



# Play Observation

Program: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Child's Date of Birth: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Skill	Capable or not	Notes or Evidence
Independent Play:		
Explores objects (Manipulates pieces, activates, holds objects)		
Plays with objects by function (roll a ball/push a car/ pretend feed a doll)		
Independent movement (jumps, dances, etc. alone)		
Uses causes and effect play with objects (open/close, turn on/off, pull/push)		
Social Play:		



Watches other children play but does not join in the play		
Plays alone, physically removed from the other children (solitary play)		
Plays near other children (parallel play). Imitates peer actions		
Plays with others in a group setting. May exchange play materials, but there is no planned purpose to the play (associative play)		
Plays with other children. The play has an intended purpose (cooperative play)		
Engages in pretend social play with others. Asks peers who question spontaneously		
Makes friends with other children		
Resolve play conflicts in a positive manner		
Self-Identity:		
Separates from parents without difficulty		

Does not cling to classroom staff excessively		
Makes eye contact with adults		
Displays enthusiasm about doing things for self		
Stands up for own rights		
Play roles confidently in dramatic play		
Seeks other children to play with		
Makes activity choices without the teacher's help		
Emotional Development:		
Smiles and seem happy much of the time		
Shows people affection, connection, love___ Shows interest/attention in classroom activities		
Does not withdraw from others excessively		
Can express anger in words rather than actions		



Handles sudden changes/startling situations with control		
Eats, sleeps, and toilets without fuss away from home		
Allow yourself to be comforted during a stressful time		
Prosocial Behavior:		
Shows concern for someone in distress		
Can tell how another feels during a conflict		
Shares something with another		
Takes turns without a fuss		
Helps another with a task		
Helps (care for) another in need		
Gross Motor Development:		
Walks down steps alternating feet		
Runs with control over speed and direction		

Jumps up and lands on two feet		
Hops on one foot		
Throws catches and kicks		
Climbs up and down climbing equipment with ease		
Moves legs and feet in rhythm to beat		
Moves arms and hands in rhythm to beat		
Fine Motor Development:		
Show hand preference (which is _____)		
Turns with hand easily (knobs, lids, eggbeaters)		
Pours liquid into the glass without spilling		
Unfastens/fastens zippers, buttons, Velcro tabs		
Picks up and inserts objects with ease		
Uses drawing/writing tools with control		

Cognitive Development (Classification, Number, Time & Space):

Identifies the objects by shape		
Identifies the objects by colour		
Identifies the objects by size		
Sorts objects by likeness		
Puts events in sequence		
Counts how many are present		
Knows what happens today		
Can build a block enclosure		

Spoken Language:

Listens but does not speak		
Gives single-word answers		
Gives short-phrase responses		
Does chanting and singing		
Takes part in conversations		
Speaks in expanded sentences		

Asks questions		
Can tell a story		
Prewriting & Prereading Skills:		
Pretends to write with pictures and scribbles		
Makes horizontal lines of scribbles		
Includes letter-like forms		
Makes some letters, prints names or initials		
Holds books right-side-up, turns pages left to right		
Pretends to read using pictures to tell the story		
Retells stories from books with increasing accuracy		
Show awareness that print in books tells the story		
Art Skills:		
Makes random marks on paper		
Makes controlled scribbles		



Makes basic shapes		
Combines circles/squares with crossed lines		
Makes "suns"		
Draws animals, trees, flowers		
Draws the person as a sun face with arms and legs		
Draws objects together in a picture		
Imagination:		
Pretends an action without taking the role		
Assigns roles to take assigned roles		
Takes on characteristics and actions roles		
Needs particular props to pretend to play		
Can pretend with imaginary objects		
Uses language for creating and sustaining plot		





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Uses exciting, danger-packed themes		
Uses elaborate themes ideas, details		
Other:		