

NARRATIVE OBSERVATIONS:
RUNNING RECORD & ANECDOTAL RECORD
By: Camille Eileen C. Amigleo

Narrative Observations: Running Record & Anecdotal Record

Observation and Recording

Running Record

Running Record Form	
Child's Name: Child A	Observer: Camille Eileen C. Amigleo
Age/D.O.B.: 4.1 years	Date: March 11, 2016
Start Time: 3:28:07	End Time: 3:32:14
Reason for observation: To practice a running record observation	
Context: Outdoor play time at the playground	

Time (every 30 seconds)	Observation
3:28:07	Child A says, "I want a hula hoop!" She picks up a yellow hula hoop with her right hand, slings it onto her right arm, and holds a rock in her right hand.
3:28: 42	She jumps up and down with the hula hoop still on her arm. She walks around the playground, then skips. She takes off her glove from her right hand and holds it in her left hand.
3:29:21	She says to her classmate, "Look at this!", as she puts her right foot into the hula hoop and jumps on her left foot. She then runs around the playground again.
3:29:44	She yells, "Stop!" and runs after her friend, now with the hula hoop back on her right arm. She goes around the educator in a circle. She pauses and examines the rock in her hand.
3:30:58	She skips sideways, away from the educator. She yells to no one in particular and starts to walk, dragging the hula hoop on the ground behind her.
3:31:24	She skips again, now toward the trees at the end of the playground. She wiggles her hips and runs toward the slide/playground structure.
3:32:14	She chases her friend and stops in front of the educator. She shows her rock to the educator.

Anecdotal Record

Anecdotal Record #1
03/11/16 Child A (4.1) Out in the playground, Child A grabbed my hand and said, “Follow us! We’ll take you to jail!” She brought me to a corner of the playground and motioned with her hand as if she was locking a gate: “You’re in jail and I locked the keys! Tsh tsh. I locked it.” I asked, “So I can’t go to the slide?” She replied, “No, you’re in jail.” (Cognitive—Representation)
Anecdotal Record #2
03/11/16 Child A (4.1) Child A played hide-and-seek at the playground with Child B and Child C. Child A initiated the game and told Child B, “You count, we hide!” Child B found Child C, but not Child A. Child A said, “You didn’t see me. Now I count, you hide.” (Social—Making Friends)
Anecdotal Record #3
03/11/16 Child A (4.1) At the playground, Child A led Child B and Child C around the trees and sung, “We’re going to the jungle!” She then lowered her voice and said, “They’re sleeping. Shhh!” So she jumped onto the square tiles going around three trees slowly and without any sound. At the last tile, she screamed, “Ahh! Sharks!” She ran back around the trees, hopping quickly from one tile to the next. (Physical—Gross Motor Skills: Jumping & Skipping)
Anecdotal Record #4
03/11/16 Child A (4.1) Child A was hopping around in the playground and fell down when Child D snickered at her. Child A scrunched up her face, clenched her right fist, and yelled, “It’s not funny!” Then she sighed, opened her hand, relaxed her face, and bent down to pick up some stones. (Emotional—Recognizing and Expressing Emotions)

Skills and Developmentally Appropriate Strategies and/or Activities

Assessment	Interpretation	Planning
<p>Observation:</p> <p>Physical—Gross Motor Skills</p> <p>“She jumps up and down with the hula hoop still on her arm. She walks around the playground, then skips.” (Amigle, Running Record, 03/11/2016)</p>	<p>“Age Range: 2.5 to 6 years</p> <p>Domains: Physical</p> <p>Skill: 5.2 Gross Motor Skills</p> <p>Indicators of the Skill:</p> <ul style="list-style-type: none"> • increasing in coordination, speed, and endurance • jumping increases in co-ordination • galloping and one-foot skipping emerge” <p>(Best Start Expert Panel on Early Learning, 2007, p. 52)</p>	<p>Interactions/Strategy/ Activity: “Indoor and outdoor programs that offer choice and enough time and space for exploration provide the circumstances for gross motor skill practice.” “Children’s co-ordination and jumping are practised and supported in games when adults participate.” “Musical patterns and adults who participate with children motivate continued practice of emerging galloping and skipping skills.”</p> <p>(Best Start Expert Panel on Early Learning, 2007, p. 52)</p> <p>Explanation: Encouraging the child to be physically active helps the child build her strength, endurance, and motor skills. Additionally, being provided with the time, materials, and space for activities that involve the larger muscles of the child, the child is motivated to explore various movements that she is capable of.</p>

Assessment	Interpretation	Planning
<p>Observation:</p> <p>Cognitive—Representation</p> <p>“Out in the playground, Child A grabbed my hand and said, ‘Follow us! We’ll take you to jail!’ She brought me to a corner of the playground and motioned with her hand as if she was locking a gate: ‘You’re in jail and I locked the keys! Tsh tsh. I locked it.’ I asked, ‘So I can’t go to the slide?’ She replied, ‘No, you’re in jail.’” (Amigleio, Anecdotal Record, 03/11/2016)</p>	<p>“Age Range: 2.5 to 6 years</p> <p>Domains: Cognition</p> <p>Skill: 4.3 Representation</p> <p>Indicators of the Skill:</p> <ul style="list-style-type: none"> • pretending to be someone else • dramatic playing with a plot and imaginative features • taking a role in socio-dramatic play; co-operating and negotiating roles with others • sustaining and extending their socio-dramatic play with language, additional ideas and props” <p>(Best Start Expert Panel on Early Learning, 2007, p. 46)</p>	<p>Interactions/Strategy/ Activity: “When children’s [play] represent[s] a recent event in the program or a field trip, engage in discussion about the [activity] and what it represents. This engages the child in thinking about his [play] and remembering what he knows from a field trip. The child uses representations to go beyond the present and to use ideas, language and drawing to explore people, places and events.”</p> <p>(Best Start Expert Panel on Early Learning, 2007, p. 52)</p> <p>Explanation: Asking provocative questions during imaginative play encourages the child to create a deeper meaning to her play. By restating what she said, the educator further supports the ideas she represents through the imaginative play and incites further explanation from the child, all the while improving her representational skills via language expression.</p>

References

Amigleo, Camille Eileen. (2016/03/11a). Anecdotal Record #1.

Amigleo, Camille Eileen. (2016/03/11b). Running Record.

Best Start Panel on Early Learning. (2007 January). Early Learning for Every Child Today: A framework for Ontario early childhood settings. Ontario.