

Integrated Learning Map

Lesson Plan

Career Cluster:

For students who have already selected a career in Health Services & Human Services

Title:

Observational Writing Lesson 2: How to Write an Observational Report

What **Academic Skills** will the student know and be able to do?

Standard(s):

CCR: SL.5.4	DOK Level 2
CCR: S.L.K.2	DOK Level 4
	DOK Level 1

What **Work Readiness Skills** and **Social Capital Skills** will the student practice?

Participating in group work
Integrating and evaluating information
Reporting out loud on a topic

Academic Learning Tasks

Learning Target: I can analyze a sample Observational Report. I can confirm my understanding of a text read aloud and ask and answer questions about key details asking and answering questions about key detail

Learning Steps:

DOK 2: Circle or Quick Write- Ask:

Do you have a preschool child to observe? Who is it? If not, use the Internet and find a suitable subject on YouTube. How do you feel about observing a subject?

DOK 4: Analyze a sample Observational Report (attached) in a café using a worksheet (attached)

Methodology

Circle/quick write, listen to/read out loud/follow along with reading, café, report out loud to class, all class discussion, teacher input

Resources: Excerpt of Social Worker's Observational Report
Worksheet on How to Write an Observational Report
N. C. Developmental Checklist (advanced)

Work Readiness Learning Tasks

Learning Target: I can work in a group evaluating Information. I can integrate information into a report.

Learning Steps:

DOK 4: Analyze a sample Observational Report (attached) in a group using a worksheet

DOK 1: In groups/café time, report to the class the findings on analyzing an Observational Report

Methodology

Café, report out loud to class, teacher input, all class discussion

Resources: note paper, pens, markers, butcher block paper, masking tape

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Presentation of café
Completed worksheet

Presentation of café
Completed worksheet

Next Steps:

Homework: Using the attached University of North Carolina's Developmental Checklist OR the Adult's Observational Checklist for ages 2-5, observe a preschool child between the ages of 2 and 5 for 10 minutes and take notes on the selected checklist. Bring to class for Lesson 4.

Expanded Integrated Learning Map Lesson Plan

Lesson Description

Unit Name: Observational Writing

Lesson Title: Lesson 2: How to Write an Observational Report

CCR (College and Career Readiness) Standards (include full wording):

CCR SL.5.4	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.
CCR SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

Learning Targets (Goals and Objectives)

Academic Target(s): The student can

- analyze a sample Observational Report in a group
- confirm his/her understanding of a text read aloud and ask and answer questions about key details

Work Readiness Target(s): The student can

- work in a group evaluating information
- can integrate information into a report

Materials and Tools (Resources)

1. Paper for note-taking
2. Pens and pencils
3. Butcher block paper or Poster board, etc. for reporting findings back to whole class
4. Markers
5. Sample Social Worker's Observational Report (attached)
6. Worksheet on How to Write an Observational Report (attached)
7. Homework Assignment: 2 separate checklists: North Carolina Developmental Chart (Advanced) or Basic Observational Checklist (attached)

Learning Tasks (Procedures)

Time	Procedure	DOK
5 min	Motivation/Anticipatory Set: Circle or Quick Write Ask: Do you have a preschool child to observe? Who is it? If not, use the Internet and find a suitable subject on YouTube. How do you feel about observing a subject?	2
2 min	Transition: Go back to seats/Finish sharing Quick Writes and thank students for sharing	
5-10 minutes	Activity 1: Whole Class Activity <ul style="list-style-type: none"> • Explain that in this lesson, students will study an example of an Observational Report. • Hand out copies to each student. • Read out loud the excerpt of a Social Worker's Observational report on a 4 year old child. (Teacher and/or students can read out loud. • Discuss any vocabulary that is not understood • Answer comprehension questions 	2
2 min	Transition: Number students off to get them in to different café groups from yesterday. Teacher assigns specific sections of the report to each group (1-5)	
15-20 minutes	Activity 2: Café. SET SMART PHONE ALARM! <ul style="list-style-type: none"> • Assign leader, note taker, timer (each person talks no more than 3 minutes at a time), and reporter • In café, analyze the section assigned using the How to Write an Observational Report worksheet (attached) • Be prepared to report your findings back to the class 	2 4 1
1 min	Transition: Have an alarm set to go off in allotted time. Pull back as one class	
10-15 minutes	Activity 3: Whole Class Activity <ul style="list-style-type: none"> • Each café reports on their assigned section (go in order of the report) • Whole class discovers how to write an Observational Report 	2
2-3 min	Transition: Give 3 Handouts: <ol style="list-style-type: none"> 8. 2 separate checklists: Basic Observational Checklist for Children Ages 2-4 Or Modified Preschool Developmental Checklist from the University of North Carolina (advanced) 9. Teacher's Option: Let students decide which form to use, use only one form, assign a form to each student 	
5 min	End: Circle <ul style="list-style-type: none"> • Go over homework assignment due Lesson 4 • Ask and answer questions • Question for Circle: How do you feel about your homework assignment? 	2
	After Class: help students who do not have a student to observe find a 10 minute minimum YouTube video to observe a preschool child	

