Observation Play Report
Okatie Elementary Kindergarten

For my play observation report I observed, I observed a kindergarten class at Okatie Elementary School. There are 24 students in the class, and the teacher, who will be referred to as Mrs. B, has an assistant to help out in the classroom. The class room itself is a fairly nice size with plenty of space for children to safely walk. On the walls are seasonal decorations, number scales and vocab words along with other visual references to aid students. Upon entering the room, to the left there are materials like play-do and other resources for children to use. In the back left corner of the room there is a reading center and next to it a computer center. On the other side there is a listening center where students can listen to books as they read them. In the front right corner of the classroom, there is a writing center where students have access to small dry erase boards and markers. Tucked away in the corner behind the reading center is a play kitchen area with a toy fridge, stove, microwave, and sink. The kitchen set also has cabinets and draws, possibly filled with toy appliances. Just outside beyond the classroom is an outdoor garden. There is a round table with an umbrella overhead toward the back of the classroom by the computer center for students to work at, and lastly a rug at the front of the class with the smart board.

During my hours in the classroom I noticed several of Parten’s social play types. The first one that I observed was cooperative, which was being done on the rug. Two male students, identified as student A and student B, where working together to find matching pairs. The
teacher had cut several paper cats in half, cutting each cat differently so that halves could not be mismatched. The halves were also color coordinated so halves had to both fit and be the same color. Some halves had upper case letters and others had lower case letters. Students A and B had to work together in order to match the upper and lower case letters by piecing the cats together. I later observed parallel play using the same activity where two students were at the rug working to piece the cats together, but they were working side by side independently.

Another example of cooperative play that I observed were three female students, identified as student C, student D, and student E, working together at the round table. The students had a plastic jar filled with letters and numbers and two empty containers. Students D and E each took an empty container while student C grabbed handfuls of letters and numbers out of the jar. While student C placed piles of letters and numbers on the table students D and E worked together to sort through the pile, placing letters in one container and numbers in the other. I also observed a bit of solitary play as well. Another male student, Identified as student F, was playing with some magnetic letters. Mrs. B has a board next to the writing center where students can manipulate magnetic letters. Student F had a list of words with him, possibly the class’s new weekly words, and used the magnetic letters to make the words on the board.

A little later I got to observe adult involvement in play. Mrs. B sat down on the rug with a male student, identified as student G, and talked to him as he worked on the cat activity. Mrs. B helped guide student G towards the answers. Mrs. B explained that some cats had uppercase letters and others had lowercase letters. When student G attempted to put two halves together that didn’t fit, she pointed out that both halves had to fit perfectly with one another and there was only one correct answer for each pair. Upon grabbing two halves that were different colors, Mrs.
Observation Play Report – Average Example

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Rm. 258 Hargray

B informed student G that matching pairs had to be the same color prompting student G to put the pieces down pay closer attention the remaining pieces. Mrs. B never matched pairs for student G but praised him every time he successfully matched a pair. This type of adult interaction was a clear cut example of play tutoring where the child is the one actively engaged while the adult only takes partial control, guiding the student’s direction of play.

By helping to guide student G in the right direction, I believe Mrs. B was successful in accomplishing her goal which was to have student G recognize corresponding upper and lowercase letters. I say she was successful because she did it in a manner that did not frustrate student G or disrupt the flow of play. I also thought that this was a great activity for teaching students to be more aware and pay close attention to details, noticing things like colors and matching shapes, or in this case pieces, to find hints to solve puzzles/problems. The sorting activity that the three female students worked together on is a great play activity. It requires students to think and use recognition and differentiation. At such an early age as kindergarten, it would be quite easy for students to mix up “b” and “6”, “0” and “O”, “7” and “L”, and so forth. This type of activity requires students to work “together” to separate letters and numbers. This builds three things: teamwork/cooperation-working towards a common goal, developing one’s ability to work well with others, social/communication-talking and communicating with one another, developing social skills, and it reinforces learning requiring students to activate prior and acquired knowledge to come to the correct answer.

Sadly, I was unable to observe moments of Piaget’s cognitive play types. There were no centers present that promoted construction play or games with rules. As mentioned earlier there was a kitchen set present in the classroom, but due to its location far back in the corner of the
Observation Play Report – Average Example

Ferguson
Rm. 258 Hargray

classroom it does not appear that students have been able to exercise dramatic play. Some of
materials in the classroom could be used as a means to facilitate construction play, but as of now
I have yet to see it used. It would have been nice to have observed students out in the garden.
The garden seems like it would be a great area for students to work cooperatively while
exercising fine and gross motor skills as well as even incorporate dramatic play.

However, I was able to observe students at play during recess. Students ran about
playing games like tag, going down slides, using swings and climbing the rock wall. All of these
activities promoted use of gross motor skills along with emotional/social interactions. Tag is
great play activity and is extremely social, requiring anywhere from small to large groups of kids
to play with one another. Running involves the use of many large muscle groups and is a great
form of exercise that keeps kids healthy. Starting a game of tag involves having to interact with
other students to get them play. This encourages the development of friendships amongst
students and helps to develop social interaction, something that can be crucial to students who
are shy or suffer from anxiety.

