

Carissa Ho

ECE 311 - Early Childhood Practicum I: Observing and Recording

Instructor: Laura Kujo

Objective Observation

- **Running Record: Physical Development**
- Completed: Wednesday, September 21 at 11:00 am
- Field Site: Chung Pak Daycare, Group 1 (2-3yo)

Observation:

(11:00 am) Harry is in the atrium, running rapidly around in a circle. He is laughing out loud while running a few feet behind Lenny, who often looks back to see Harry while running.

(11:05) After running around behind Lenny, he sat down in one of the cubbies. A teacher walked over to him and asked, “do you need to drink some water?”. Harry looked up and said, “No.” Harry sat on the cubby while watching his classmates play. He saw one of his classmates, Ed standing from across the atrium with a small softball next to the basketball hoop close to the wall. He walked over to the basketball hoop and stood next to Ed. Harry watched as Ed threw a soft rainbow-colored ball into the hoop repeatedly, but none of the balls Ed threw went in. Harry said, “throw there” to Ed while pointing at the hoop with his right index finger.

Ed looked at Harry, then threw the ball but missed it. Harry then walked to the blue rack next to the bathroom and picked out an orange and red colored ball with holes. He grasped it with his right hand and walked back to the basketball hoop. He stood under the hoop but then took two steps back. Harry twisted his body slightly to the right while holding the ball with his right hand. He then threw the ball toward the hoop. The ball hit the rim of the hoop and bounced back out. Harry went to pick up the ball and walked back to the hoop. This time, he took 3 steps back from under the hoop and tippy-toed as he threw the ball into the hoop. The ball went in, and he

clapped his hands. After that, Harry stood on the left side of the hoop and threw the ball from there. It did not go in, but he went to pick up the ball and tried again. After 2 attempts and failing to make the ball into the hoop, he grabbed the ball from the floor, ran over to the blue toy rack, and put the ball back. After putting the ball back, he looked around the atrium and went to play the slides where Kathy, Lisa, and Nolan were playing.

Interpretation:

Harry is meeting a typical 2- to 3-year-old's physical developmental milestone. He can run well and can throw a ball into a basket. Harry prefers to use his right hand, and he has a good understanding of how to play with the basketball hoop. Harry is also beginning to show interest in socialization when he is laughing while running behind Lenny. Harry is persistent and willing to try attempting to do a task a few times before moving on to the next thing.

Opportunities:

- Leverage Harry's interest in shooting balls into basketball hoops into mathematics, such as counting each time he throws a ball.
- Opportunity for cooperative play with another classmate next time two children are interested in the basketball hoop.
- Provide Harry with another type of ball without holes so that he can learn to use both hands to throw the ball in.
- Opportunity to develop motor skills such as catching and throwing.
- **Running Record: Emotional Development**
- **Completed:** Wednesday, September 28 at 9:35 am

- Field Site: Chung Pak Daycare, Group 1 (2-3yo)

Observation:

(9:35am) Harry finished his breakfast in the art area by the entrance door. He got up from his chair, took his milk carton, walked to the sink, and poured out his milk. Afterward, he returned to the table to grab the cereal bowl and tossed it in the garbage can. Harry then walked to the bathroom to wash his hands.

(9:40am) Harry came out of the bathroom and walked over to the rug in the circle time area. He grabbed the books from the clear plastic bin on the top shelf of the corner shelf. Harry grabbed the sides of the bin firmly with his two hands and placed it in the middle of the rug. Harry kneeled on his two knees as he looked through the books aimlessly using his right hand. Harry then picked out the “Funny Face” book by Nicola Smee and sat down with his legs out next to the book bin. He opened the book and started flipping through the pages.

(9:43am) A teacher came out of the bathroom and walked over to the rug in the circle time area, and Kathy followed. The teacher sat next to Harry, and Kathy sat next to the teacher on the right. Harry looked over at the teacher on his right and immediately closed the “Funny Face” book and passed it to the teacher. He said, “Read this book,” in an eager tone. The teacher chuckled and said, “Sure, let’s read together with Kathy too.” The teacher sat in between Harry and Kathy while reading the book. The teacher opened the book and read the first page of the book. The teacher pointed to the words on the page as he read, “Happy face.” Harry pointed at the boy in the book with a smiling happy face and said, “Happy face,” and then touched both sides of his cheeks with his index finger while smiling. The teacher said, “That’s a beautiful smile you have

on your happy face!”—Harry smiled as he nodded his head. The teacher then turned to the next page and read, “Sad face.” Harry pointed to the boy in the book with a frown on his face. He said, “Sad,” while putting his hands in a fist next to his cheeks in an up-and-down motion while displaying a crying face. As the teacher turns the book's page, Harry points at each emotion and mimics them. The book's last page is a mirror with the question, “Which face can do you best?”. Instead of asking Harry that question, the teacher asked Harry and Kathy, “How are you feeling today? Can you make that face in the mirror?” The teacher held the book in front of Harry’s face, and Harry made a silly face with his tongue sticking out. Harry said, “I feel silly.”

Interpretation:

Harry has an interest in literacy books. He displayed fine motor skills when he used his finger to turn the book page by page. Harry understands the different types of emotions and is aware of how he is feeling. Harry can express how he is feeling through words and expression. He uses 2-3 words when talking in sentences, and Harry developed a secure relationship with his teacher. Harry also knows the daily routine in the classroom because he knows to wash his hands after breakfast and goes straight to the circle area to read books without any prompt from the teacher.

Opportunity:

- Opportunity to develop Harry’s cognitive and language development by asking him, “Why are you feeling happy today?” or “What makes you happy?”.
- Opportunity to talk about how certain events can make you feel different ways.
- Leverage Harry’s interest in the feeling book to go into the topic of empathy for friends when they show big feelings such as sadness.

- **Running Record: Social Development**
- Completed: Tuesday, September 27 at 10:00 am
- Field Site: Chung Pak Daycare, Group 1 (2-3yo)

Observation:

(10:01am) After circle time has ended, the teacher calls the students one-by-one to pick their center. Harry sat patiently with his legs crisscrossed and his hands folded on his lap as he waited for his name to be called. The teacher called Harry, and Harry stood up from the rug and walked hurriedly to the art area in between the library and the math and science area.

(10:06am) Harry explored the art area a bit while pulling out a few bins with art materials and looking inside before putting them back. Harry didn't put it back when he pulled out the dot-a-paint tray. Instead, he grabbed the dot-a-paint tray from the shelf, turned around, and placed it on the table in front of the art shelf. Harry then went to grab an art mat from the paper slot on the art trolley under the family tree bulletin board. After that, he walked three steps back to the art shelf and took a white drawing paper. Harry then sat on the chair on the left side of the square table. He removed the blue dot-a-paint from the tray and tried to unscrew the cover of the blue dot-a-paint.

(10:12am) Harry was holding the paint with his right hand and the cap with his left hand. He turned the cap outward using his hand and wrist but didn't let go of the cap before turning it outwards more to unscrew it. After trying for about a minute, he got up from the chair and walked over to the teacher sitting in a chair in the pretend area. Harry tapped the teacher on the arm and said, "I need help." with a defeated look on his face. The teacher said, "Hi Harry; what do you need help with?". Harry replied, "This," pointing at the blue cap of the dot-a-paint with

his index finger. The teacher then showed Harry how to unscrew the cap while holding his hand. The teacher said, "You have to hold the cap and turn outwards, don't turn the bottom part of the paint. After you turn it, you let go and grab the cap again and turn it some more." After Harry unscrewed the cap with the help of the teacher, he smiled and walked back to the art area.

(10:17am) Harry is in the art area, sitting on the chair and dotting on the white paper with the dot-a-paint when Lou goes to the art area. Lou looked at Harry dotting the white paper and then grabbed a blue mat and white drawing paper from the art trolley. Lou sat on the chair next to Harry on the right. Harry looked up at Lou and then continued working on his dots. Lou reached into the dot-a-paint tray and took a red dot-a-paint. Lou couldn't unscrew the red cap and said, "Ugh." Harry heard Lou, looked up from his dotting art, and glanced over at Lou. Harry saw Lou struggling to open the cap but went back to dotting. Lou said, "Ugh Ugh," again while still trying to open the cap. Harry glanced at Lou again and said, "I help you." Lou, with a confused look on his face, then handed the red dot-a-paint to Harry. At first, Harry twisted the red cap with his right hand as he twisted the red dot-a-paint with his left hand.

