

ACTIVITY 31 Completing a running record with the present or past tense

Use either the present tense or the past tense to narrate actions in a running record. Don't mix the two tenses. Choose one tense for the entire running record.

Past	Present
Yesterday morning Emily <u>climbed</u> up the stairs, and at the top she <u>crawled</u> to the slide on her hands and knees. Then, she <u>sat</u> down and <u>slid</u> to the bottom.	On the day I observe her, Emily <u>climbs</u> up the stairs, and she <u>crawls</u> to the top of the slide on her hands and knees. Then, she <u>sits</u> down and <u>slides</u> to the bottom.

Complete the excerpts from the running records with a present or past verb from the list. Some verbs are negative. **ECD_ch1_p23**

1. reach, say, stand, drop, climb, fall

PAST Last week, Joseph _____ to the top of the play structure. He _____ up and ran over to the edge. He _____ his right hand over the edge and he _____ some wood chips and _____, "Look out below!" The chips _____ on any children.

PRESENT As I watch him, Joseph _____ to the top of the play structure. He _____ up and runs over to the edge. He _____ his right hand over the edge and he _____ some wood chips and _____, "Look out below!" The chips _____ on any children.

2. start, lift, scoop, put, be, stay

PRESENT Right now Janet _____ in the sandbox. In her right hand, she is holding a shovel. She _____ the shovel into the sand and _____ up some sand and _____ it up suddenly and the sand goes flying into her classmates' faces. Her classmates _____ to cry and _____ in the sandbox.

PAST On Monday, Janet _____ in the sandbox. In her right hand, she was holding a shovel. She _____ the shovel into the sand and _____ up some sand and _____ it up suddenly and the sand went flying into her classmates' faces. Her classmates _____ to cry and _____ in the sandbox.

3. get, shout, go, stop, say, have

PAST Chris was riding his tricycle quickly, but he _____ to stop because his classmate was standing still in front of him. Chris _____ pedaling and he _____, "Move!!" His teacher calmly _____, "You can say 'Keep going please.'" Then Chris _____ off the tricycle and _____ to play in the sandbox.

PRESENT Chris is riding his tricycle quickly, but he _____ to stop because his classmate is standing still in front of him. Chris _____ pedaling and he _____, "Move!!" His teacher calmly _____, "You can say 'Keep going please.'" Then Chris _____ off the tricycle and _____ to play in the sandbox.

4. drop, pick, use, bring, hold, serve

PRESENT It is snack time at school. The teachers _____ bowls of the snack to each table. Katie _____ up the serving spoon in her right hand. She _____ it in her fist and she _____ herself about 8 blueberries. Katie _____ the thumb and forefinger on her right hand to pick up each blueberry. She _____ any blueberries.

PAST It was snack time at school. The teachers _____ bowls of the snack to each table. Katie _____ up the serving spoon in her right hand. She _____ it in her fist and she _____ herself about 8 blueberries. Katie _____ the thumb and forefinger on her right hand to pick up each blueberry. She _____ any blueberries.

Describing Children and their Development



ECD_ch3_p59

Chapter goals

- Develop and practice vocabulary and expressions to describe children and their development
- Identify origin and cultural or ethnic¹ identity
- Write an objective introduction and description of a child
- Write an anecdotal record and reflection

Adults can learn a great deal about the children they care for through observation. Teachers and caregivers need to document their observations of children. They pay attention to details about the children's physical appearance so that they can have information about a child's development. Giving a physical description of a child serves many purposes:

- to identify one child among many children on the playground
- to locate a lost child
- to help children learn words to describe physical characteristics
- to include in an observation report for a Child Development class

Topic question

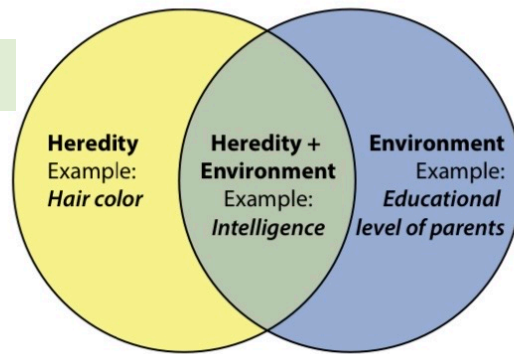
When do adults have to describe children or describe children's development?

¹ ethnic, *adj.* – belonging to a group of people related by race or cultural origin

B. What causes it: heredity (H), the environment (E) or a combination (C)? With a partner, ask and answer questions about the characteristics in the list. Use the model.

