

Commentary Final Paper

ECE 110

Araceli Cortez

Observation Summary Paper 1: Pre K

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Prek K

Introduction

My child was a boy in a classroom that looked 4 years old. It was a virtual observation.

The Setting

The observation occurred during school hours which would be typically from 8am to 2pm. It took place in a classroom setting including about 3 teachers and a full student class. The classroom was stationed by toys and every kid was located at one. The toys consisted of blocks , ramp blocks and connecting pieces. There were baskets full of different toys. The boy I was observing mainly stood by and played with one station, the connecting pieces. There was a rug present which had the theme of turtles and family pictures pinned on a bulletin board. While observing, he came in contact with other kids.

The Child

The child was a boy which was in pre school so he would be around 4 years of age. He was wearing a striped grey and white long sleeve paired with black sweatpants. He wore white and black pattern shoes. He had dark brown curly shoulder length hair. Towards the end of his hair, it was lighter.

Cognitive Development

The boy was playing with blocks that included color so he matched green and yellow together. He plays by himself in the first minutes of the clip with the blocks and talks among himself while doing so. He eventually gets up and joins 2 boys playing with blocks that connect and stays around them for almost the whole time. He knows how to connect toys and how to correctly play with it. He reacted when the blocks fell since another kid broke it apart. He would often talk a lot to the teacher and show his toy. Towards the end he moves to a table

including just a teacher and a kid playing with dinosaur toys.

Language Development

The boy I observed would often talk to a teacher present and his own classmates. He would talk among himself when he would play. He was playing with a girl in a pink shirt and she wanted to continue his block tower by adding another but then it broke. He told her “ oh it broke” and “ it break “. After, a teacher comes and sits on the rug with another kid and he joins. He is seen mouthing words to the teacher and she is responding by nodding her head and face expressions. He is seen saying “ oh “ whenever a toy car would slide down the toy ramp. He says “ you did it “ when the teacher put the toy car on the ramp and it went down. When he picked up a toy he told the teacher that it was a “tractor “ to show her it. He has expressive language when seeing something that caught his attention.

Emotional Development

I believe the boy shows his emotions the most at one point in the video. It was when the girl in the pink shirt sat on a clear small basket in front of him. He automatically puts his hand out to move her and tells her “stop sitting”. His voice was different from when he would talk to someone else. He expressed that he did not want her so close to him so he reacted that way.

Other than this, his emotions were shown by smiling at others.

Social Development

The boy interacted with his classmates most of the time. He plays with toy blocks and stands around them. At one point, he and the girl in the pink shirt were playing with blocks on opposite sides. He puckers up her lips and she does the same back for about 2 times. He interacts with his teachers, he tells and asks them things.

Physical and motor development

The boy uses his large leg muscles to move and to step on blocks. He is able to reach his arms up to build up the blocks. He's able to sit up on his knees and walk on it. He has balance on one leg by kneeling. When walking up to another table, he crosses his arms.

His fine motor skills are shown throughout the observation. He grabs blocks with his fingers and moves them around. He moves his mouth whenever he talks and does facial expressions when he is saying "oh". When puckering up his lips, that is a fine motor skill.

Activities of daily living

Play time is probably a part of his routine in class. He interacted with everyone which he mostly does all school year around. He seats himself on his own when he wants to join the teacher and student.

Conclusion

This observation connects to what I have learned in ECE 110. I have learned how pre kindergarten kids communicate to other kids. Also, the amount of physical development the kids use. The boy seemed like a talkative kid around his students and teachers.

Observation Summary Paper 2: Young School Age
ECE 110
Araceli Cortez

Introduction

My observation was conducted virtually. My child was a young school age boy. I will be documenting cognitive, language, emotional and social development. It would also include physical and motor development.