(10:21am) Harry looked very concentrated on trying to twist open the cap. After realizing he couldn't open the cap while twisting the cap and the paint, Harry stopped. The red cap on the dot-a-paint is already loose. Harry held onto the red-a-paint with his left hand and the cap with his right hand. This time, Harry did not move his left hand holding the dot-a-paint. He turned the red cap with his wrist and stopped when he couldn't turn his wrist anymore. Harry let go of the red cap, held on to it again, and then continued turning. The red cap had twisted off, and Harry had a big smile cheesy on his face. After successfully twisting the red cap off, Harry got up excitedly from his chair and ran over to the teacher, who helped support him in twisting the blue

cap from the dot-a-paint. He said, “Look, I did it!” with a proud smile. The teacher said, “Wow, Harry! You did it all by yourself! I’m so proud of you!”. Harry replied with a nod and said, “Yea!”. After that, he walked back to the art area with the red dot-a paint and handed the red dot-a-paint back to Lou.

Interpretation:

Harry formed a safe relationship with the teachers in his classroom because he was not hesitant to ask for help. Harry could regulate his feeling when he sensed frustration when trying to open the cap of the blue dot-a-paint and asked for help. Harry interacted with Lou by offering to help open his red dot-a-paint cap. Cognitively, Harry could apply what he learned from his teacher to help Lou with his red dot-a-paint. In physical development, Harry has good fine motor control when using his hands and wrist to twist open the blue cap.

Opportunity:

- Opportunity to have Harry express what he is trying to make with his dots to support his cognitive and language development.
- Opportunity to have Harry and Lou work together on the dot to create something which can help support his social development.
- Opportunity to strengthen Harry’s fine motor skills next time by providing him with lacing toys and other fine motor toys.

- **Running Record: Creative Development**
- **Completed:** Wednesday, October 19 at 9:00 am
- **Field Site:** Chung Pak Daycare, Group 1 (2-3yo)

Observation:

(9:55am) The teacher ended the circle time after explaining and demonstrating to the children how to create an apple tree with apples using hand prints, colored paints, and a paintbrush. The teacher then reviewed the daily schedule, asking the children if they had done what was on their schedule. As the teacher went over the schedule, asking the children, “Have we finished eating breakfast?” some responded yes, and so did Harry. Harry was sitting down sat on the rug with his hands folded and legs crisscrossed. He said yes, and nodded his head each time the teacher asked if they had finished the task on the daily schedule. When the teacher got to center time on the daily schedule, she asked, “What time is it now?” Harry immediately said, “It's center time.”. The teacher said, “Who would like to be the first person to make an apple tree?”. Harry stood up from the carpet excitedly, walked up to the teacher sitting on a chair, and said, “Me, I make apple tree.”. The teacher chuckled and said, “Ok, Harry, let’s go to the art area later to do your apple tree.”. Harry then sat down in front of the teacher, and the teacher began to call the children one by one to go play for center time. When the teacher called Harry, he got up and sped walk to the art area.

(10:01am) The art area table next to the library has cutouts of apple stamps from three different colored apples, red, green, and yellow. There are also three paper plates with red, green, and yellow paint on each, and a paint cup with brown color inside. The materials are laid out across the table. Harry approached the art area, and the teacher followed behind. He sat down on the chair in front of the art trolley. The teacher asked Harry, “What do we need to use to make sure

the table does not get dirty?”. Harry pushed the chair out with his body and turned around to get an art mat from the art trolley behind him. The teacher said, “Yes, an art mat, and what do you use to paint?”. Harry said paintbrush and got up from his chair to get a paintbrush on the easel next to the art shelf. The teacher grabbed a white paint paper, said, “ Here you go, I helped you get a white paper, ” and placed the paper on the art mat. He sat back on his chair, and the teacher asked him, “Now what do we do first?” Harry said, “The brown,” pointing at the brown paint. “Ok, what do we make with the brown paint?”. Harry turned his head towards the window and replied, “There, Big line,” while pointing at the teacher’s sample of the artwork of the apple tree hung on the rail by the window in the art area. The teacher said, “That’s a tree trunk. Can you say tree trunk?”. Harry said, “Tree trunk,” and grabbed the paintbrush next to him and roughly dipped it into the brown paint. He held the paintbrush with a fist and drew a line in the middle, from the center of the white art paper down to the bottom. After, the teacher asked Harry, “Now, how did Ms.Carissa make the branches on the tree trunk before?”. Harry said, “Your hand,” and put his left palm in front of the teacher’s face. He then used the paintbrush with brown paint to paint his left palm. Harry painted it calmly and slowly. He looked carefully at his fingers as he painted to ensure that the brown color covered every part of his five fingers. After painting his fingers, Harry looked at the brown painted fingers and closed his hands to feel the paint. He opened his hand and slapped his palm in the middle of the brown tree trunk he had drawn with the paintbrush. The teacher said, “Should we make another tree branch?” Harry nodded and said “Yea,”. He dipped the paintbrush into the brown paint and repainted his finger. This time, Harry did not close his hand and slapped his palm next to the first-hand print. He hit his second handprint on the left and the third on the right side of the middle handprint. The second and third handprint was a bit turned sideways and connected to the first handprint he made in the middle of the tree trunk.

(10:06am)After making the tree branches with his left hand, Harry instantly picked up the red apple cutout stamp on top of the art area table with his right hand using his thumb and index finger. The teacher asked Harry, “What color is this apple?” and Harry said, “Red apple.” He then dipped the red apple stamp cutout onto the red paint on the plate and stamped it on the right side of the white paper below the tree branch. Afterward, Harry put the red apple stamp with red color back on the red plate and proceeded to pick up the green apple stamp cutout. The teacher asked again, “What color is this apple?” Harry said, “Green.” He dipped the green apple stamp cutout into the green paint on the paper plate, lifted it up, and stamped it in the middle of the tree. Harry placed the green apple stamp cutout back on the paper plate with green color paint and then went for the yellow apple cutout of a stamp next to the paper plate with green paint. Harry picked up the yellow apple and said, “Yellow apple,” before he dipped the yellow apple cutout stamp into the yellow paint. Harry then lifted the yellow apple cutout stamp and stamped it on the left side of the tree, more towards the top of the tree branch. After Harry put the yellow apple cutout stamp back onto the paper plate with yellow paint, he looked at the teacher and said, “I finished.”.

Interpretation:

Harry is engaged in the topic he is learning because he sat in the carpet area with his legs crisscrossed and paid attention during circle time. Harry can also self-regulate his feeling and emotion because he stood up in excitement when the teacher asked if anyone wanted to be the first one to do the art project, but right after that, he sat back down in front of the teacher. Harry also recalls the daily routine well because he answered that it was “center time” when the teacher asked, “What time is it now?” as she went over the daily schedule. Harry referred to himself as

“Me” when he told the teacher that he wanted to make an apple tree and could make 3-4 word sentences, such as Harry saying, “Me, I make apple tree.”. Harry has good fine motor control and grip because he holds the paintbrush with his fist and can draw a straight line. Harry knows his color and can sort them into the correct colored paint. During the activity, Harry's teacher asked him what each apple color was, and he then made the connection to dip each colored apple into the correct color paint. Harry has a secure relationship with his teacher because he holds a short conversation with her even though he is working on his apple tree. Harry looked up and told the teacher that he was holding a yellow apple even though the teacher hadn't asked him what color the apple was.

Opportunity:

- Leverage Harry's knowledge of the daily schedule and give him the responsibility of being the schedule helper to tell his friends what the daily schedule is.
- Introduce new vocabulary about the topic to Harry, such as “orchard, apple cider, apple seed, apple core, and apple stem.”
- Show Harry how to create a different color when mixing two different paint colors, such as red and yellow.
- Have Harry count the apples on his apple tree.
- Show Harry how to hold the paintbrush with a tripod grip.

