

I'm Just Blowing Bubbles

Mr. Connor is your co-teacher in an infant and toddler classroom. One day, you take pictures of the children engaging with bubbles. The photograph below is of Li, who is 30 months, with Mr. Connor. Li stayed with the activity longer than any of the other children who wandered off to play with the balls. Mr. Connor told you that Li would say “more bubble” whenever he put the wand back in the bottle. You make a note on a sticky label with the date, “more bubble,” and a note that she stayed with the activity until it was time to put it away. You put the label on the back of the photograph after you print it out.



Reflecting on the Documentation

- What information does a photograph as assessment documentation provide?
-

Interpreting the Observation

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

Next Steps

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