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| **Cycle of Inquiry**  Observation Record | | | | **OR** |
| Tag: Date:  Interpreters: | | | | |
| **AREA:**  **PARTICIPANTS:**  **SETUP:**  By working with documentation of children’s **actions** and **words** we focus our discussions  on evidence and de-privatize our discussions about children’s thinking. (Reggio Study Group) | | | | |
| **NAMES:**  Distinguish teachers’ names from children’s. | | **DESCRIPTION:**  **WORDS—**Not in parentheses  **ACTIONS—**(In parentheses) | **MEMOS:**  Raise your questions about the meanings of children’s actions and words. Why did they do/say this? What do they know? | |
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| **Cycle of Inquiry**  Observation Record | | | | **OR** |
| Observation (continued) | | | | |
| By working with documentation of children’s actions and words we focus our discussions  on evidence and de-privatize our discussions about children’s thinking. (Reggio Study Group)  *When using video note the start/end time frames of clip you reference in name column.* | | | | |
| **NAMES:**  Distinguish teachers’ names from children’s. | | **DESCRIPTION:**  **WORDS—**Not in parentheses  **ACTIONS—**(In parentheses) | **MEMOS:**  Raise your questions about the meanings of children’s actions and words. Why did they do/say this? What do they know? | |
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| **Cycle of Inquiry**  Observation Record | | | | **OR** |
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| By working with documentation of children’s actions and words we focus our discussing  on evidence and de-privatize our discussions about children’s thinking. (Reggio Study Group)  *When using video note the start/end time frames of clip you reference in name column.* | | | | |
| **NAMES:**  Distinguish teachers’ names from children’s. | | **PHOTO IMAGE**  Insert images that capture the processes of children’s play noted in preceding pages. Consider the way the child sees the processes, steps in the child’s thinking process, and the child’s technique with materials. | **MEMOS:**  Raise your questions about the meanings of children’s actions and words. Why did they do/say this? What do they know? | |
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