- **Running Record: Cognitive Development**
- **Completed:** Wednesday, October 5 at 9:00am
- **Field Site:** Chung Pak Daycare, Group 1 (2-3yo)

Observation:

(9:05am) Harry waved and said “Bye, mama” to his mom and walked into the center happily with his bookbag and jacket. He headed straight to his assigned cubby next to his classroom. Harry stood in front of his cubby and took off his school bag from his back. He placed it on the bottom shelf of the cubby and unzipped his book bag to take out his green dinosaur water bottle. He placed the water bottle on the bottom shelf of his cubby next to his bookbag and zipped up his book bag. Next, Harry unzipped his jacket using his thumb and index finger and took off his jacket. He could not reach the hook in the cubby, so he tiptoed his feet holding the hood of his jacket with his right hand, and hung his jacket on the left hook of his cubby. Afterward, Harry took his book bag from the bottom shelf and hung it on the opposite side of his jacket.

(9:10am) Following Harry’s success in putting his jacket and bookbag on the hook without help from an adult, Harry grabbed his dinosaur water bottle, walked to his classroom, and opened the door. Harry stood in front of the door and then squatted down on his knees. He looked for his self-portrait on the bottom of the door labeled “Home.” and grabbed his picture with his right hand. He then placed the picture on the top right of the door labeled “School.” He then stood next to the door in the classroom holding the bottle with two hands. He scanned the classroom with his eyes while standing in the classroom next to the opened door.

(9:12am) Harry shouted, “Ms. Carissa, where are you?” as he walked towards the bathroom. He saw the teacher in the bathroom changing a student's diaper, standing a foot away from the

bathroom entrance, and said, "I'm here" in pride. The teacher said, "Oh, hi Harry, Good morning! I didn't hear you come in. How's the weather today?". Harry didn't reply right away. He looked out the window and replied, "It's raining today. ". The teacher said, "Yea, it is raining today. Did you bring an umbrella?". Harry answered "No" without hesitation. The teacher said, "No umbrella! Did you get wet from the rain?". Harry replied, "Um, no. Auntie and Por Por (grandma) have umbrella. Harry no have one.". The teacher said, "I see. I'm glad you didn't get wet from the rain.". Afterward, he walked back to the classroom entrance, put his water bottle in the bin next to the door, and went back to the bathroom to wash his hands.

Interpretation:

Harry feels safe in school and can self-regulate his emotion well because he did not have difficulty saying goodbye to his mom during morning drop-off. He recalls the morning routines well without a teacher or adult prompting or reminding him what he needs to do. Harry can undress independently without support from an adult. He has developed good self-help and fine motor skills because he can unzip his jacket and bookbag. Harry is in the preoperational stage of cognitive development. He knows that the picture of a home symbolizes home, and the picture of a school symbolizes a school because he put his picture from home to school. Harry can make the connection that he is in school and not at home. He understands the question being asked and recalls his experience and what he learned to answer the question. Harry can speak in 3-4 words sentences and carry-on short conversations with the teacher. He uses his words along with his tone to express how he feels and what he wants.

Opportunity:

- I can leverage the fine motor skill that Harry already know and show him toys that can further support his fine motor skills, such as buttoning and lacing.
- Opportunity to extend the conversation with Harry by asking him more questions such as “How did you come to school today?”.
- Opportunity to introduce new vocabulary to Harry related to the conversation, such as “rain boots, raincoats, raindrops, puddles, rainbow, storm clouds, heavy, light.”

Descriptive Review (Drafts)

Physical Presence and Gesture (Draft)

Harry is a 33-month-old boy with bowl-cut hair that is ear-length with texturized bangs. His tamed dark brown hair is thin and soft. Harry has a heart-shaped face with big brown almond-shaped eyes that are curious and playful. He has a button nose that scrunches up whenever he does a cheesy smile. Compared to other children in the class, Harry is one of the tallest children in the classroom. Harry wears loosely fitted tops and sweats to school every day with his blue fuzzy shark bookbag.

Every morning, Harry enters the school happily and calmly at a moderate walking speed with a sweet and beautiful smile, never showing any signs of nervousness or anxiety. He gives off positive and friendly energy from the moment he shows up at the school entrance until he leaves. When Harry sees his teacher walking towards the door to bring him into the school, Harry will keep pointing through the window of the door with a smile while looking up at his mom, saying, “Ms.Carissa!” in an excited tone. He will say “Hi” to people around him as he walks into the classroom and says “Bye” to his friends in his cheery voice by the classroom door before going home. Harry moves cautiously in the classroom, but sometimes power walks when eager to do a particular activity. During center time, when he is called to work at a center, he will walk at a normal speed knowingly and confidently to the area he wants to play in. He walks and never runs, even if he is eager to play there. When he sees that an area he wants to play in is fully occupied, he walks carefreely away to another area, not bothered by it. When Harry transitions to outdoor play, he will immediately clean up and speedwalk to the bathroom to wash his hands and line up to go outside.

Harry has a kind and sweet voice. He speaks very clearly when answering and asking the teacher questions but has trouble sounding out certain letters, such as the letter “S.” Harry would say, “I see spider.”, but you can’t seem to hear the “S” sound in the word spider. Harry is often curious and will ask questions in a cute and inquisitive tone. He will say, “What you eating?” and hovers over the teacher's food when he wakes up early during nap and sees the teacher eating her lunch. Harry does not scream or yell when he is in the classroom. But, when he is in the atrium for outdoor play, Harry occasionally lets out a loud and high-pitched “Hahaha” laugh when he is having a lot of fun. When it is time to clean up after an activity that Harry enjoys and is engaged in, it takes him longer to clean, and he will show a guilty but innocent facial expression when the teacher sees him still playing and asks him to clean up. Harry would look at the teacher when asked if he was cleaning up, and he will always answer “Yes” in a soft, innocent tone with googly eyes, smile, then bite his bottom lips. If a friend takes one of Harry’s toys that he is very involved in, Harry will immediately express his frustration with an angry face and snatch it back aggressively, holding it close to his body to show that he does not want to share.

Harry’s small and big movements can tell you his interests, and his gross or fine motor movements are pretty impressive. Harry has good balance with eye-foot coordination skills, running around the atrium while swiftly dodging cones in front of him. When working on a challenging puzzle, Harry leans his body towards the table, holding the puzzle firmly with his fingers. He will then take every puzzle piece, flipping and turning it to figure out where the pieces go. Harry remains pretty calm throughout the day and during circle time. Harry would usually sit peacefully on the rug, a foot away in front of the teacher’s chair, and position himself next to his friends, with a more eager drive to want to help. When Harry gets restless during circle time, he gets up and moves toward the back of the circle time area, closer to the play centers in the classroom. After getting redirected by the teacher, Harry would routinely stand up

and walk back to the front of the circle time area near the teacher with his legs crisscrossed or both his legs out. I see Harry becoming the most active and lively during outdoor play and restlessness during nap time. Before heading outside for outdoor play, Harry will wash his hands hastily and run out of the bathroom to line up. You see him bouncing up and down with his hands on his side while lining up, saying, "I'm ready!" in an enthusiastic tone. Once the teacher opens the door, he jets outside the room, screaming and laughing "Ahhhhah" loudly, then runs straight to the outdoor play racket to grab a gross motor material.

When Harry is faced with an activity he is good at, he will willingly go to that activity without the teacher asking him. Harry is comfortable playing with the step and balancing sensory stones, and he steps through the sensory stone quickly and easily without needing to use his arms to balance his body. When faced with a more challenging task that he does not excel at, such as throwing a ball into the basketball hoop, Harry will persist and throw the ball into the hoop a few times. But, when he fails to make the ball into the hoop, his face will display an "Oh well" shrugging-off emotion. Harry then casually throws the ball on the ground, does not turn to look back at it, and walks away to another activity. When Harry is frustrated or angry, he always shows that with furrowed brows, glaring eyes, and a frown. He would stomp one leg and grunt, but his anger or frustration usually passed quickly. If he resolves on his own, Harry will show that he is content with a nod, and if it does not resolve, he will approach a teacher for help.

Feedback to Learner

Carissa,

Thank you for your hard work on our first Descriptive Review.

