

# **Houses and Homes**

***Ms. Mary taught a unit on homes and houses. She borrowed new books from the library to share with the children and searched for vocabulary to introduce throughout the unit. She created a checklist of the new words and some codes to easily gather information on what words the children were picking up in context. She asked her teaching assistant to note when she heard children using or responding to these words during group time or free play time. During free play/center time she kept the checklist close to the block area where she expected to hear most of the talk about homes.***

***She developed codes so she could easily keep track of what children did:***

***Codes used:***

***P = pointed to a picture/representation***

***+ = used word in correct context in a sentence***

***- = used word incorrectly in a sentence; or gave incorrect response to question***

***Q = responded correctly to a question with the word in it***

# Week of Oct. 25-29

Child	Architect	Balcony	Condo- minium	Con- struction	Elevator	Mansion	Neighbor	Realtor
Anna								
Alisha						Q		
Ari		+	-		+			
Jana	Q	P						
Jose				+				
Manuel			-	++	+	+		Q
Sui								
Tommy	+						Q	

***At the end of the first week, she noted that she had not had the opportunity to hear what many of the children had learned about homes. She decided to add some home decorating magazines to the art area for children to use in drawing/designing their own houses. She introduced the roles of “realtor” and “interior designer” into the dramatic play area by providing “For Sale” signs and business cards. Because this introduced additional new words, she added words that she heard children begin to use to her checklist.***

# Week of Nov. 1-5

Child	Architect	Balcony	Condo minium	Con struction	Elevator	Mansion	Neighbor	Realtor	Decorate	Interior designer	Furniture
Anna	Q								+		
Alisha		+				Q		+	+	+	
Ari		+	Q		+			+			
Jana	Q	P	-		+	+		+			+
Jose				+			Q				
Manuel			-	++	+	+		Q			
Sui											
Tommy	+	P			Q		Q				

# Reflecting on the Documentation

- **What is the advantage of using a coding system as Ms. Mary does here?**
- **What potential difficulties might a coding system like this bring?**

# Interpreting the Observation

- **Hypothesis Building**
- **Connecting to the Child Outcomes Framework**



# Next Steps

- **Large Group Instruction**
- **Individualized Instruction**
- **Planning for Assessment**