Demonstration of Mastery:

- How will I know that I have met my objectives? What will students DO to show they have met the objectives?
 - Students will read and ask questions about the sample Observational Report
 - Students will work in groups and analyze the sample Observational Report via the How to Write an Observational Report worksheet
 - Students will report back to the whole class via the worksheet
 - Students will ask questions about the homework

- Does this assessment really match with my objectives? YES
- Does this assessment match what I TAUGHT? YES

Trouble shooting:

- Note: If a large number of students cannot or will not find a child to observe, the teacher may need to find an appropriate video clip (from YouTube or elsewhere) to show the entire class.
- Some students may not be able to read out loud, analyze the social worker's observational report, or work in groups.

Reflection for Instructor:

- What went well?
- What could I change?
- Would I do this lesson again?

Sample Social Worker's Report of Child Observation Age 4 years 10 months

The following is a section of a social worker's observational report on a child. The preschool and the teacher were notified of this visit. However, the child was not informed.

1. Age and Setting: I observed a child from a preschool for students ages 3 and 6. The child observed was Brenna. She is a 4 year and 10 month old girl enrolled in a class of 11 students. The class teacher and the class aide monitored the students during playtime. The observation took place on February 5, 2012. I observed Brenna for 30 minutes. Students were scheduled to go to the playground at 10 a.m. I arrived at the playground at 9:55 a.m. I positioned myself on a bench where I could make close observations of the individual student. During playtime, various toys were available including: balls, wooden blocks, jump ropes, and a set of 4 swings. As soon as the bell rang, the 11 four year old children came to the playground. The environment was filled with noise as the students shouted. The teacher and the aide engaged in a talk time activity as they monitored the children. The temperature was about 37 degrees Fahrenheit; however, the children were able to play in the cool weather.

2. Physical Dimensions of Subject: Brenna has a height of 3 feet 6 inches tall, which is among the tallest heights compared to her classmates. She has short thin legs and a proportionate arm length. Her upper body appears thin giving her an overall slender figure. Her weight was not released.

3. Motor Functioning: During playtime activity, Brenna was active. She ran, jumped rope, and played with blocks. She demonstrated efficient walking and running based on how she maneuvered through the different activities. For example, when she was called by her teacher, she quickly rushed to her. Then in a few seconds, she resumed her playtime activity. In addition, her manner of getting up from a chair showed significant motor stability.

4. Social Skill: How does the child relate to other children? To adults? Brenna related well with most of the other children. This could be seen where she jumped rope with her classmates and stopped a classmate from snatching away toys from another child. Brenna also related well with adults. For instance, when her teacher called her out, she immediately stopped whatever she was doing and proceeded to listen to her teacher and aide at two separate instances.

5. Language and Communication Skill: Brenna is 4 years 10 months of age. Her ability to communicate appeared adequate because she spoke clearly with her teacher. Another aspect of her communication skill was her calm yet effective conversation with the child taking toys from others. Her language appeared relatively well developed in the sense that she easily bridged the gaps between communicating with adults and children.