I appreciate your careful efforts to capture and represent Harry at rest and in motion. You have done so with great clarity and care.

Having reviewed your draft, I have a few minor notes:

-please begin a new paragraph with "During center time" on page 1 (this simply separates the moment)

-on the top of page 2 - "...bothered by it." What else tells you that he is unaffected? Is there anything we might also be able to include that reflects his body language or self expression?

-please begin a new paragraph with "Harry does not scream or yell.." on page 2

-on page 2, "Harry will immediately..." Is this movement a regular occurrence or more so every so often - being child specific or toy specific? Please tell us a bit more so that we can picture his regular movements and emotional responses in your space.

-please begin a new paragraph with "I see Harry becoming..." on page 3

-you may want to move "When Harry is frustrated...for help" to the section with sharing, so as to make this connection and elaborate on this aspect of your noticings

-please add on a short closing paragraph to tie your commentary together

Thank you for your hard work.

We can authentically see him within the course of a day and in his environment, and the way in which he inhabits and communicates within the space.

Please write with questions.

Best,

Professor Kujo

Disposition and Temperament (Draft)

On Harry's first day of school, he was anxious and didn't want to come through the door entrance holding tightly to his mom's hand. After words of encouragement from his mother and teacher, he reluctantly let go of his mom's hand and slowly walked inside the school, turning

around to look back at his mom. Right when he got inside and saw the classroom, he became very enthusiastic and went over to each area, pulling out the bins to look at the toys. He pulled out a lacing beads toy from the pretend area holding the lace with his left hand and a bead with his right. Harry used his right hand to put the bead through the lace, then let go of the lace with his left hand and let the bead slide down to the bottom while still holding the start of the lace with his right hand. The teacher saw that Harry could string the beads through the lace effortlessly and asked if he wanted to try a more challenging lacing toy. Harry smiled and said, “Yea,” in an excited tone. The teacher gave him the shaped lacing, where they would have to put the lace over and under each hole. Harry had difficulty placing the lace over and under the holes but kept trying and stayed persistent and optimistic. After several unsuccessful attempts, Harry looked at the teacher discouragingly and said, “Can’t do it.” in a defeated tone. This is only one of many situations where Harry shows that he has an easy-going temperament adjusting easily to situations and environments and an overall positive disposition when learning new things.

When you first see Harry, you can immediately feel his liveliness and friendliness from the moment he walks into the school entrance because of how he strolls through the hall, saying “Hi” in a cute tone to everyone he sees before he enters his classroom. His emotions remained consistent throughout the day, always showing excitement in the morning, confidence when learning, intense enthusiasm during outdoor play, and calm during circle time and center time if cutting paper. When Harry feels comfortable during circle time, he sits with his legs out and feet spread apart in a “V” shape, slightly slouching or sometimes his back leaning on the shelf with his head back, but still paying attention. Harry is calm, focused, and quiet when cutting paper, not talking to anyone near him. Even if it is loud around him or he hears his friends laughing while playing, he still holds the scissors snipping the paper slowly into little pieces.

When Harry feels frustrated, he does not hesitate to express how he feels; his discontentment is usually shown through his facial expression and body and sometimes through words like “No!” in a harsh tone. In one situation, Harry was sitting on the two-seater couch next to another child, reading a book in the library area. Another child went to the area and sat on Harry’s seat on the couch after he got up to put the book he was reading back on the shelf. When he saw a child take his seat, he immediately showed his mad face and forcibly squeezed himself into the couch next to the child, saying, “My seat!” angrily. He even started to push the child out of the seat using both hands. The child sitting in his seat won’t move and start pushing him back; he keeps pushing the child even more aggressively. Although Harry had strong feelings at the moment, he could regulate his emotion and moved on from his anger when the teacher intervened. The teacher asked Harry to use his words to express his feeling, and he did; Harry said, “I was sitting here first,” in a calmer tone to ask the child to give his seat back.

Harry expresses joy with a smile, and his body is overcome with excitement. During indoor gross motor movement, Harry has been shooting a ball into the basketball hoop but has failed multiple times, but when finally able to get a ball into the hoop, he ran to the teacher, pointed at the hoop, and said, “I did it!” with pride and a smile on his face. When daily routines are shifted because of events or visitors coming into the classroom, Harry adjusts and adapts easily. He can still go about his day without showing any sign of confusion or distress. On Halloween day, as the teacher was going over the daily schedule, the teacher showed the children sitting on the rug that they would have center time instead of doing circle time first. Harry did not seem bothered by it and was still sitting quietly with his legs out and feet spread apart. When the teacher called for Harry to play for center time, he got up gracefully and walked to the art area. When Harry feels afraid, he shows his emotions through expression and body. Harry is scared of vampires, and when he sees a teacher dressed up as a vampire for Halloween, he runs

behind the teacher hugging the teacher's leg. The teacher asked him if he would like to say hi to the teacher, and Harry shook his head with a frightened look and said "No" in a serious tone.

Although Harry is barely three years old, I believe he has a sense of fairness and understands what it means to be fair. After circle time, the teacher passed stickers to the children before sending them to center time. A child jetted away from the circle time area and did not stay to claim their sticker. Harry noticed and said, "Ms. Carissa, look." while pointing at the other child. The teacher reassured Harry not to worry and would give Ian its sticker afterward. After all the children got the sticker, the teacher forgot to give one to the child that left. Harry went off to play when called but saw Ian and walked back to the teacher, and said, "Ian, no sticker." in a concerned tone. When the teacher heard that, she asked if he would like to pick a sticker for Ian. Harry said, "Yea," in a willing tone, and after selecting the sticker, he walked over to Ian, gave him the sticker, and walked away. I believe Harry felt proud of what he did for Ian because when he gave the sticker to Ian, he looked at his teacher from across the room. When the teacher gave him a thumbs-up, he simply smiled and walked away to play. When Harry accomplished something and was proud, he did not brag or tell others about it. He will simply smile and keep it to himself and between the teacher.

Feedback to Learner

Carissa,

Bravo!

This is a rich and nuanced discussion of Harry with thoughtful and contextual representation of him throughout his classroom experiences.

We can hear his voice and vividly see him interacting with students, teachers, and his environment, making his emotional self visible. Thank you for your hard work.

My one ask is that you close with a sentence or two to tie your commentary together. You can make this addition, but do not need to resubmit.

All my best,

Professor Kujo

Descriptive Review: Connections to Others (Draft)

Harry is an outgoing and friendly child who prefers to be around his friends in group settings but will also sit away from his friends when he is aware that he is distracted and needs to focus. When learning during circle time, Harry likes to position himself in front of the rug next to other students and right in front of the teacher's chair. He usually sits next to a group of friends who are more social, extroverted, and eager to help and learn. This group of friends are more verbal communicators than other children in the classroom and are risk-takers, not afraid of trying new things in the classroom. They will verbally say "No" or "I don't want." when they like or dislike an activity offered, such as reading a book. This group of friends is the one who will express their emotions when someone in the class does something they don't like. When Harry is learning during circle time, and his friends are being too loud and talking to him during circle time, Harry moves away from them and sometimes looks annoyed. He will casually walk to the back of the rug and sits, but I sometimes wonder if he moves away from them because they said something Harry doesn't like or if it's because he wants to learn and listen to what the teacher has to say.

Harry is more drawn to playing with Emily from that group of friends. During center time, when called to play, Harry would always walk up to Emily to ask her, "Go do art? Or "Go do table toy?" in an inviting tone to get her to go to the same center as him. When she nods or says "Yes", he will sometimes hold her hand and stroll to the center together. When working in

the art center together, they will do the same activity, such as cutting paper in the art area and sitting across from each other. They don't exchange words, but will there are occasions when they share or trade some of the scrap paper they have in their art tray with each other. Even if they work in different areas during center time, they always find each other throughout the day. It can be reading a book together in the library, sitting near each other for lunch, or playing together in the atrium. Harry and Emily's good nature and positive energy draw their relationship together, and I wonder if their closeness in age plays a part in attracting this pair to play together. They both willingly like to help other children and the teacher in the classroom, and I cannot recall a day when they are ever in a bad mood in school; they always wear genuine smiles on their faces.

