Name That Tune

Over the past few weeks you have gotten the sense that while some children in your class know the words to many of your daily songs, there are others who are not singing or do not seem to know the words. You decide in advance to test out your hypothesis. You create the following checklist:

	Does not produce any language	Uses the melody and produces words, but they are not correct	Uses words and sings them clearly
Yun-jin			
Asia			
Mike			
Tyler			
Sierra			

During circle time the next day you lead the children in a song that you have been using every day for the last week. When you stop the music and ask Tyler what comes next, he is silent. Other children chime in with their responses; some are correct and others are not. You continue the music and ask Sierra when you stop the music next. She sings the correct response. The next time you stop the music, Asia responds with a nonsense word that makes the other children laugh.

Your checklist looks like this after you have done this activity with the entire class:

	Does not produce any language	Uses the melody and produces words, but they are not correct	Uses words and sings them clearly
Yun-jin			X
Asia		X	
Mike			X
Tyler	X		
Sierra			X
Isabella		X	
Tabitha		X	
Ronald			X
Hong	X		

Reflecting on the Documentation

- What is the advantage of setting up a checklist like the one here?

Interpreting the Observation

- Hypothesis Building
- Connecting to the Child Outcomes Framework

Next Steps

- Large Group Instruction
- Individualized Instruction
- Plan for Assessment