Guidelines for Observational Writing by Kathryn Riley from “Ethical Writing”

1. Make your report as informative as is required.
 2. Do not include more information than required.
 3. Do not say what you believe to be false.
 4. Do not say that for which you lack adequate evidence.
 5. Stay on topic.
 6. Use specific examples.
 7. Use facts.
 8. Be brief.
 9. Write in an organized way.
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Worksheet Analyzing an Observational Report

1. What Section are you analyzing?
 2. What does that Section cover?
 3. What facts are included?
 4. What is included immediately after statement about the child? Here is an example: Brenna related well with most of the other children. What came immediately after this statement?
 5. What descriptions are used?
 6. What kinds of nouns are used?
 7. What kinds of verbs are used?
 8. What is the average length of each sentence?
 9. What is the Objective information?
 10. What is the Subjective information?
 11. What is the format or organization used in this report?
 12. What questions do you have on how to write an Observational Report?
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BASIC OBSERVATION CHECKLIST for CHILDREN AGES 2-4

Permission from Parent and/or School to Observe Child: __ Name of Observer _____

Date of Observation:

Time of Observation:

Setting:

Physical Description of Child:

Directions: Select the ONE Checklist that matches the age of the child you are observing. Observe the child for a minimum of 10 minutes and a maximum of 30 minutes. Take notes. Bring back to class!

Two-Year Checklist/Name of Child:

Age of Child:

Has the two-year-old:

- Motor Function: Kicked a ball?
- Motor Function: Picked up food with a fork?
- Language: Put two to three words together?
- Social Skill: Responded to something funny?
- Motor Function: Dressed himself/herself in simple pull-on clothes?

Three-Year Checklist/Name of Child:

Age of Child:

Has the three-year-old:

- Motor Function: Poured his/her own breakfast cereal and milk or gotten a snack?
- Motor Function: Caught and thrown a ball?
- Social Skill: Sat still to do an activity for 10 minutes?
- Language: Engaged in a short conversation?
- Thinking Skill: Told someone his/her name, age and sex?

Four-Year Checklist/Name of Child:

Age of Child:

Has the four-year-old:

- Thinking Skill: Recalled the part of a story he/she likes best?
- Motor Skill: Dressed herself except, perhaps, for shoe-tying?
- Motor Skill: Copied or printed some letters of the alphabet or drawn an object or person fairly accurately?
- Language: Used the names of familiar animals, seasons and days of the week in a complete sentence?
- Motor Skill: Skipped, galloped, hopped on one foot or pumped on a swing?

↓ **NOTES:**

Modified PRESCHOOL DEVELOPMENTAL CHECKLIST from the University of North Carolina

Directions: Select the ONE Checklist that matches the age of the child you are observing. Observe the child for a minimum of 10 minutes and a maximum of 30 minutes. Take notes. Bring to class for Lesson 4.

Observer's Name: _____ Child's Name: _____

Permission from Parent or School to Observe Child: _____

Date of Observation:

Time of Observation:

Setting of Observation:

Physical Description of Child:

Modified PRESCHOOL DEVELOPMENTAL CHECKLIST from the University of North Carolina

AGE	SOCIAL SKILLS	THINKING ABILITY	MOTOR SKILLS	SPEECH & LANGUAGE
2.0 - 2.5	<ul style="list-style-type: none"> -Plays next to but not with other children -Interest in using the toilet -“Please” used for polite requests -Refers to self by name -No concept of sharing -Shows affection 	<ul style="list-style-type: none"> -Recognize familiar pictures -Identifies hair, eyes, ears, nose by pointing -Identifies colors 	<ul style="list-style-type: none"> -Begins to move to music -Runs well -Walks up stairs by self -Stack objects -Does puzzles -Throws -Jumps -Feeds self with a spoon 	<ul style="list-style-type: none"> -Puts two words together -Understands and uses of questions of where/when/who -Makes simple requests -Approximately 50+ words -Identifies colors
<p>NOTES:</p>				

AGE	SOCIAL SKILLS	THINKING ABILITY	MOTOR SKILLS	SPEECH & LANGUAGE
2.5 - 3.0	<ul style="list-style-type: none"> -Uses language in play -Stories are “sequences,” with theme but no plot 	<ul style="list-style-type: none"> -Focuses on self -Centers on one aspect of an object -Pretend plays -Expresses simple emotions and desires about objects 	<ul style="list-style-type: none"> -Can dress self with help -Can wash and dry hands -Brushes teeth with help -Builds a tower of 8 blocks -Stands on each foot for one second each -Throws -Uses silverware -Some ability to hop -Jumps with 2 feet -Kicks ball -Scribbles -Mostly toilet-trained 	<ul style="list-style-type: none"> -Ability to produce rhymes -Uses and understands “why” questions -Understands and uses in, on, under -Uses Simple Sentences -Present tense auxiliaries appear -Can use past-tense verbs
<p>NOTES:</p>				