Harry is usually a leader when he is among friends. He would initiate an activity, and others will join him. In the atrium, Harry takes out the medicine ball from the blue ball bag. He yells out Emily's name and says, "Come here!" in a playful and inviting tone, and when Emily denies his invitation, he rolls the ball toward a group of friends playing with the hoops in the middle of the atrium next to the slide. Harry plays with the ball by himself, tapping the ball with his hands and laughing next to the group. When he saw a friend going over to him, he moved over to make space for others to join. When other friends join to play, Harry usually tries something new with the ball, such as using his body to slam the ball, and others will follow. Harry plays less frequently with children much younger than him in the classroom, and I question if it is because of the age and language gap. Harry's birthday is in January, and he tends to play more with children who have birthdays at the beginning of the year. During center time, Harry attempted to play with Ian in the table toy area. Ian's birthday is at the end of September. Sitting next to Ian, he saw that he was having difficulty putting a piece of the puzzle together. Harry offered to help by telling Ian, "Here," and pointing to the spot where to put the puzzle. Ian

looked up and tried to put the puzzle at the site Harry was pointing to but couldn't do it. Harry saw the struggle and gently took the puzzle from Ian, trying to show him how to put it in. Ian yelled, "Ahh," Harry returned the puzzle to Ian. Harry then went back to playing with the puzzle he was working on.

Although Harry enjoys playing with others, he is more unwilling to share when playing independently with a toy he likes. When playing with the wooden ice cream shop toy in the pretend area, Harry plays quietly by himself, using the scoop to put the ice cream on top of the cone. When a child went to the area and wanted to grab an ice cream from the ice cream shop, Harry responded harshly, "No, mine!" and moved the toy toward him and away from the child. Harry has an excellent response to emotional cues because when he approaches a child to play and the child swings their arm in no motion with an "Uh!" uninviting tone, he will move or walk away from the child and move on to another activity or person.

Harry is comfortable being around adults but seems more connected to the lead teacher in the classroom. The lead teacher will ask how Harry is doing every morning and greets him with a hug, and Harry's face will then show a big smile. When Harry accomplishes something, such as opening his milk without help for the first time, the lead teacher is the first person he shows it to. He will walk up to the teacher holding the opened carton of milk and say, "Look, I did it." in a proud tone. In addition, during nap time, Harry will always gesture for the lead teacher to go over and sit on the chair next to his cot to watch him sleep. When Harry sees an unfamiliar adult or child, he is not afraid to approach them and is curious to know who that person is. Tanya is a new student in the classroom. When Harry walked into the classroom in the morning, he saw Tanya for the first time. Without hesitation, he goes up to the teacher and points to Tanya, asking, "Who that?" in a curious tone. After the teacher introduced Tanya to Harry as a

new friend, Harry said, “Oh, new friend.” in a now I know tone and walked to the bathroom to wash his hands.

Harry has built a great connection with adults and children in the classroom. He can easily move around and connect with people around him because of his outgoing and personable personality. He is more drawn to children who are more verbal and social but still tries to connect with younger children in the classroom. Harry likes to include people around him during play, but when interested and focused on something he enjoys, he becomes a bit more introverted and less willing to share. Wherever Harry is, his presence and friendliness seem to follow and positively affect everyone around him.

Feedback to Learner

Thank you for your thoughtful work, Carissa.

I appreciate your careful integration of narrative and observation. You present an evidence-based discussion of Harry's relationships and demeanor when engaging in play and learning. Your proximity is evident, but objectively so (not easy to do).

It was very curious to see the way in which he is drawn to both similiarly able learners and students of complementary temperament!

Best,

Professor Kujo

Descriptive Review: Strong Interests and Preferences (Draft)

Harry has many interests and plays in the classroom. I have seen him explore all the play areas in the classroom and use many of the materials and toys available in each area. He is a well-rounded child who welcomes everything offered to him and seems to have a substantial interest in puzzles and gross and fine motor movements. During morning center time, Harry is

frequently seen working on puzzles in the table toy area. He is particularly interested in transportation and enjoys working on the Melissa and Doug fire engine puzzle, which is more challenging than the other puzzles in the area. Harry would walk to the table toy area and go straight to take the fire engine puzzle out to play. He dumps the puzzle pieces out and then slowly puts them back together, leaning towards the table and looking closely, turning and tilting, focusing on each piece.

Over the past month, Harry has been interested in cutting scrap paper. The teacher introduced scissors to Harry last month and gave him some scrap paper in the art area to cut. Afterward, Harry was seen at the art area during morning and afternoon center time cutting scrap paper. The scissors are not put out in the area, so when Harry is called to play in the center, he walks up to the teacher, asking, "I want scissor." in an eager tone. After getting the scissor, he will walk back to the art area, take out an art tray, scrap papers from a bin, and then sit and start cutting. Harry held the scissor with great control in his right hand and the scrap paper with his left hand. He calmly concentrated on cutting the scrap paper into small pieces with small snips and slow movements.

Indoor gross motor movement is Harry's favorite activity of the day. When the timer beeps to clean up for atrium time, Harry stops what he is doing and quickly clean up his toy. After putting his toy away, Harry would be seen speedwalking to the bathroom to wash his hands and run out to line up by the door for atrium time. He is always the first person to line up. The teacher would count the children on the line and ask them, "Are you ready to go to the atrium?". Harry will excitedly respond, "I'm ready!" with a smile. Once the door opened, Harry would run out of the class and goes straight to the ball rack in the atrium. While in the atrium, he enjoys running around, playing with the balls, and walking on the balance steps.

Although Harry enjoys many activities, play areas, and materials in the classroom, he seems to be less interested in the sensory table. I wonder if the creativity limit in that area with the materials provided makes Harry less interested in the sensory sand table. Harry would go to that area if he saw his friend Emily or Katrina playing there. He would open the sensory bin lid, take the scoop, put kinetic sand into a bucket, and pour it back out. Sometimes he will use the animal mold for the sand, but after playing there for a few minutes, he would walk away and move on to something else, even if his friends were still there.

When Harry is in the pretend area, his favorite toy to play with is the pizza slices with velcro. What attracts Harry to that material is his familiarity with it, his prior knowledge of how they are used, and the interaction he can have with them. When Harry is playing with the pizza slices, he likes to use a pretend knife to cut a piece out, place it on a plate and put the plate into a pretend oven using a pretend laundry machine to bake the pizza. After that, he would take the pizza out, give it to a friend and say, "Here, eat pizza. It hot.". Harry will repeat that task multiple times and give the pizza slices to other friends or teachers in the area, always offering with a smile.

As I observe Harry, his passion for things and interest are both long terms and can pass through several interests rapidly through a theme. When he likes materials such as transportation puzzles, pizza slices, and balls, he always finds time to play with it and will be seen playing with them often. If it is material that is theme based, such as an apple sequence puzzle, he will play with it for a while and go back to playing with the transportation puzzle. Harry's curiosity and openmindedness played a part in his interest and his engagement with the materials and centers in the classroom. He is often browsing to see what new materials are put out and is always open to trying activities adults or children offer. Even if he is not interested in the material or activity presented, he is still willing to try before resisting.

Feedback to Learners

Thank you Carissa.

It is interesting to hear the connection you make at the close, regarding his temperament and interests.

I also wonder if the kinds of manipulation he does with paper, pizza and puzzles are aligned somehow - working with parts of a whole. Perhaps this is worth exploring.

I also appreciated your comments on the sensory table, and his limited interest in that activity.

Just a suggestion - you may want to consider an alternative to open mindedness, perhaps a word that reflects the way in he flexibly engages with new opportunities or materials.

