

DOCUMENTATION

Here are some ways that teachers are using documentation in their classrooms:

I've been 'experimenting' with some documentation items. I started asking children to tell me about their work/photo more often, and recording their answers. Instead of giving an oral 'color theory' test, I asked them to tell me what they learned about color, and printed their answer on a rainbow shape, which they later painted with watercolor. I document our art projects in their words, and our Kid Pix projects (such as sorting groups and patterns). Our last sharing project was to explain an art project they made at home. I had them glue the photo and their dictated instructions to a sheet of paper and this will go in their portfolio. I did the same with a science experiment, recording the conversation in a small group. Never before have I included so much of their own language in their portfolios. I display the sheets outside my room until I have new ones, then they are put on a lower bulletin board for the children to flip through on their own. I also made a family 'scrapbook' page with their dictated story about their family and a family photo. Now I want to go through these documented projects and fit them to the Kindergarten outcomes.

Kim Deibert

I find that I have used documentation a lot more for some of my students than for others. I have used it a lot for my students who have behaviour problems in order to track and record issues, events, dates, etc. I tend to write a whole notebook full for some. Otherwise, I like to organize one legal size file folder with everyone in my class represented on one smaller page attached inside. When the file opens up, all that can be seen are the names and then you can flip to the page you want to write on, make your note, and then fold it all back up and file it away. Next year, my documentation may take on a new look... I am not sure what that look will be just yet. One idea that I have liked is having index cards on a flip ring handy to jot notes, etc. again having one card for each student.

Corrie Kirk

I was a little overwhelmed with the thought of documentation. I started out by having students describe a project that they had done. I would write down their words and take a picture of them with

their work. My next step was to take a picture of kids working at a play center. I would listen to their conversation and type it out with the picture. My latest addition was to use the documentation from the play centers and to add in a curriculum outcome that matched the work that I was documenting.

Karen Hadwen

This year I started documenting specific learning processes for our class. I tried to record what the students were saying and experiencing, without using my subjective thoughts and judgements. It was interesting for parents to see the whole process their children went through as we carried about different projects in our room. I have included an example below: (pictures have been removed as I was unable to get permission from all parents to use the photos.)

Jill Gendall

After learning about healthy foods and the benefits of eating fruits and vegetables, the Pre-K class worked together to create a snack schedule for the following two weeks. They decided that one day we should make Vegetable Soup for our snack. [photo of class at the carpet]

First, we brainstormed what we thought should go in our vegetable soup:

- Tomatoes
- Cucumbers
- Apples
- Carrots
- Peas
- Broccoli
- Onions

The students set to work at the tables, washing, peeling, and chopping vegetables. They all worked so hard and were excited to add their vegetables to the pot! [photos of students preparing soup]

While it was cooking, we met back at the carpet and discussed their various jobs and experiences:

- "I peeled carrots. It was easy." - Kaleb
- "Cut onions, then some was in my eyes." - Wyatt
- "Cut mushrooms." - Michael
- "Peel potatoes. Cut them." - Lizzie

- “Peel carrots and peel potatoes.” – Kyle
- “Cut mushrooms.” – Gabriel
- “Potatoes.” – Kiley
- “I cut mushrooms” – Kai
- “Cutting peppers and celery and potatoes and now I cut myself.” – Faith
- “Cut carrots and vegetables and mashed potatoes.” – Seith
- “Cut soup.” – Porsche

After it was all cooked, it was time to eat. Most eagerly tried it, although some were hesitant. Everyone was willing to give it at least a little taste. [photos of students tasting soup]

The response was almost unanimous:

Faith: “Mmmm... yummy! I like the vegetables and the goldfish and the milk.”

Lizzie: “I like everything in here. I ate 7 bites.”

Kai: “I like the mushrooms.”

Seith: “Watch!” [Eats a carrot.] “Nummy.”

Porsche: [Didn’t want to try it.]

Kaleb: “It’s good. I like everything. Guess how many bites I took.” [Shows 6 with fingers.]

Michael: “I like all of it.”

Kyle: “I eat lots of carrots, and eat celery. I can’t eat potato.”

Jayith: “It tastes yummy yummy in my tummy.”

Baptiste: “I ate it. I liked it. I want more.”

Wyatt: “I liked the zucchini and mushrooms. I had fun making the soup.”

Kiley: “I liked the mushrooms in the soup. I made the potatoes.”

Bryce: [Liked the soup and ate a couple of bowls.]

Gabriel: [Was nervous to try it, but after taking a bite, he realized he liked it and ate the whole bowlful!]

The students enjoyed the experience of making the soup, and we were proud of them for trying something new!