AGE 3.0 3.5	<p>MOTOR SKILLS</p> <ul style="list-style-type: none"> -Plays with others -Develops friendships, sometimes has imaginary friends -Expresses emotions -Has trouble sharing -Plays house and assigns roles to others (you be the mommy) -Enjoys making others laugh or being silly -Follows directions -Can help with simple chores -Knows her first and last name -Knows if she is a boy or a girl -Is toilet trained, but may have accidents <p>NOTES:</p>	<p>THINKING SKILLS</p> <ul style="list-style-type: none"> -Imitates adults and playmates, uses objects, pretend plays -Understands numbers and the meaning of “1” and “2” -Able to tell big and small, tall and short -Able to draw a circle and a square 	<p>MOTOR SKILLS</p> <ul style="list-style-type: none"> -Can ride a tricycle -Can walk forwards, backwards, and downstairs -Can balance on one foot for a few seconds -Hops on one foot -Tries to catch a large ball, kicks a ball, throws a ball overhead -Weight: 25-44 pounds; -Height: 34-43 inches -Can hold crayon like an adult (instead of grasping with whole hand) -Draws and scribbles -Uses scissors, spoon & fork, toothbrush -Can dress herself: shoes, buttons, zippers, and snaps 	<p>SPEECH & LANGUAGE</p> <ul style="list-style-type: none"> -Asks questions to carry on a conversation -Knows opposites -Comprehends time: now, soon, later -Names 10 familiar objects and common colors -Uses more than 50 words -Speech is about 80% understandable -Listens to stories, repeating simple rhymes, and retells simple stories from lectures or books

AGE 3.5 - 4.0	SOCIAL SKILLS -Separates from parents easily -Learns to take turns in games -Shares -Helps others with simple tasks -May have tantrums when frustrated -Relates best to one familiar adult at a time -Talks about own feelings -Begins to understand others' feelings -Tries to make others laugh	THINKING SKILLS -Sorts by size, shape, color -Knows his/her age -Knows his/her gender -Builds with blocks -Uses dolls and puppets to act out scenes -Understands concept of "one" & can count 2-3 objects -Matches 6 basic colors -Recognizes & names sounds -Notices differences between boys and girls	MOTOR SKILLS -Washes face & hands - Goes to the toilet with some help -Can stand on one foot for several seconds -Holds pencil with fingers in proper position near the point -Copies at least two simple geometric figures, such as a circle or cross -Cuts paper with a scissors -Runs with control & can change speed or direction -Puts on shoes -Turns pages -Draws a person with 2 parts -Can jump with both feet -Rolls, pounds, & squeezes clay	SPEECH & LANGUAGE -four- or five- word sentences -frequent why/what questions -Reports on past events, predicts, creates imaginary roles -knows basic shape words: circle, square, triangle -Uses 'and' to join sentences -Uses can, may, might, will, would, could -Begins to respond appropriately to why & how questions -Produces the following sounds clearly: p, b, m, k, g, w, h, n, t, d -Begins taking turns -Has vocab of 500-1000 words -Joins in rhymes & songs -Plays make-believe games
NOTES:				

AGE	SOCIAL SKILLS	THINKING SKILLS	MOTOR SKILLS	SPEECH & LANGUAGE
4.0 -				
5.0	<ul style="list-style-type: none"> -Plays with other children -Develops sharing and turn-taking skills -Role-Plays -Uses language exclusively to set action and roles, using different voices (“Let’s pretend we’re in a ship and I will be the captain”) 	<ul style="list-style-type: none"> -Able to tell what happened or how to do or make something -Able to list items related to a specific topic (i.e. animals on a farm) -Ability to do more than one thing at a time (Walk and talk on phone) -Basic knowledge of numbers and counting -Able to sort and classify: spoons, pencils, dolls, cars 	<ul style="list-style-type: none"> -Hops, jumps, & walks a straight line -Uses scissors -Begins to write letters -Draws well, pictures are more recognizable -Colors in the lines -Demonstrates right or left hand preference 	<ul style="list-style-type: none"> -Speech is 100 % understandable -Errors may persist with /s/, /r/, /l/, /th/ -Knowledge of letter names and sounds -Uses when, so, because, and if -Uses past tense verbs correctly: lived, wanted, ran, tried, -Basic sentences spoken
	<p>NOTES:</p>			