The Setting

This observation occurred during the end of school hours. This is seen by a girl asking, “is it time to go?”, and the teacher present says, “almost”. There are kids seen with their belongings such as bookbags towards the end of the video. There are many lego-like toys scattered all over the floor around the 3 kids and teacher. On the walls and a small pillar, there was artwork hung up that looked like insects. White walls, brick walls and a staircase was seen behind the boy I was observing. The boy, 2 girls and a female teacher were present. This was the only setting seen during the whole observation.

The Child

The child I observed was a male that was around 6 to 7 years old. This is because he is in a kindergarten class. He was a light complexion with light brown hair. He is seen wearing an orange shirt that says, “all the way”, paired with blue jeans. The boy's name is A.J.

Cognitive Development

The boy I observed was very creative while playing with his legos. He was asked what he's making and he answered, “I'm making a house with a dragon”. After this, made another creation which was either a mat or map. He changes his creation right away and now makes a horse head. This shows creative play because he can make things with little lego places. Another

cognitive skill was when he was told to break apart the lego pieces at the end. This shows that he has thinking skills. He knew the way to break apart the little toys with his fingers.

Language Development

In the observation, A.J was seen talking for the majority of the time. He was seen having multiple conversations with the girl next to him, in the plaid shirt and boots. He also communicates with the teacher. While playing with the legos, he retells his weekend to his teacher. He states that he plays a game, “ the rocket game you had to shoot alien ships”. He also says, “ I had the biggest high score. I had 150”. He is able to retell memories and includes specific details like numbers. He has expressive language too because he makes sound effects. These sounds are “ ooo “ and “boof” to indicate a toy falling from up high. He has receptive language also. He is told to break apart lego pieces by his teacher and he follows the instructions.

Emotional Development

At one point , A.J shows judgement towards the teachers toy figure. He makes noises that show his expression to the toy. He says ,”it looks like an ugly teacher had a broken neck” then laughs it off. Lastly,he says again that it's really ugly. This shows how he feels towards the toy. The toy was made by the teacher, she built it with the legos.

Social Development

A.J socializes a lot with the girl next to him and the teacher. He socializes by sharing the toys with the other two girls and teacher. He interacts with the teacher when he is asked questions like what he is making and what he did over the weekend. A.J socializes by

communicating. He is seen telling the girl she talks weird and she says it back to him while they are both laughing together about it.

Physical and Motor Development

A.J showed gross motor skill by sitting on his knees throughout the whole observation. When he would look for another piece to add to his creation, he would lean over. This stretched his torso so he could expand his view more. He is also moving his arms when doing so, so he can have support when leaning.

A.J shows fine motor skills with his fingers in the video. He is seen always grabbing a toy with his fingers, which is a tripod grip. Speech is a fine motor for him since he moves his tongue and mouth when speaking. His wrists are always moving when putting several lego pieces together.

Activities of Daily Living

During this observation, not many activities of daily living skills were shown. The boy is able to listen to instructions, this is a daily living thing since he probably does this also at home. Playing at school is an activity that he would be doing everyday, even at home. He states that he plays with videogames.

Conclusion

My ECE 110 class brought me connections to make for my observation about A.J. It helped me observe his actions as a kindergarten. I was taken by surprise how fast he can change his creations as to one thing to another. I realized that kids have a huge imagination that will always continue to run. A.J taught me how creative little kids can be. In my opinion, I believe that I cannot place A.J in what temperament he falls into.

Observation Summary Paper 3: Infant Toddler

ECE 110

Araceli Cortez

Introduction

In my observation, it was a young male in an infant classroom. This observation was virtually. I will be observing cognitive, language, emotional and social development. I would also observe the physical and motor development.

The Setting

This observation occurred in an infant and toddler classroom, during school hours. On the walls, a fence-like wallpaper was put up. There was wood furniture that was put to use as storage. There were 2 sinks present in the classroom. A rocking chair with a pillow attached was seen in the distance. There were gray rugs and toy balls scattered everywhere. In another scene of the observation, 2 high chairs were seen. A blue walker was seen a bit behind the teacher in the green sweater. There were an average of 5 infants and 3 teachers present.