Thank you,

Professor Kujo

Descriptive Review: Modes of Thinking and Learning (Draft)

Harry is engaged in making activities throughout the day in different work areas. He has a strong interest in art, puzzles, and the pretend area. A lot of times during choice, Harry chooses to go to the art area to cut scrap paper, draw, or trace lines. Other times, you will see Harry focusing on the transportation puzzles in the table toy area or acting out a scene in the dramatic play area. Harry is a naturally curious child who is eager to learn. I believe he navigates his understanding of the world by discovering things independently, asking questions, and having hands-on experience. Harry will test what he learned by applying it in his activities and play. In one scenario, I saw Harry in the pretend area, taking the pretend pizza and putting it into an oven to bake, then cut the slice to give to another person to see if they would have the reaction he anticipated. When experimenting with sound and language, Harry tends to listen to the sound or words a few times and then will try to mimic or humming sounds and repeat words afterward. A few days ago, the teacher introduced the “12 Days of Christmas” from Super Simple Song on

Youtube to the children in the classroom and would play it consistently throughout the day and week. When Harry first heard the song, it caught his interest. He paid close attention to the sound and lyrics of the music because after twenty seconds into the song; he tapped the teacher with the maracas he was holding and gestured for her to hold it, then stared at the video. Three days later, when the teacher played the song, Harry began to hum to the song and sang the lyric, “Five golden rings!” at the right moment and in the correct tune. When exploring properties of objects such as shapes, Harry came into school knowing his basic shapes. He uses his prior knowledge and asks questions to further understand shapes in the classroom. Sometimes when he sees a shape that he is familiar with in the classroom, he will name it randomly. The paper plates were set up on the table during lunch as Harry sat down. After opening the milk, he looked at the plate and held it while turning it. He turned to his friend sitting next to him and said, “Look, circle wheel.” and laughed. Other times, he will point at an unfamiliar object, ask what it is, and then connect it to a shape. He will say, “Ms.Carissa, What this?” pointing at a rectangular food container and after the teacher said that it was a food container. Harry replied, “Food container? That a rectangle.”

Harry learns to build his understanding of human behavior and relationship by connecting with others through observing other people's reactions when conversing, asking questions, and empathizing with others. Harry can naturally build connections with others because he is very personable. He is often curious, asks questions, and invites others to play. Sometimes, other adults ask him one question, and he will have a pro-long conversation with them, looking at the person's face and expression they make. Harry will also mimic others' behavior when he finds the other person's behavior funny. There was a time when his good friend Emily started dumping the books in the bin on the carpet before circle time and swimming in them while giggling. Harry saw what she was doing and followed, but when he saw the teacher's upset look on their face, he

abruptly stopped. Harry uses his observations and prior knowledge to ask questions and connect with others. One time during circle time, he sat next to Katrina and conversed about the colors on their shirt. Katrina and Harry took turns asking about the colors on their shirt and pointing at them. After Harry said a color and pointed to the color on his shirt, Katrina looked at her shirt and pointed to the same color. Harry can also show empathy for others. When he sees a child crying, he walks to the tissue box and grabs a tissue for the child to wipe their tears. In the classroom, Harry prefers working in groups unless there is a specific activity or toy that he enjoys playing with alone or requires his focus. He is usually a leader when playing in groups and would help or delegate what his other friends should do. Harry was playing with the cash register in the pretend area with Emily and Ella. He told Emily to grab a book from the library and Ella to scan the barcode on the book. Afterward, Harry said, "Ok, \$5" to Katrina, holding a 5 cents coin and putting his hand to collect money. Katrina gave the 5 cents to Harry, and Harry pressed five on the cash register and opened the cash register to put the 5 cents in.

When Harry works with different materials at the centers, it seems like his actions are open and loose, and he is open to discovering new ways to work with materials. At the table toy area, Harry was playing with colored animal sorters and sorting the colored animals onto the plate with the corresponding color. He then got up from the chair and took the balance beam from the science area back to the colored animal sorters. Harry then started putting the colored animals into the right balance beam bucket, and when he saw the bucket sink down, he put colored animals into the left balance beam bucket. In another instance, Harry uses markers in the art area and draws on white paper. After drawing a few circles and scribbling on the paper, he put his left hand on the paper and started tracing his handprint with the marker. I always catch Harry finding new innovative ways when working with materials independently, and I always wonder where he learned to do that. Harry's new learning experiences are both planned and spontaneous.

The teacher in the classroom plans the learning experiences that Harry undertakes daily during circle time. During circle time, the teacher has the daily routines of counting, days of the week, weather, and topic for the month. When Harry works in the center area, his learning experiences are more spontaneous depending on which area he is in and the material he uses. In the pretend area, Harry was playing with the wooden ice cream shop and was using the scooper to scoop the wooden strawberry and vanilla ice cream into the chocolate cone. He then walked over to the teacher sitting in the block area and said, "Here, ice cream for you.". Instead of simply grabbing the ice cream to end the play, the teacher said, "Thank you, but I must pay for it first.". After that comment, Harry said, "Ok, you need money." and walked back to the pretend area to grab money from inside the cash register on the table. He took out \$10 and walked back to the block area to give the money to the teacher. He said, "Here, money." The teacher asked him, "How much is the ice cream cone?" and Harry responded, "Uh, \$1". The teacher gave the \$10 to Harry and said, "Thank you.". Harry took the money, walked back to the cash register in the pretend area, and put the cash inside the register.

When Harry asks questions, his questions are usually related to things or events happening at the moment or when he is expecting something to happen after an adult states that an event or activity will happen. A few days ago, right before nap time, the teacher told Harry that he would not nap today because his mom would pick him up early. Harry replied, "No nap? Mommy, pick me up later?" The teacher said, "Yes, at 12:30, you will go home with mommy." Harry looked up at the clock on the wall, and the teacher saw him looking, so the teacher pointed to the number 6 and said, "When the long arrow points to 6, you will go home with Mommy." Harry put up six fingers and said, "6? I go home." the teacher reassured him again and said, "Yes" after that, Harry said, "Ok," and walked away. Harry seems to conduct social experiments in the classroom to test his understanding of the people around him. He sometimes picks to play

with toys that are popular in the classroom, such as the wooden ice cream shop, because he knows that it is a toy that children in the classroom are drawn to. Other children will play with him without asking when he takes the toy out, but when he wants a specific flavor of ice cream and does not want to share, he puts the ice cream next to him and glances at it occasionally to see if a friend playing with him will take it. If he sees someone similar in age taking it, he will say, “No, Harry, play with it.” He grabs it back, but when he sees that it is a friend younger than him, he lets the child take it. Harry knows that if he takes the ice cream from the younger friend, that friend will cry because it has happened before.

From what I have observed, Harry applies what is learned and modifies what he does in the future. Harry has learned how to cut scrap paper and use scissors effortlessly. One time, he went up to the teacher and said, “Look, Harry cut hair.” and showed the pieces of hair to his teacher while smiling. The teacher said in a surprised tone, “Oh Harry, I see you used the scissor to cut your hair, but only barbers can cut hair, and they use special scissors. We can’t cut our hair with a scissor in school.” Harry said, “No, cutting Harry hair? I barber and cut Luke hair?”. Harry also seems to have a strong sense of process when learning and absorbing what he has learned relatively quickly. After being in school for about 2.5 months, the teacher asked Harry to help her teach the class the days of the week during circle time. Harry stood up, walked to the front of center time, took the teacher's pointer, and stood in front of the “Days of the Week” chart. He pointed to “Sunday” on the chart and sang the days of the week song correctly pointed to the days of the week as he sang the song. After that, he moved the pointer up from “Saturday” to “Friday” and sang, “Today is Friday, Friday, Friday. Today is Friday all day long.” and moved the pointer to the picture of a school next to “Friday” and said, “In school.” When it comes to his work standards, I don’t believe Harry has a particular bar in his work and is relatively carefree in what he creates. In the art area, when Harry was gluing feathers to the turkey feather cutout, he

squeezed the glue all over the yellow feather cutout and, without thinking, randomly picked colored feathers to apply to the feather. After using enough feathers to cover parts of the yellow template cut out unevenly, he said, "All done." and gave the feather to the teacher and walked away to play. Harry is a rather intelligent boy with a strong sense of processing and enjoys learning in the classroom. He applies what he knows and has learned in school to different work areas around the classroom and conversations with others. Harry is open to taking risks when working with new materials and is not afraid to fail.

Feedback to Learners

Carissa,

Thank you. This is rich in detail and insight, and so thoughtfully written. I am sorry for the wait.

A minor suggestion I have is to separate some of the longer paragraphs with more than one area of focus into smaller ones.

