 1  | 10-9-17 | Math: The student was working on drawing lines to the pictures that were equal. He looked at my resource teacher and myself and said, “I’m done!”Language Arts: He had trouble recognizing the capital letters in each sentence. I had to show him what each capital letter looked like, then I had him go find those letters to highlight. | As the months progress in school, he seems to understand the English language, and hardly has a problem completing his work.From this observation, I can conclude that either the student was not paying attention on the carpet as the teacher was going over capital letters, or the student does not know because English is his second language. |
| Child 2  | 10-9-17 | Math: He drew lines to one picture, got out of his seat to talk to one of the other students. The student said he hit him. He was in a mood for the rest of math, and would not finish his work.Language Arts: He attempted to write is name on the paper, and then just ended up coloring every sentence a different color instead of identifying the capital letters. | From this observation, the student might have said something to the other that triggered him to hit. He needs to be redirected constantly. He was full of energy as he was coloring his paper. |
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