

Date	Time			Describe the experience: Where, number and ages of children, circumstances, etc.
	From	To	Total	

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MORE!



Name of your Field Site:

Phone number:

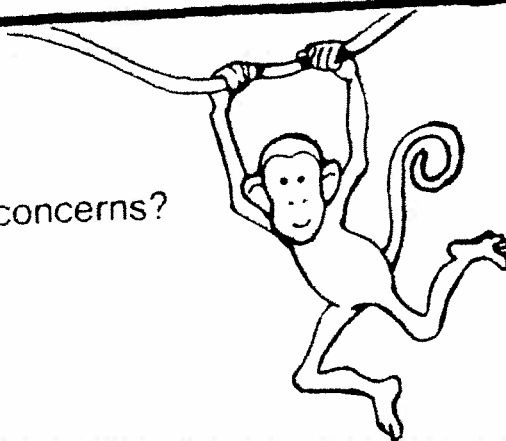
Director's Name:

Address:



MORE--

Who should I talk to if I have questions or concerns?



How do I enter the building?

What are the children's names?

What are the provider's names?

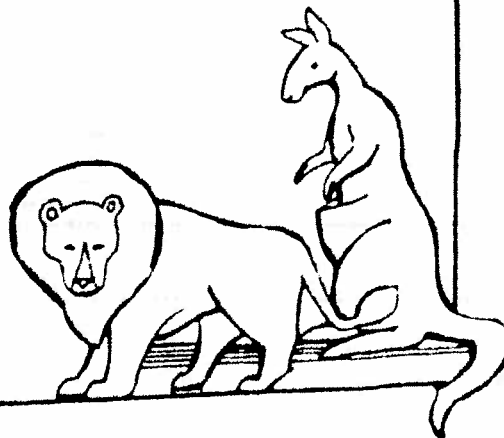
List 3 safety precautions.

- A.
- B.
- C.

What responsibilities will I have with the babies and toddlers?

List 3 guidelines for observing children.

What do I plan to learn this term?



Include pictures, photographs, stories or activities on the appropriate page. Tell about fun things, frustrations and cute anecdotes. Include at least 8 entries (3 pts. each). These can be examples from any of the 20 hours of experience.

CUTE THINGS THAT HAPPENED--

CHALLENGES AND FRUSTRATIONS--

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CUTE THINGS THAT HAPPENED--

CHALLENGES AND FRUSTRATIONS--

MULTIPLE INTELLIGENCES LESSON PLANNING FORM

Lesson Topic: _____ Unit: _____

Focus Question/Discussion: _____

Verbal-Linguistic:
Skill: _____
Activity: _____

Logical-Mathematical:
Skill: _____
Activity: _____

Bodily-Kinesthetic Activity:
Skill: _____
Activity: _____

Visual-Spatial Activity:
Skill: _____
Activity: _____

Musical Activity:
Skill: _____
Activity: _____

Interpersonal Activity:
Skill: _____
Activity: _____

Intrapersonal Activity:
Skill: _____
Activity: _____

Naturalist Activity:
Skill: _____
Activity: _____

Materials needed: _____

Project Options: _____

Assessment: _____



JOURNAL
S/CLC Practicum

Date _____

Infants Toddlers
(circle one)

"Wow! What a day!"

Write some of your thoughts and feelings from your practicum experience.

I'm glad--

I'm surprised--

I wonder--

I wish--

Today was--

I never realized--

Now I understand--

Write about your day. What did you do? What did you enjoy? What was challenging? frustrating? etc

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CHILD DEVELOPMENT

Fieldsite Evaluation

I noticed . . .

I like . . .

Name _____

Date _____

Center _____

Evaluator _____

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Fieldsite Evaluation

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I like . . .

Name _____

Date _____

Center _____

Evaluator _____



24 Choosing Toys

Part I

Directions: Choose a toy for a *Infant/Toddler*. Use the form below to rate the toy for safety and suitability on a scale of one to five. A 5 means that the toy has an excellent rating; a 1 means that it has a very poor rating.