I also wondered about Harry's choice to "pick(s) to play with toys that are popular in the classroom, such as the wooden ice cream shop, because he knows that it is a toy that children in the classroom are drawn to"; what is it that has given you that impression? Is this something you might explain? Given his social nature, it is not so surprising...

Thank you!

Professor Kujo

Descriptive Review

Harry is a child who comes to school in the morning with an outburst of friendliness, greeting everyone he passes by before entering the classroom. He brings positive energy into the classroom the minute he steps in, and the other children would yell out his name when they see him. Harry is helpful in the classroom, has a personable personality, and seems to get along with everyone. I've always wondered where he developed such excellent interpersonal skills and if his family played a part in supporting his social skills. As I continue to observe Harry, I notice that although he is a child that is helpful and kind to people around him, there are times when he has trouble sharing with others. When Harry is focused on a toy he enjoys working on, he does not want to share it with other friends around him. If a friend touches it while he is playing, Harry will have the reflex of grabbing it back and sometimes pushing them away. I've also seen someone try to take Harry's toy, he would aggressively grab it back, and when the person kept holding on to it, Harry would push them very hard. So, I wanted to know what may have happened in the past that triggered Harry to react that way. Also, how can I support Harry in learning to reflect on his action before reacting to the situation and to resolve issues without using force? Harry also seems to have a strong sense of process when learning and absorbs what he learned fairly quickly. I wonder how I can support his cognitive development so that he will find what he is learning challenging but still engaged.

Harry is 2 years and 10-month-old boy who currently attends daycare at Chung Pak Daycare Center in Chinatown of lower Manhattan. He lives in Manhattan near Little Italy and is an only child in a family of three. Harry's parents are first-generation immigrants, his mother is a stay-at-home mom, and his dad is a general manager at a restaurant in Time Square. Harry also lives with his aunt, who is a teacher's assistant at a daycare, and his grandma in their apartment

in lower manhattan. His family takes Harry to the community parks at least once every weekend so that he can play with other children.

Physical Presence and Gesture

Harry is a 33-month-old boy with ear-length bowl-cut hair with texturized bangs. His tamed dark brown hair is thin and soft. Harry has a heart-shaped face with big brown almond-shaped eyes that are curious and playful. He has a button nose that scrunches up whenever he does a cheesy smile. Compared to other children in the class, Harry is one of the tallest children in the classroom. Harry wears loosely fitted tops and sweats to school every day with his blue fuzzy shark bookbag.

Every morning, Harry enters the school happily and calmly at a moderate walking speed with a sweet and beautiful smile, never showing any signs of nervousness or anxiety. He gives off positive and friendly energy from the moment he shows up at the school entrance until he leaves. When Harry sees his teacher walking towards the door to bring him into the school, Harry will keep pointing through the window of the door with a smile while looking up at his mom, saying, “Ms.Carissa!” in an excited tone. He will say “Hi” to people around him as he walks into the classroom and says “Bye” to his friends in his cheery voice by the classroom door before going home. Harry moves cautiously in the classroom but sometimes power walks when eager to do a particular activity.

During center time, when he is called to work at a center, he will walk at a normal speed knowingly and confidently to the area he wants to play in. He walks and never runs, even if he is eager to play there. When he sees that an area he wants to play in is fully occupied, he walks carefreely away to another area, not bothered by it. He doesn't whine or complain. Harry simply

walks away slowly to another area with a calm presence and grabs a toy he is interested in. When Harry transitions to outdoor play, he will immediately clean up and speedwalk to the bathroom to wash his hands and line up to go outside.

Harry has a kind and sweet voice. He speaks very clearly when answering and asking the teacher questions but has trouble sounding out certain letters, such as the letter “S.” Harry would say, “I see spider.”, but you can’t seem to hear the “S” sound in the word spider. Harry is often curious and will ask questions in a cute and inquisitive tone. He will say, “What you eating?” and hovers over the teacher's food when he wakes up early during nap and sees the teacher eating her lunch.

Harry does not scream or yell when he is in the classroom. But, when he is in the atrium for outdoor play, Harry occasionally lets out a loud and high-pitched “Hahaha” laugh when he is having a lot of fun. When it is time to clean up after an activity that Harry enjoys and is engaged in, it takes him longer to clean, and he will show a guilty but innocent facial expression when the teacher sees him still playing and asks him to clean up. Harry would look at the teacher when asked if he was cleaning up, and he will always answer “Yes” in a soft, innocent tone with googly eyes, smile, then bite his bottom lips. Suppose a friend takes one of Harry’s toys that he is very involved in, such as the wooden ice cream in the pretend area. In that case, Harry will immediately express his frustration with an angry face and snatch it back aggressively, holding it close to his body to show that he does not want to share.

Harry’s small and big movements can tell you his interests, and his gross or fine motor movements are pretty impressive. Harry has good balance with eye-foot coordination skills, running around the atrium while swiftly dodging cones in front of him. When working on a challenging puzzle, Harry leans his body towards the table, holding the puzzle firmly with his fingers. He will then take every puzzle piece, flipping and turning it to figure out where the

pieces go. Harry remains pretty calm throughout the day and during circle time. Harry would usually sit peacefully on the rug, a foot away in front of the teacher's chair, and position himself next to his friends, with a more eager drive to want to help. When Harry gets restless during circle time, he gets up and moves toward the back of the circle time area, closer to the play centers in the classroom. After getting redirected by the teacher, Harry would routinely stand up and walk back to the front of the circle time area near the teacher with his legs crisscrossed or both his legs out.

I see Harry becoming the most active and lively during outdoor play and restlessness during nap time. Before heading outside for outdoor play, Harry will wash his hands hastily and run out of the bathroom to line up. You see him bouncing up and down with his hands on his side while lining up, saying, "I'm ready!" in an enthusiastic tone. Once the teacher opens the door, he jets outside the room, screaming and laughing "Ahhhhah" loudly, then runs straight to the outdoor play racket to grab a gross motor material.

When Harry is faced with an activity he is good at, he will willingly go to that activity without the teacher asking him. Harry is comfortable playing with the step and balancing sensory stones, and he steps through the sensory stone quickly and easily without needing to use his arms to balance his body. When faced with a more challenging task that he does not excel at, such as throwing a ball into the basketball hoop, Harry will persist and throw the ball into the hoop a few times. But, when he fails to make the ball into the hoop, his face will display an "Oh well" shrugging-off emotion. Harry then casually throws the ball on the ground, does not turn to look back at it, and walks away to another activity.

When Harry is frustrated or angry, he always shows that with furrowed brows, glaring eyes, and a frown. He would stomp one leg and grunt, but his anger or frustration usually passed quickly. If he resolves on his own, Harry will show that he is content with a nod, and if it does

not resolve, he will approach a teacher for help. Harry's physical presence in the classroom reflects how he naturally is around others, always inclusive of people around him and willing to play with others in the classroom. He brings positivity into the classroom, and his good energy positively affects children and adults in the classroom.

Disposition and Temperament

On Harry's first day of school, he was anxious and didn't want to come through the door entrance holding tightly to his mom's hand. After words of encouragement from his mother and teacher, he reluctantly let go of his mom's hand and slowly walked inside the school, turning around to look back at his mom. Right when he got inside and saw the classroom, he became very enthusiastic and went over to each area, pulling out the bins to look at the toys. He pulled out a lacing beads toy from the pretend area holding the lace with his left hand and a bead with his right. Harry used his right hand to put the bead through the lace, then let go of the lace with his left hand and let the bead slide down to the bottom while still holding the start of the lace with his right hand. The teacher saw that Harry could string the beads through the lace effortlessly and asked if he wanted to try a more challenging lacing toy. Harry smiled and said, "Yea," in an excited tone. The teacher gave him the shaped lacing, where they would have to put the lace over and under each hole. Harry had difficulty placing the lace over and under the holes but kept trying and stayed persistent and optimistic. After several unsuccessful attempts, Harry looked at the teacher discouragingly and said, "Can't do it." in a defeated tone. This is only one of many situations where Harry shows that he has an easy-going temperament adjusting easily to situations and environments and an overall positive disposition when learning new things.

