All Newts are Good Newts

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As part of her unit on newts, Ms. Bond has placed at the "creation station" paint, newspaper, masking tape, and toilet paper rolls. She calls over a group of four students and explains that their job at this center is to create a replica of a newt (like the one in their classroom) using the materials on the table (they have already been to the museum and have been talking about models not being actual size). Ms. Bond guides the activity and records what children say during the process:

Jason: ***Let's bring the newts over here so that we can see them better; What if we cut the toilet paper roll?***
Nikki: This is cool; I'll get the scissors; We need brown paint—newts are brown; They move!! Can we make it move?!
Alicia: ***Newts are small; The tape won't stay; I can do it like this (shows how she stuffs the toilet paper roll with newspaper).***
Wendy: I need the tape; It worked!! Let's take a picture.

Reflecting on the Documentation

- What advantage does a verbal vignette like this offer?
- What would other methods have recorded that this observation lacks?

Interpreting the Observation

- Hypothesis Building
- Connecting to the Child Outcomes Framework

Next Steps

- Large Group Instruction
- Individualized Instruction
- Planning for Assessment