Name of Toy: _____

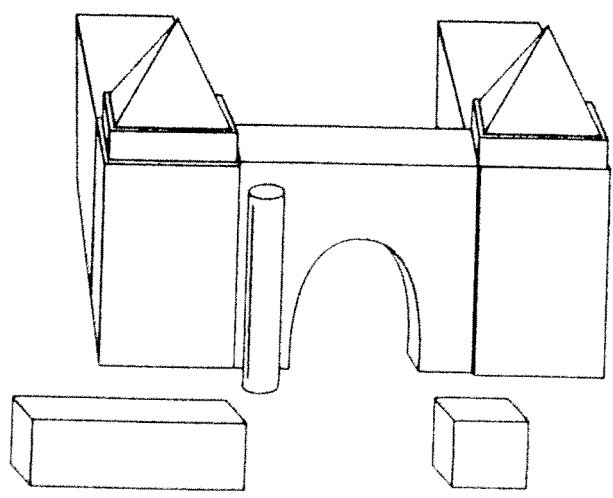
Manufacturer: _____

Recommended age level: _____ Price: _____

- | | | | | | |
|---|---|---|---|---|---|
| 1. How sturdy and durable is the toy? | 1 | 2 | 3 | 4 | 5 |
| 2. Is the toy free of any small pieces that could be swallowed? | 1 | 2 | 3 | 4 | 5 |
| 3. Will the toy hold a young child's attention? | 1 | 2 | 3 | 4 | 5 |
| 4. Is the toy made with safe materials? | 1 | 2 | 3 | 4 | 5 |
| 5. Is the toy appropriate for the recommended age level? | 1 | 2 | 3 | 4 | 5 |
| 6. Will the toy stimulate a child's imagination? | 1 | 2 | 3 | 4 | 5 |
| 7. Does the toy perform as advertised? | 1 | 2 | 3 | 4 | 5 |
| 8. Is the toy reasonably priced? | 1 | 2 | 3 | 4 | 5 |
| 9. Does the toy promote physical or mental exercise? | 1 | 2 | 3 | 4 | 5 |
| 10. Can the toy be used for cooperative play? | 1 | 2 | 3 | 4 | 5 |

11. What is your overall assessment of this toy?

12. How will this toy benefit preschool children?



Continued on next page.





Infants & Toddlers

Infant Observation

Name _____

Mother's Name _____

Baby's Name _____

Baby's Birthdate _____

1. How did the baby react to strangers?
2. What physical activities could the baby do? (sit up, turn over, crawl, jump, etc.)
3. What verbal abilities does the baby have? (different cries, vowel sounds, words, sentences, etc.)
4. What toys does the baby play with?
5. How does the baby play with those toys?
6. What temperament does the baby seem to have? (easy going, cautious, energetic)
7. What is one question you asked the mother.

R. KASH, SE



Your Name _____

OBSERVATION # 3

SOCIAL DEVELOPMENT

1. Does the child tend to play by himself or with other children? Describe one incident of solitary play, parallel play or cooperative play.
2. Upon which does the child depend; an adult or one of the other children? Give evidence of why you think he/she depends on that person.
3. How does the child go about making friends? Describe.
4. Determine if the child tends to be a leader or a follower. Give 2 examples which support your choice.
5. Describe the child's personality. Decide if he/she is aggressive, sensitive or placid. Give 2 examples to support your decision.



Name _____

PHYSICAL DEVELOPMENT

During this observation, you will look for differences in growth. Although the children are close in age, their sizes vary due to differences in bone structure, weight, and gender. Their muscular development shows in the way they use their bodies and handle materials.

1. Select two children who are different in body build. Describe differences in physical appearance. (Consider stature, skeletal structure, muscular mass.)

Child # 1 _____ Child # 2 _____

2. Observe these same two children in the same physical activity. What differences are apparent in their body movements? (Consider things like level of strength, coordination, balance, speed.)

Type of physical activity _____

Child # 1 _____ Child # 2 _____

3. What can you conclude about the relationship between physical development and physical activity?



Name _____

SOCIAL INTERACTION

During this observation, you will note how children work and play together.