1. _____ height
2. _____ eye color
3. _____ weight
4. _____ personality
5. _____ shape of your nose
6. _____ musical ability
7. _____ curly hair
8. _____ enjoys physical activity
9. _____ regular medical and dental care

ECD_ch4_p102



Dialog model

A: I think _____ is a result of (heredity / the environment / both factors) because _____. How about you?

B: I agree. OR I'm not sure I agree. I (think / feel / believe).....

LANGUAGE FOCUS: Real conditional sentences: present and future

All conditional sentences contain a dependent clause and an independent clause. The dependent clause usually begins with if; it expresses a condition. The independent clause expresses a result of the condition.

Present real (general truth)

The present real conditional sentence refers to a condition and its usual result. The dependent clause begins with if or unless and uses the simple present. The independent clause uses the simple present.

Dependent clause (present tense)	Independent clause (present tense)
<u>If</u> a pregnant woman eats nutritious food, <u>Unless</u> we wash our hands after playing, <u>When</u> the window is open,	her unborn child benefits. we may spread germs. does fresh air enter the room?

- Notes:**
1. If: It may or may not rain. It's possible but not certain.
 2. Unless: We may or may not wash. Unless we wash = If we don't wash
 3. When: The window is certainly open sometimes and closed other times.

When is certain, not conditional;
when uses the same grammar as if.

Future real (possible)

The future real conditional refers to a possible condition and its probable result. The dependent clause begins with if or unless and uses the simple present. The independent clause uses a future tense.

Dependent clause (present tense)	Independent clause (future tense)
<u>If</u> there aren't enough balls for each child, <u>Unless</u> Danny finishes his homework first, <u>When</u> a child gets positive feedback,	will the children share them? he will not be allowed to go out to play. he is going to feel secure about his behavior.

- Notes:**
1. The order of the clauses may be reversed. *We may spread germs unless we wash our hands after playing.*
 2. Usually a noun is used in the first clause and a pronoun in the second. *Danny will not be allowed to go out to play unless he finishes his homework first.*
 3. When the first clause is dependent (if, when, unless), use a comma after it.



ACTIVITY 18 Reading and vocabulary analysis

Choose the best answer to complete each sentence according to the reading.

As a child grows older, he gains the ability to understand, express, and regulate his own feelings.

1. When a child has the ability to do something, it means he ____.
A. doesn't want to do it
B. can't do it
C. can do it
2. If a child regulates his feelings, he ____.
A. has a temper tantrum
B. shouts at someone
C. wants to eat a whole cookie but shares it with a friend

“You're smart. You're special. You make me happy. I love you.” Positive messages like these nurture a baby. They have an influence on his self-esteem.

3. In the sentences above, what do these and they refer to?
A. expressions showing love and care
B. phone messages
C. infants
4. What does it mean to nurture a baby?
A. to help an infant grow and develop
B. provide nutritious meals to an infant
5. If something has an influence on your self-esteem, _____.
A. it changes how you feel about yourself
B. it makes you gain weight
C. it is always helpful

When caregivers touch, smile at, talk to, and care for a young child, the child forms an attachment. This close relationship influences the child's socio-emotional development and creates a bond.

6. If a child forms an attachment to another person, he _____.
A. trusts and loves this person
B. can't trust another person
C. will always feel dependent
7. _____ for a caregiver to form an attachment with a child.
A. There is one way
B. It is difficult
C. There are many ways
8. To influence means to _____.
A. form an attachment
B. have an effect on
C. create a bond
9. A bond occurs when _____.
A. an adult touches, smiles at, talks to, and cares for a young child
B. when there is no attachment

When adults create stable and nurturing relationships with a young child, she benefits in many ways. She gains a foundation for healthy growth, learning, and development.

10. Stable means _____.
A. full of love
B. strong and not changing
11. Foundation means _____.
A. something that provides support
B. something that provides good nutrition
C. something that helps children learn

ECD_ch5_p125

ACTIVITY 2 Anecdotal records about Janet and Amber

Raquel is preparing to complete a developmental profile of the children at the Happy Valley Child Care Center. She's observing each child and completing an anecdotal record form.

Use the words from the list to complete the anecdotal records. Circle the domain(s).

