

Name: Casey

School Observed: West

Observation Date: 6/10

6rd Gr. Observation Look-fors (11 yrs.)

Physical Development:

- Energetic
- Need lots of food, activity and sleep
- Maturation Process/Growth Spurt
- Gross motor skills rapidly improving
- Enjoy finer handwork- Art, writing, etc.

- Typing

Language and Literacy Development:

- Imitate adult language
- Appreciates humor
- Enjoys debates
- Able to take on week-long reading assignments
- Prefer non-fiction books that interest them
- Read-a-loud Chapter Books
- Like to read Biographies
- Able to read to younger children

whole class
Book Read

Cognitive Development:

- Deductive reasoning/scientific method, able to start thinking abstractly
- Learns well in groups
- Starts to imagine themselves as an adult
- Can be challenged by hard work but need help managing time
- Enjoys brain teasers and intellectual puzzles

7th Gr Observation Look-fors (12 yrs.)

Physical Development:

- Very Energetic- needs lots of sleep, exercise and food (snacks, too.)
- Enjoy Sports
- Male/Female growth spurts
- Understand the idea of training
- Able to teach physical activities to

Language and Literacy Development:

- Understands sarcasm, jokes and word play
- Value peer vocab.; slang
- Enjoy talking with adults and peers
- Reading trade mags/books, ie.; sports books, dance books, job/profession books
- Able to research using several sources
- Recognize and describe setting, character, plot
- Enjoy reading/writing about world issues

Cognitive Development:

- Able to think more abstractly
- Start to excel at certain subjects
- Able to see both sides to an argument
- Civics/Pop Culture influential
- Able to set long term goals; mental organizational ability improving

8th Gr. Observation Look-fors (13 yrs.)

Physical Development:

- Lots of physical energy
- Hygiene issues more apparent
- Girls maturing more rapidly than boys
- Start to get headaches from eye work
- Improved upper body strength

Language and Literacy Development:

- Want to use peer language
- Answer adults with single word answers
- Study literary elements
- Interested in both fiction/non-fiction
- Acquire vocab. From context
- Able to cite textual evidence
- Enjoy class read-alouds about important issues

Cognitive Development:

- Improved abstract reasoning
- May not take intellectual risks
- Need predictable homework assignments
- Benefit from teacher and self evaluation
- Likes/dislikes more pronounced

- Prefer to learn new skills, rather than review old ones
- May need help with organization
- Improving ability to see the world from different perspectives

Self-Concept, Identity, Motivation

- Impulsive, quick to react
- Can be moody and self-absorbed
"I statements"
- Like to challenge rules, can be aggressive
- Structure
- Need adult empathy
- Saving face is important

Peer Relations, Moral Development

- Concerned about who is and isn't their friend
- Need lots of talk time with peers
- Sometimes very indecisive
- Starting to think past themselves, want others treated fairly, too
- Likes working with different groups
- Likes class meetings, student government and cross-age tutoring

Notes:

*- students working on a class-wide book read.
- Very engaged / Answer Q's on choice book
- Active discussion*

- Debates and conversations are at a deeper depth

Self-Concept, Identity, Motivation

- Adult personality starts to appear
- Appear secure; make decisions without adult input
- Need leadership opportunities
- Both playful and serious

Peer Relations, Moral Development

- Capable of self-awareness
- Very concerned about peer opinions
- Need adults to help them discuss serious issues in their lives
- Able to provide childcare

Notes:

Self-Concept, Identity, Motivation:

- Likes to challenge authority
- Want to serve others; justice
- Can be very emotional
- Judgmental

Peer Relations, Moral Development:

- Prefer to start completing assignments independently
- "Adult topics" = Silly/rude behavior
- Concerned about world social justice issues, but may struggle with personal social issues
- Struggle in groups/argumentative

Notes: