

Anecdotal Notes

Child's Name Gabriella Date 1/12 Lesson 9.3 Pages _____

Use an "Anecdotal Notes" page daily, or as frequently as is feasible, to jot down the lesson's target skills, outcomes, and your observations of the child. Use these notes to guide planning and when completing the "Compiled Reflections from Reading Roundup Lessons and Monitoring Charts."

Area	Target Skill(s)	Outcomes and/or Observations
Speaking & Listening: Interactive read-aloud, vocabulary, listening comprehension	Answer P's after 2nd reading of <u>Pete the Cat</u>	G. thought Pete might have pulled his buttons off - good guess; did not know about sewing buttons on; need to show her.
Knowledge & Concept Development	Understand difference between real & fictional cat.	No problems w/concept
Phonological Awareness: Initial sounds, rhyming, blending, segmenting	Discriminate initial /h/ Count # syllables in words	Used friend Heather's name to help G. remember /h/ Correctly counted syllables in 5/7 words
Reading: Letter, word, number recognition; continuous text	Read <u>have</u> (new) Read #4 (new) Track & read tactile SB	Used clue "4 has a door" (open space) to ID #4. Read last 3 pgs. of tactile SB independently, tracking across back-down. Loved it!
Letters and numbers identified independently (circle)		
@ b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 10 Mixed up h + i		
Writing: Letter, word, number writing; braillewriter mechanics; modeled/interactive	Load paper w/less help Write h/have	Had trouble positioning paper before rolling; other steps independent. Knows dot nos., but needed a little help placing fingers
Letters and numbers written independently (circle)		
@ b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 10 h + i need more practice		

Area	Target Skill(s)	Outcomes and/or Observations
Specialized Skills: Tactile graphics	Describe picture of Pete's shirt on tactile SB cover to me	Followed outline w/R index finger (reminder to use L anchor finger) - found sleeves w/2 hands + counted buttons.
Other		

BOP Pre-K Monitoring Chart Braillewriter Skills: Loading and Removing Paper

Child's Name _____

Use the "Braillewriter Skills" chart for Reading Roundup Lessons 10, 17, 25, and 32 and at intervals between the RR Lessons to monitor student progress and guide instruction. Record the child's progress onto the "Compiled Reflections from Reading Roundup Lessons and Monitoring Charts." Use standard terminology as printed in bold below when naming and manipulating the parts of the braillewriter.

You can use the following symbols to indicate the child's skill level:

- + demonstrates skill with confidence, some guidance
- o demonstrates growth and learning, needs guidance
- needs steady support, guidance, and reminders

Sequential Steps	Date	1/24	12/20	1/31	3/8							
	Lesson (Suggested monitoring points)	3	6	RR 10	13	RR 17	19	22	RR 25	27	29	RR 32
Turns paper feed knobs away as far as they will go		-	o	o	+							
Moves embossing head all the way to the left		-	o	o	+							
Brings paper release levers forward		-	o	o	+							
Places paper horizontally (parallel to the table) onto paper support bar (reading rest)		-	-	o	+							
Slides paper between the embossing plate and embossing head		-	-	o	+							
Slides the bottom edge of the paper in and all the way to the left		-	-	o	+							
Places paper release levers back into resting position		o	o	o	+							
Rolls paper in, turning paper feed knobs forward		o	+	+	+							
Locks paper into place pressing line advance lever once to align paper		-	o	o	o							
Advances to new line (double line advances as in lessons)		-	o	o	o							
Rolls paper out using paper feed knobs		o	o	+	+							
Brings paper release levers forward		-	o	+	+							
Removes paper		o	o	+	+							
Returns paper release levers into resting position		-	-	-	o							

BOP Pre-K Monitoring Chart Hand and Finger Movements for Writing

Child's Name H.P.

Use the "Hand and Finger Movements for Writing" chart for Reading Roundup (RR) Lessons 10, 17, 25, and 32 and at intervals between the RR Lessons to monitor student progress and guide instruction. Record the child's progress onto the "Compiled Reflections from Reading Roundup Lessons and Monitoring Charts."

You can use the following symbols to indicate the child's skill level:

- + demonstrates skill with confidence, some guidance
- o demonstrates growth and learning, needs guidance
- needs steady support, guidance, and reminders

Date	12/15	1/17	2/21	3/15	4/20							
Lesson (Suggested monitoring points)	3	6	RR 10	13	RR 17	19	22	RR 25	27	29	RR 32	
Maintains posture when writing: feet on the floor or footstool, elbows at sides, forearms and wrists parallel to the table top	-	-	-	o	o							
Uses correct fingers on keys	-	-	o	o	o							
Keeps wrists from resting on table	-	-	o	o	o							
Isolates fingers to write different dot combinations	-	-	-	o	o							
Uses sufficient pressure to produce legible dots	-	-	o	o	o							

BOP Pre-K Monitoring Chart Alphabet Knowledge Summary Checklist

Child's Name Alex (from 9/13/17 through 1/26/18)

Write the date when the child reads and/or writes each letter consistently, based on anecdotal notes and observations. This chart may be updated as part of each Reading Roundup lesson, or more frequently at the teacher's discretion.

Lesson	Letter	Reads	Writes	Lesson	Letter	Reads	Writes
3	g	9/22/17	10/4/17	18	m		
4	y	10/6/17	10/18/17	19	s		
5	c	10/13/17	10/13/17	20	r		
6	i	10/24/17	10/20/17	21	e		10/9/17 (in name)
7	l	10/27/17	9/21/17 (in name)	22	f		
8	a	9/13/17	9/13/17 (in name)	23	u		
9	w	12/15/17	12/6/17	24	p		
11	h		1/12/18	26	k		
12	x	12/22/17	11/3/17 (in name)	27	v		
13	b	1/26/18	1/19/18	28	z		
14	n			29	j		
15	d			30	o		
16	t			31	q		