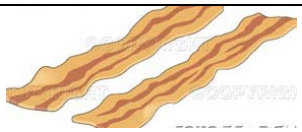
Diamond's Diner - Handout

Ms. Diamond planned to use the dramatic play area as a restaurant. She created menus and order books for her dramatic play area. Here is what the menu looked like:

Ham		$4.00
Bacon		$2.00
Eggs		$3.00
Toast		$1.00
Milk		$1.00

On Monday she used a pad and pen in the dramatic play area to model for children how a server would act—greeting, handing out menus, and taking orders. She asked each child who came to the "restaurant" what they would like to order. She asked children questions such as, "Oh, I did not know we had that. Where does it say *toast* on the menu?"

Some children in her class knew some letters, so sometimes she asked them to help her spell ("ham," for example), so she could write down their order.

Here are three ways that Ms. Diamond might collect information:

The first time she collected information, she pre-printed mailing labels with the following information:

Name *Date*

While playing restaurant,

Pointed to words: ham bacon egg toast milk

Pointed to pictures: ham bacon egg toast

She put the child's name and date on the label and then circled or added a word children said. At the end of the day she put the label in the child's folder.

The next day she decided she wanted to try a checklist. She created the following checklist:

Restaurant Activity					
	Number of words used to order	Complete sentences to order	Pointed to word	Pointed to picture	Named letters
Angelo	4, 3	y, n	ham, milk		m
Juan	0			#4	
Hillary	0, 0, 1	n		milk, milk	
Raquel				eggs	
Bill	0, 2	n		bacon	

She entered children's names as they came to the "restaurant" and noted what happened.

After modeling for children how to use a complete sentence to order food, Ms. Diamond decided to collect more information about what parts of sentences children said. However, she did not want to do a lot of writing, so she used large mailing labels and her computer to pre-print the labels that included the words she expected to hear children say:

Name *Date*

While playing restaurant, said:

I'd like to order some / a _____.

I'd like to order some / a _____.

I think I'll have some / more _____.

I think I'll have some / more _____.

She underlined the words that a child said in each sentence and added the noun at the end. She only collected two of each child's sentences.

Here is an alternative checklist for examining children's ability to identify words and pictures over time and in different contexts:

Pointing: Words or Pictures?

Date	1/18	1/20	3/10	4/1
Context	Restaurant Menu	Menu	"Brown Bear" book:* I see a _	Weather Chart
Angelo	W, W	W	W	W
Bill	P	P, P	P	W
Hillary	P, P	P, W	P	W
Juan	O, O	O	P, P	P
Raquel	P	W	P	P

W = word; P = picture; O = neither picture nor word (no pointing)
**Brown Bear, Brown Bear, What Do You See?* (Martin, Bill Jr., 1996).