

Child's Name: Gerard

4/9

Outside play. Gerard stood in line for the slide but decided not to go on it when it was his turn.

4/12

This morning Gerard helped Carol set the table for breakfast. She told him the names of the utensils and he repeated them.

4/16

Gerard refused to eat a lunch today.

Menu: chicken in red sauce, pasta, salad, bread sticks

4/17

Gerard built a "fort" out of blocks with Erica during free play (make note in Erica's log also!)

4/23

Gerard's mother volunteered today. She taught the class a song during circle. Gerard seemed to really enjoy this.

**Event**

Christi arrives at kindergarten late. The class is assembled around the teacher who is previewing the day's schedule.

Christi shoves her lunch box into her cubby. Rather than joining the group, she goes to a table to sit, leans forward, and buries her face in her arms.

Christi remains in this posture throughout the group time and well into center time.

After the teacher questions her, Christi reveals a very upsetting argument her parents had the evening before and some of the words that were exchanged. The most disturbing to her was the idiom her mother used in reprimanding her father for throwing a book across the room: "You are going to kill somebody." Christi thus repeated to the teacher, "My daddy is going to kill somebody."

**Teacher A**

Christi is "always" late.

Christi is in a bad mood.

Obviously, Christi does not wish to participate this morning.

It is sad when parents don't get along; no wonder Christi is in a bad mood.

Christi gets frightened when her parents argue.

**Teacher B**

Christi's eyes are red and she looks tired, sad, or mad; I can't tell for sure.

Christi is obviously disturbed about something. I noticed she "shoved" her lunch box into her cubby and practically "fell" into the chair before burying her face in her arms.

Christi's behavior may be a call for help. I will ask.

Christi does not yet separate fantasy and reality, and does not understand idioms, so she is frightened by what she heard. Most likely her sleep was disturbed, explaining the red eyes and disinterest in joining the group.

Examples of two types of anecdotal records

Focus of Observation: Reading Strategies		
Context: Reading Conference		
Name	Date	Observations
Janie	Jan 16/96	points to words. unsure of some words. Crust - said scraps but self-corrected. Basket - said bet - didn't make sense but kept on going.
Melissa	Jan 16/96	skips word if unknown but doesn't come back to try it again. Worked with her to try it again thinking about what would make sense.
David	Jan 16/96	reads with expression. very few miscues. reads with confidence. using all reading systems.
Tony	Jan 16/96	reads with expression and fluency. no difficulty with this selection. confident reader.

Sept 21	- The Circus (L-1) well done; exp; using pictures; matching one to one 2 wds/pg.
Oct. 10	- Sunrise (L-2) fluent; wks for get some self-correcting; liked pictures
Nov. 13	- using letters in writing, initial consonants, no spacing
Nov 14	(R.C.) L-5 Going Fishing (new) good attempt at using reading strategies (predicting - self-correcting (want-went) Thought book was easy. Know lots about fishing.
Nov 19	T. I's Tree (L-6) matching one-to-one. Reads with expression; self-correcting Some substitutions - but they make sense e.g. said for asked
Nov 22	- writing a calendar book - knew "ing"