Janet:

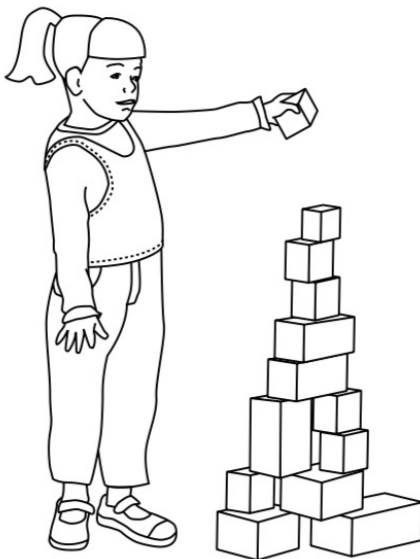
ability, ask, back, building, holding, movement, need, playing, skills, using



ECD_ch6_p141

Amber:

almost, fingers, made, movement, picked, placed, recognized, requires, said, straight, took, was



Anecdotal Record Form	
Child: Janet Lee Age: 4 years	Date: January 21st Time: 3:30 PM Setting/Activity: Free play
Curriculum area: Outdoor Play Area: Preschool area Observation: Janet is _____ on the swings. She's _____ on to the chains with both hands as she bends and straightens her legs out to pump. She is _____ her arms, legs, and _____ to swing up high. Domain(s): Socio-emotional Motor Cognitive Language & Literacy Reflection: She does not _____ assistance to swing, although she does _____ for help sometimes. By swinging, Janet is _____ her gross motor _____. She's refining her _____ to move using her large muscles. She uses complex _____ skills, like pumping, in active play.	

Anecdotal Record Form	
Child: Amber Green Age: 4 years	Date: April 30th Time: 10:00 AM Setting/Activity: Free play
Curriculum area: Preschool classroom block area Observation: Amber _____ a tower with the blocks. It was _____ as tall as she is. When she _____ about to finish the tower, she _____ up the block in her left hand and reached her arm out _____. She watched and guided the _____ of her left hand in order to place the blocks one on top of the other. After she _____ the last block, she sang, "Ta-da!" Domain(s): Socio-emotional Motor Cognitive Language & Literacy Reflection: She used her _____ to manipulate these small blocks and build a tower. This _____ precise eye-hand coordination. When she _____ "Ta-da!" she _____ her own accomplishment and _____ pleasure in it.	



ACTIVITY 9 Role-play: Tune in, talk more, and take turns

Choose one of the situations below and write a dialog between an adult and a child. (Specify the age.) In the conversation, the adult will use the three T's: tune in, talk more, and take turns, and the child will respond with an age-appropriate response. Use all three strategies. Practice your dialog with a partner and add to it as needed. Act it out for the class.

1. sitting on a bench in a busy park with a playground and a grass field
2. riding (on public transportation or in a car) on the way home from school
3. sitting on the sofa on a hot summer day
4. looking at a broken toy
5. making tacos together (or another dish)

Part II: Academic Language and Concepts

Understanding language and literacy development

ACTIVITY 10 Pre-reading questions

ECD_ch8_p201

Discuss the following questions in small groups.

1. Give several specific examples of ways that young children communicate before they can speak.
Example: A child smiles and waves his arms when he sees his mother.
2. Give several specific examples of ways that language skills affect socio-emotional, motor, and cognitive development.
Example: A child asks for more milk and says she wants to pour it. Her mother gives her a carton of milk and a glass and the child carefully pours milk.



ACTIVITY 11 Reading: Language and Literacy Development

1 In the first four years of life, children make amazing⁵ developments in their language
 2 skills. At birth, they can only cry to communicate, and by two and a half to three years of age,
 3 they can speak in full sentences. By the age of four, they usually speak much like an adult. These
 4 huge advances in language ability occur in such a short time only at this young age.

5 Oral Language

6 Children speak their first words at around 13 months. By this
 7 age, they can usually understand about 50 words. From then on,
 8 their vocabulary grows especially quickly. By two years of age they
 9 can speak about 200 words. As their vocabulary grows, children also
 10 learn to say short two-word sentences like "More milk." Children
 11 typically all go through the same stages. They usually follow this
 12 sequence no matter what language they are learning.

- 13 • cooing, or making low soft sounds
- 14 • babbling, or making speech-like sounds that do not form words
- 15 • one-word sentences
- 16 • two-word sentences
- 17 • three-word sentences
- 18 • complete sentences



5 **amaze**, *v.* – to surprise. Related words: **amazing**, *adj.*, **amazement**, *n.*