The Child

The child I observed was around a year old since he is in an infant classroom. He was a male with very light blonde short hair. He was wearing a black batman short sleeve shirt with a white long sleeve underneath. He had on dark gray pants with black shoes. His name is Ethan.

Cognitive Development

Ethan was in motion during the whole observation. He was the second child to be going into a toy tunnel that was placed on the floor. He is seen coming in and out of the tunnel several times during the observation. He finds the green car that the teacher placed in there and when found, he had a smile on his face. Half way through the observation, he crawled himself to the high chair area. He was carried and placed on one so he can play. The teacher put water and a

velcro-like circle toy. He would “dip” it in the water and put it in his mouth. He would bang on the chair desk to show his play. While playing, he would sway his legs.

Language Development

Ethan is an infant so his language skills are seen differently due to his age. He points to things whenever he wants to show his teacher. When near the end of the tunnel, he locks eyes with his teacher and points inside it. When he found the green car in the tunnel, he said “ ah ah “ with a smile on his face. This is a babbling noise which is seen in kids his age. When he was on his high chair, he pointed at the water indicating he wanted it, so the teacher poured some on his desk.

Emotional Development

Ethan was not showing much emotion during the observation. He would be seen smiling whenever he focused on something like when playing with the velcro-like toy. He did not show any emotions like crying. He is sometimes seen laughing when playing with his toy.

Social Development

Ethan shows social development by being around the other 2 males in the beginning of the video. They are seen playing with the toy tunnel and they watch each other come in and out of it. He seems to put himself in settings where there are kids. For example, he put himself with a boy and teacher when they were around a wood box with toys around. In another, he was seen crawling his way into the high chair setting and was eventually put in one. He sat across a girl while they were both wearing bibs. They were put with water and a circle toy in front of them. He seems to copy the same motion she does. He taps the toy up and down right after seeing her do it.

Physical and Motor Development

During the observation, I noticed gross motor development from the boy. He was seen walking various times which showed gross motor in the legs. When leaning on the toy tunnel, he stretched his torso so he could touch the floor. He also lifts the toy tunnel so he uses his arms for this movement. He would be seen crawling which causes him to use his entire body. This includes, legs, arms, and torso.

He is also seen progressing his fine motor skills. He is able to grasp on things whenever he needs to lift himself up to walk. He also points and sways his hands all over the water when he is on the high chair. By doing these actions, he uses his hands and fingers. When smiling, he uses his mouth muscles which fall under this category. He is able to throw small and big toy balls. He throws it past his shoulder. His eyes are also being used by following his teacher whenever she moves.

Activities Of Daily Living

One activity of daily living I saw Ethan do was patience. When another kid was in the toy tunnel, he waited till he got out so he could enter. Ethan is put in a high chair which is probably daily to him since he could be placed there to also eat. He being in the infant classroom is also a daily thing since it is like a daycare.

Conclusion

This observation connects to what I have learned in ECE 110. The class helped me observe the different things I can spot an infant do. Something that surprised me was the way they communicated with the teacher since they couldn't talk. The class showed me different ways to inspect it.

Developmental Skills & Processes

I chose the preschool age observation because this is the age that I would like to work with. I would like to continue to learn about this age group and their milestones.

Cognition

The boy was playing with blocks that included color so he matched green and yellow together. This shows his thinking skills and how he is able to do this. He plays by himself in the first minutes of the clip with the blocks and talks among himself while doing so. He eventually gets up and joins 2 boys playing with blocks that connect and stays around them for almost the whole time. He knows how to connect toys and how to correctly play with it. He reacted when the blocks fell since another kid broke it apart. He would often talk a lot to the teacher and show his toy. Towards the end he moves to a table including just a teacher and a kid playing with dinosaur toys.