Some children may feel shy or uncomfortable and hesitate or refuse to enter into activities right away. Others will be more adventurous and willing to play either immediately or with only slight encouragement. This readiness depends on age, interests, and prior social experiences with peers.

Concerning leadership in group situations, you will see that some children are leaders, others followers, and still others may be either, depending on circumstances.

Watch for these types of social participation:

- Onlooker behavior – watching other children and having no interaction with them, making comments on other's play.
- Solitary Play – playing alone with toys that are different from those used by children nearby, no interaction with others.
- Parallel Play – playing alongside other children and using toys the same as those children, but with little or no interaction.
- Associative Play – engaging in rather disorganized play with other children, no assignment of activities or roles.
- Cooperative Play – engaging in organized play with a theme, a beginning and end, leadership and other roles assigned, cooperation in creating or dramatizing something.

1. Describe a situation in which one child got along especially well with other children. What did he/she do that made him/her appreciated at the time? How did others react?

2. Describe a situation in which one child had difficulty getting along with other children. What did he/she do that made him/her unappreciated at the time? How did others react?

frickly

Name _____

EMOTIONAL EXPRESSION

During this observation, you will look for expressions of feeling.

Some feelings are positive (pleasant), such as affection and pride. Other feelings are negative (unpleasant), such as anger and fear. Children need to learn to cope with all feelings, especially the negative ones, if they are to gain confidence in dealing with their environment.

Following is a list of various emotions and how a child might express them:

- Happiness – smile, laugh, talk with delight, act and speak in a positive manner, etc.
- Affection – stay close by someone, caress, protect, share, show consideration for, etc.
- Pride – beam, show his/her work to others, explain what he/she did, be anxious to take it home, etc.
- Anger – scream, kick, hit cry, pout, refuse to cooperate, call names, etc.
- Fear – shriek, cry or whimper, withdraw, cling to an adult, refuse to cooperate, etc.
- Jealousy – verbally attack another's possession or accomplishment, be cruel in play, withdraw, etc.
- Sadness – show hurt in eyes, cry or whimper, withdraw, etc.

1. Describe the behavior of a child who was happy. What appeared to prompt the joy or delight?

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Name _____

CONCEPT FORMATION

Children will vary in their understanding of concepts such as number and time. This is due not only to innate intelligence, but also to parental encouragement, opportunities to explore the environment, the educational value of toys, whether or not a child is read to, having an older sibling, and the amount of exposure to educational television programs.

Describe situations in which children demonstrate an understanding of the following concepts: color, shape, number, time, space, weight/volume/length, and classification. For each one, note both the context and the degree of concept formation.

a) For context, state the situation – were they playing a game, being creative in art or dramatic play, carrying on a conversation, responding to a direct question, being read to, etc.

b) For degree of concept formation, state how much understanding they appear to have – no understanding, some understanding or much understanding about the concept. Explain your answer briefly.

CONCEPT	CONTEXT (situation)	CONCEPT FORMATION (how much understanding)
1. Color (such as red/blue, light/dark)		
2. Shape (such as circle/ triangle/square)		

Name _____

LANGUAGE USAGE

You will notice that some children talk a great deal, others only at times, and a few hardly at all. Some children may be using only words and/or phrases, while others use simple sentences, and still others fairly complex sentences.

Some children find it easier to talk to adults than to children their own age, and vice versa.

Often times, children will use their imagination and pretend they are another person, an animal, etc. and demonstrate this by changing their speech for the "role".

1. Describe the speech of one child who is well advanced in language development. How did this affect his/her relationship with other children?
2. Describe the speech of one child who spoke very little or who had difficulty when speaking. How did this affect his/her relationship with other children?
3. Describe a situation in which one or more children playing together used their imagination and changed their speech to go along with the pretend activity.
4. Describe a situation in which a child communicated not with words, but with a facial expression or gesture. What was his/her apparent thought or feeling at the time? Was he/she understood by those around?

Name _____

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