

2-24-26

Vista Del Lago Headstart

These observations were made when we were outside after inside play/ when all of the children's diapers changed in the morning.

CHILD 1: LJ

There were 3 adults and 5 children. LJ's infant development specialist (IDS) came to see him this day. IDS said "ready set gooooo". She and the other children including LJ would

Run around on the grassy field.

LJ: "More running" he said as he signed more in ASL

IDS: "You want more running"

LJ: " Ready set go!"

IDS: " Ready set go!"

LJ played this game for a few minutes then he when to got play something else.

A teacher engaged with him

Teacher 1: " Do you want to play?" she said with a ball at her feet

LJ: he widened his stance and looked up at his teacher

Teacher 1: "Ready LJ?" she kicked the ball

LJ: kicked the ball

Teacher 1: “Good kick LJ!”

LJ: he grabbed the ball and threw it to his teacher “Catch it”

He played with the teacher for a while then a peer walked by him.

LJ: “No mine!” he said as he held a ball closer to him.

Child 2: R

We were outside still and there were 4 adults and 7 children. One adult and 2 children joined us after they went inside to use the bathroom, they are potty training.

R: playing by a cozy coup car, his foot was stuck. He made some vocalizations, grunting before he said “Oh no I’m stuck”.

A teacher came over to help him. A different teacher brought out some balls. One came tumbling out.

R: “ Get the ball get the ball.”

He kicked it a round for a minute then went back to the cozy coup.

R: He was riding in the car when a peer rode in front of him, he stopped “ Beep” and honked he horn. He then said “That’s fucked up, what the hell.”

Teacher 2: “ R, there is lot’s of room for everyone, Emmy can play here.”

Child 3: S

S was one of the children who came out of the classroom after going to the bathroom. There was chalk available to draw with on the ground. She walked around holding it for a while. A teacher walk up to her and stared to engage with her.

Teacher 3:” Hey S do you want to help me?”

S: “Why?”

Teacher 3: “Come here and see”

S walked over

Teacher 3: “Stand right here, I’m going to draw your shadow.” She said this as she traced

S’s shadow

Teacher 3: “Look at how long your legs are, with your ponytails you look like a big bunny”

S giggled at that.

Tecaher 3: “What else has a shadow?”

S: walks over to a bicycle

Teacher 3:” A bicycle does, draw the shadow S”

S made a few marks on the ground then she walked away.

Child 4: L

We were outside still, at this point, it was time for lunch breaks for the teachers to take their meal breaks. L was in one of the cozy coupes, he honked the horn and moved backwards. He played with that toy for some time. Then, teacher 4 asked him something.

Teacher 4: "L do you want chalk to make lines?"

L: he grunts and walks over and grabs a piece of chalk. He uses that color for awhile.

Teacher 4: "Do you want a different color, si?"

L: grunts again, reaching into the chalk container.

At this point teacher 1, left to go on her lunch break. L began to cry.

Teacher 4: "I hear you L, Teacher 1 will be back." She looked up at me and said, "L takes really early naps at home, like at 10:00 "

To give a little context, teacher 4 is L's auntie or tete as he calls her.

Child 5: ST

He was using a cozy coupe, he honked the horn. He was off the concrete sidewalk. Using his feet, he pushed himself backwards, back onto the track. He got in and out of the cozy coupe a few times. He opened the door, turned the key and got out of the car. He then found a peer in a cozy coupe and began to push it as his peer was inside.

Teacher 4: "ST, you have to ask to push him, do you want a car?" His teacher gestured to the other cozy coupes.

ST went back to a car, drove around for a bit then got out and pushed off the track.

Conclusion:

For this assignment, I decided to take antidotal observations. This form of observation is the type I am the most familiar with. I thought it would help me gauge the interests of the children and to get a feeling for their routines. As an overview, a few of the children have troubles with routines like L. He cries for extended periods every time one of his teachers leaves to go on break. The children could benefit from more language modeling and interactions with peers. We were outside but from my observations and previous experience with these children they enjoy active play. Since quite a few of the children seem interested in cars as well as playing on bikes. For physical activity I could include cars or bikes in some way. Or an obstacle course with jumping, running, and other movements like that.