Language

The boy I observed would often talk to a teacher present and his own classmates. He would talk among himself when he would play. He was playing with a girl in a pink shirt and she wanted to continue his block tower by adding another but then it broke. He told her “oh it broke” and “it break “. After, a teacher comes and sits on the rug with another kid and he joins. He is seen mouthing words to the teacher and she is responding by nodding her head and face expressions. He is seen saying “oh “ whenever a toy car would slide down the toy ramp. He says “you did it “ when the teacher put the toy car on the ramp and it went down. When he picked up a toy he told the teacher that it was a “tractor “ to show her it. He has expressive language when seeing something that caught his attention.

Social

The boy interacted with his classmates most of the time. He plays with toy blocks and stands around them. At one point, he and the girl in the pink shirt were playing with blocks on opposite sides. He puckers up her lips and she does the same back for about 2 times. He interacts with his teachers, he tells and asks them things.

Emotional

I believe the boy shows his emotions the most at one point in the video. It was when the girl in the pink shirt sat on a clear small basket in front of him. He automatically puts his hand out to move her and tells her “stop sitting”. His voice was different from when he would talk to someone else. He expressed that he did not want her so close to him so he reacted that way. Other than this, his emotions were shown by smiling at others.

Motor

The boy uses his large leg muscles to move and to step on blocks. He is able to reach his arms up to build up the blocks. He's able to sit up on his knees and walk on it. He has balance on one leg by kneeling. When walking up to another table, he crosses his arms.

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Sensory Processing

The boy is able to express himself by touch, hear and smell things. He is seen touching the blocks various times which show he is good at touching and exploring his surroundings. He is showing his tactile sensory.

Your Aspects of Culture

Living in a community populated by hispanics, I grew up around people who looked like me. I would be surrounded with Mexican stores selling pan dulce and spicy candy. Being a Mexican American in a low income neighborhood, I went to a public school from elementary school till high school. I was taught 2 languages growing up which were Spanish and English. I learned spanish at home from my parents and english once I got into school. My mother and father are trilingual and didn't want to teach us the third language, Mixteco. They believed it would confuse my siblings and I since we were small. Now being in my ECE class, I learned that learning different languages wouldn't confuse someone, since children grasp information more easily than adults. My family and I are catholics and attend church. We wouldn't attend as much before 2014. Life issues have happened which gotten my father closer to the church and we followed along. Now, I pray on my own and my religion is in my everyday routine.

Comparison of Development

I will compare my preschool observation to my school age one. 3 ways that their development was similar were that they both have a lot of gross motor development. They are both seen using their large muscles like arms and legs. Another is that they both socialize with their classmates by playing with them. Lastly, they showed language development when they would play with toys. These 2 students are also different in 3 ways. The preschooler wasn't able

to express his words fully whenever he wanted to show his teacher something. The school age boy was able to say full sentences whenever he wanted to say something. Their cognitive development was different since the school age boy was able to use his creativity to show what he was making with his toys. Lastly, the preschooler showed his emotion when someone bothered him. The school age showed his emotion when he saw something that wasn't appealing to him.

Setting Comparison

My observation videos took place in a classroom setting. The preschool and school age classroom were alike because they had toys around them. It was toys like blocks that are appropriate for their age. With the toddler and infant classroom, it was set up different from the other two classes. The toddler and infant classroom consisted of high chairs, walker's, and a toy tunnel. I believe the classroom that affected the development of the children was the infant classroom. The classroom seemed more of a home setting than a school setting. They have toys like the tunnel which have helped them crawl since it can help their gross motor development.

Conclusion

My experience as an observer was not what I expected. I didn't know how much development a child can have just by looking at them for a while. I learned that every age group is totally different because of the milestones every child takes. This experience would impact me as an early childhood professional by preparing me for what to look out for. My ECE 110 lecture class showed me many ways a child can communicate without words. It was an interesting experience.