Tag is not a very structured form of play, but it can be viewed as a game with rules or a
rule. Whoever gets tagged becomes “it” and for the game to flow continuously, all participants
must honor this rule or it throws everything out of whack. Rock climbing is another activity I
observed that involves both gross and fine motor skills. Students must coordinate the
movements of their arms and legs to progress up the wall. Pushing off the pegs with their legs
involves gross motor skills, while positioning their hands and fingers for the best grip possible on
a peg requires fine motor skills. All in all, everything that I was fortunate enough observe has only
reinforced the importance of play in young children.
Ferguson
Rm. 258 Hargray

For most of the school day students stuck at their desks doing busy work and learning about new things. Though it is important for students to learn things like how to count, spell, and tell time, it is also important that they have some down time and alleviate their tiny bodies of the stress that comes with a busy school day. Some things cannot be taught from a textbook or a well thought out lesson plan. Young children are very energetic and need an outlet to expend that energy. Play is the answer! Play is one of the best opportunities children have to interact with one another and develop the social skills needed to function in the real world. Physical activities like running and jumping promote physical health and develop, while other activities like arts and crafts and construction promote imagination and creativity. Children are free to explore, imagine, discover, and most importantly “be” children while at play. Play is a necessity not only for the freedom that is provides children, but the invaluable skills and lessons it can teach.
**EDEC B340 Observation Play Report Rubric**

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<th></th>
<th>Exceeds Expectations (3.000 pts)</th>
<th>Meets Expectations (2.000 pts)</th>
<th>Does Not Meet Expectations (1.000 pt)</th>
<th>N/A</th>
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<tr>
<td><strong>Anecdotal Notes</strong></td>
<td>5 points Anecdotal notes are obviously linked and provide the reader with vivid examples from the observations. Anecdotal notes reflect a high degree of research-based knowledge and competence in observation and documentation (NAEYC 3b).</td>
<td>3-4 points Anecdotal notes are clearly written and provide adequate examples. Anecdotal notes reflect research-based knowledge and basic competence in observation and documentation (NAEYC 3b).</td>
<td>0-2 points Anecdotal notes are vague or give irrelevant information or are not submitted. Anecdotal notes reflect limited knowledge and competence in observation and documentation (NAEYC 3b).</td>
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<td>Anecdotal Notes (5.000, 19%)</td>
<td>NAEYC-INI-2010.3.b SC-USCB-CE-CF.C.4</td>
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<td><strong>1a. Analysis of Observations</strong></td>
<td>11-12 points Analysis of observations: Reflect full understanding and knowledge of theoretical based perspectives on play types and play-based learning (NAEYC 1a).</td>
<td>9-10 points Analysis of observations: Reflect research-based knowledge on children’s behaviors and play types (NAEYC 1a).</td>
<td>0-8 points Analysis of observations: Reflect limited knowledge of children’s behaviors and play types, insufficiently grounded in theory. (NAEYC 1a).</td>
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<td>1a. Analysis of Observations (1 2.000, 46%)</td>
<td>NAEYC-INI-2010.1.a SC-USCB-CE-CF.N.3</td>
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<td><strong>1b. Analysis of Observations</strong></td>
<td>Reflect an in-depth knowledge of play and the multiple influences on children’s learning and development (NAEYC 1b).</td>
<td>Reflect knowledge of how play promotes children’s learning and development (NAEYC 1b).</td>
<td>Reflect limited knowledge and a simplified view of how play promotes children’s learning and development. (NAEYC 1b).</td>
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<td>1b. Analysis of Observations NAEYC-INI-2010.1.b SC-USCB-CE-CF.FI.9</td>
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<td><strong>1c. Analysis of Observations</strong></td>
<td>Reflect an in-depth knowledge of adults’ roles in facilitating</td>
<td>Reflect knowledge of adults’ roles in facilitating children’s</td>
<td>Reflect limited or no knowledge of adults’ roles in facilitating</td>
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<td>1c. Analysis of Observations NAEYC-INI-</td>
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### Observation Play Report – Average Example

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<tr>
<th>Code</th>
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<tr>
<td>2010.1.c SC-USCB-CE-CF.N.3</td>
<td>children’s play and learning (NAEYC 1c).</td>
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**Summary**  
(3,000, 11%)  
NAEYC-INI-2010.6.d SC-USCB-CE-CF.R.7  
3 points Summary evidences a strong and convincing rationale for the value of play (NAEYC 6d).  
2 points Summary rationale for the value of play is provided (NAEYC 6d).  
0-1 points Summary rationale for the value of play is vague and underdeveloped or is not included (NAEYC 6d).

**Writing Conventions**  
(5,000, 19%)  
NAEYC-INI-2010.6.c SC-USCB-CE-CF.C.4  
5 points Writing displays proper use of organization and/or sentence structure. Grammar/spelling/punctuation was correct throughout the paper.  
3-4 points Writing displays minor problems in organization and/or sentence structure. Paper contains fewer than 2 errors in grammar/spelling/punctuation.  
0-2 points Writing needs much improvement in organization and/or sentence structure. Paper contains many grammar/spelling/punctuation errors.

**Total**  
(1,000, 3%)  
Exceeds Expectations  
Meets Expectations  
Does Not Meet Expectations

65,000 pts 83.33%