

Anecdote 1**Approximate Age of Child(ren): 4****Objective Description of Child(ren):** Sam has blonde hair and is wearing a blue sweatshirt. Alan has brown hair and is wearing a green shirt.**Date of Observation:** February 26, 2024**Setting:** Preschool Classroom**Anecdote 2****Approximate Age of Child(ren): 4****Objective Description of Child(ren):** Joe has brown hair and is wearing a blue shirt. Mary has brown hair in a French braid. She is wearing a beige shirt. Anna is wearing a pink sweatshirt and has curly red hair.**Setting:** Preschool Classroom

Anecdote 1	Interpretation and Link to Theory	Developmental Domain Observed with Example
<p>Sam and Alan came to the table. Sam carried the playdoh basket. Alan took a container and struggled to get the lid off. Sam said, "I can get that out for you." He pulls the lid off and hands it back to his friend. Alan shows the teacher that some small bits of red and blue playdoh are mixed in with the white as she walks by. She says, "That happens." She walks away.</p> <p>Sam and Alan both flatten the playdoh with their fists and hands and use cookie cutters to cut out shapes. Alan used a round cylinder to further flatten out the play doh. He said, "Sometimes the playdoh gets hard, but if you do this (he bangs it on the table), you can get the hard playdoh out of it" (the cylinder).</p>	<p>The theory linked to this observation is Vygotsky's Zone of Proximal Development. The children knew about playdoh and using their hands and the supplied accessories to manipulate it. The children used their fine motor skills to play with their playdoh and cookie cutters. They used social and communication skills to speak to one another and the teacher about the playdoh. However, there was a missed opportunity to help the students use various techniques to master the use of the playdoh and accessories with more advanced strategies. The teacher</p>	<p>The Developmental Domain I observed was fine motor development. Although Alan had trouble getting the lid off the container of playdoh at first, each child manipulated the playdoh and various accessories to cut out shapes well. They were mostly interested in pounding on it instead of using it for creativity. They soon tired of the activity.</p>

	<p>could have encouraged them to do something with the playdoh. She could have provided them with assistance in learning how to use a combination of colors to create with the playdoh. When Alan shows the teacher the mixed playdoh, he was using his social and communication skills, and the teacher could have helped him to develop his language skills.</p>	
Anecdote 2	Interpretation and Link to Theory	Developmental Domain Observed with Example
<p>Upon entering the classroom, the students must go to the primary table at the door and trace their names to be used as attendance. The sheets are on the table. The first child to trace his name is Bill. He identifies his name and sits in front of his sheet. The assistant teacher sits next to him. Bill picks the blue highlighter marker to trace his name. Once he is finished, he is immediately allowed to play with anything in the room.</p> <p>Several of the other children are standing around the table, but not yet tracing their names. Some are in the play area talking. Anna comes up to the table. "Is this my name?" she asks the assistant teacher. Miss Marissa says it is not and so she looks for other names that begin with the letter A. She finds her sheet and begins tracing. She traces from the bottom or side and makes it colorful using the blue, pink, orange, green highlighter marker pens. She runs off to play as soon as she is finished.</p> <p>Anna receives assistance from the assistant teacher in finding her name. She holds the marker with her hand wrapped around the top and her pointer finger extended and closer to the tip. It takes</p>	<p>The theory linked to this observation is Behaviorism. The children receive the reward of free play quicker and for more time if they trace their names quickly. They are encouraging shallow learning because the students are just getting the task done quickly to receive their reward.</p> <p>There is no incentive or encouragement to hold the writing implement correctly, trace the name as one would write letters, recognize their own names, or write it without tracing it. By modeling the behavior and working with them, the teacher and assistant could develop their learning. There would also be no</p>	<p>The developmental domain I observed was fine motor development. Anna was experiencing a problem with her fine motor skills. During free play an educator might suggest some activities to develop her fine motor skills such as cutting, crafting, using Legos, etc. There were also missed opportunities for language development for Bill, Mary, and Anna during this daily exercise.</p>

<p>her quite a bit of time to trace the letters. The assistant teacher stood over her and another child. Anna finishes after a while and leaves for the play area. The assistant teacher leaves the table for the play area too. Many of the other children are seated and involved in the task alone at the table.</p>	<p>opportunity to recognize a student who may need additional support.</p>	
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