When you first see Harry, you can immediately feel his liveliness and friendliness from the moment he walks into the school entrance because of how he strolls through the hall, saying “Hi” in a cute tone to everyone he sees before he enters his classroom. His emotions remained consistent throughout the day, always showing excitement in the morning, confidence when learning, intense enthusiasm during outdoor play, and calm during circle time and center time if cutting paper. When Harry feels comfortable during circle time, he sits with his legs out and feet spread apart in a “V” shape, slightly slouching or sometimes his back leaning on the shelf with his head back, but still paying attention. Harry is calm, focused, and quiet when cutting paper, not talking to anyone near him. Even if it is loud around him or he hears his friends laughing while playing, he still holds the scissors snipping the paper slowly into little pieces.

When Harry feels frustrated, he does not hesitate to express how he feels; his discontentment is usually shown through his facial expression and body and sometimes through words like “No!” in a harsh tone. In one situation, Harry was sitting on the two-seater couch next to another child, reading a book in the library area. Another child went to the area and sat on Harry’s seat on the couch after he got up to put the book he was reading back on the shelf. When he saw a child take his seat, he immediately showed his mad face and forcibly squeezed himself into the couch next to the child, saying, “My seat!” angrily. He even started to push the child out of the seat using both hands. The child sitting in his seat won’t move and start pushing him back; he keeps pushing the child even more aggressively. Although Harry had strong feelings at the moment, he could regulate his emotion and moved on from his anger when the teacher intervened. The teacher asked Harry to use his words to express his feeling, and he did; Harry said, “I was sitting here first,” in a calmer tone to ask the child to give his seat back.

Harry expresses joy with a smile, and his body is overcome with excitement. During indoor gross motor movement, Harry has been shooting a ball into the basketball hoop but has

failed multiple times, but when finally able to get a ball into the hoop, he ran to the teacher, pointed at the hoop, and said, "I did it!" with pride and a smile on his face. When daily routines are shifted because of events or visitors coming into the classroom, Harry adjusts and adapts easily. He can still go about his day without showing any sign of confusion or distress. On Halloween day, as the teacher was going over the daily schedule, the teacher showed the children sitting on the rug that they would have center time instead of doing circle time first. Harry did not seem bothered by it and was still sitting quietly with his legs out and feet spread apart. When the teacher called for Harry to play for center time, he got up gracefully and walked to the art area. When Harry feels afraid, he shows his emotions through expression and body. Harry is scared of vampires, and when he sees a teacher dressed up as a vampire for Halloween, he runs behind the teacher hugging the teacher's leg. The teacher asked him if he would like to say hi to the teacher, and Harry shook his head with a frightened look and said "No" in a serious tone.

Although Harry is barely three years old, I believe he has a sense of fairness and understands what it means to be fair. After circle time, the teacher passed stickers to the children before sending them to center time. A child jetted away from the circle time area and did not stay to claim their sticker. Harry noticed and said, "Ms. Carissa, look." while pointing at the other child. The teacher reassured Harry not to worry and would give Ian its sticker afterward. After all the children got the sticker, the teacher forgot to give one to the child that left. Harry went off to play when called but saw Ian and walked back to the teacher, and said, "Ian, no sticker." in a concerned tone. When the teacher heard that, she asked if he would like to pick a sticker for Ian. Harry said, "Yea," in a willing tone, and after selecting the sticker, he walked over to Ian, gave him the sticker, and walked away. I believe Harry felt proud of what he did for Ian because when he gave the sticker to Ian, he looked at his teacher from across the room. When the teacher gave him a thumbs-up, he simply smiled and walked away to play. When Harry accomplished

something and was proud, he did not brag or tell others about it. He will simply smile and keep it to himself and between the teacher.

Connections to Others

Harry is an outgoing and friendly child who prefers to be around his friends in group settings but will also sit away from his friends when he is aware that he is distracted and needs to focus. When learning during circle time, Harry likes to position himself in front of the rug next to other students and right in front of the teacher's chair. He usually sits next to a group of friends who are more social, extroverted, and eager to help and learn. This group of friends are more verbal communicators than other children in the classroom and are risk-takers, not afraid of trying new things in the classroom. They will verbally say "No" or "I don't want." when they like or dislike an activity offered, such as reading a book. This group of friends is the one who will express their emotions when someone in the class does something they don't like. When Harry is learning during circle time, and his friends are being too loud and talking to him during circle time, Harry moves away from them and sometimes looks annoyed. He will casually walk to the back of the rug and sits, but I sometimes wonder if he moves away from them because they said something Harry doesn't like or if it's because he wants to learn and listen to what the teacher has to say.

Harry is more drawn to playing with Emily from that group of friends. During center time, when called to play, Harry would always walk up to Emily to ask her, "Go do art? Or "Go do table toy?" in an inviting tone to get her to go to the same center as him. When she nods or says "Yes", he will sometimes hold her hand and stroll to the center together. When working in the art center together, they will do the same activity, such as cutting paper in the art area and sitting across from each other. They don't exchange words, but will there are occasions when

they share or trade some of the scrap paper they have in their art tray with each other. Even if they work in different areas during center time, they always find each other throughout the day. It can be reading a book together in the library, sitting near each other for lunch, or playing together in the atrium. Harry and Emily's good nature and positive energy draw their relationship together, and I wonder if their closeness in age plays a part in attracting this pair to play together. They both willingly like to help other children and the teacher in the classroom, and I cannot recall a day when they are ever in a bad mood in school; they always wear genuine smiles on their faces.

Harry is usually a leader when he is among friends. He would initiate an activity, and others will join him. In the atrium, Harry takes out the medicine ball from the blue ball bag. He yells out Emily's name and says, "Come here!" in a playful and inviting tone, and when Emily denies his invitation, he rolls the ball toward a group of friends playing with the hoops in the middle of the atrium next to the slide. Harry plays with the ball by himself, tapping the ball with his hands and laughing next to the group. When he saw a friend going over to him, he moved over to make space for others to join. When other friends join to play, Harry usually tries something new with the ball, such as using his body to slam the ball, and others will follow.

Harry plays less frequently with children much younger than him in the classroom, and I question if it is because of the age and language gap. Harry's birthday is in January, and he tends to play more with children who have birthdays at the beginning of the year. During center time, Harry attempted to play with Ian in the table toy area. Ian's birthday is at the end of September. Sitting next to Ian, he saw that he was having difficulty putting a piece of the puzzle together. Harry offered to help by telling Ian, "Here," and pointing to the spot where to put the puzzle. Ian looked up and tried to put the puzzle at the site Harry was pointing to but couldn't do it. Harry saw the struggle and gently took the puzzle from Ian, trying to show him how to put it in. Ian

yelled, “Ahh,” Harry returned the puzzle to Ian. Harry then went back to playing with the puzzle he was working on.

Although Harry enjoys playing with others, he is more unwilling to share when playing independently with a toy he likes. When playing with the wooden ice cream shop toy in the pretend area, Harry plays quietly by himself, using the scoop to put the ice cream on top of the cone. When a child went to the area and wanted to grab an ice cream from the ice cream shop, Harry responded harshly, “No, mine!” and moved the toy toward him and away from the child. Harry has an excellent response to emotional cues because when he approaches a child to play and the child swings their arm in no motion with an “Uh!” uninviting tone, he will move or walk away from the child and move on to another activity or person.

Harry is comfortable being around adults but seems more connected to the lead teacher in the classroom. The lead teacher will ask how Harry is doing every morning and greets him with a hug, and Harry’s face will then show a big smile. When Harry accomplishes something, such as opening his milk without help for the first time, the lead teacher is the first person he shows it to. He will walk up to the teacher holding the opened carton of milk and say, “Look, I did it.” in a proud tone. In addition, during nap time, Harry will always gesture for the lead teacher to go over and sit on the chair next to his cot to watch him sleep. When Harry sees an unfamiliar adult or child, he is not afraid to approach them and is curious to know who that person is. Tanya is a new student in the classroom. When Harry walked into the classroom in the morning, he saw Tanya for the first time. Without hesitation, he goes up to the teacher and points to Tanya, asking, “Who that?” in a curious tone. After the teacher introduced Tanya to Harry as a new friend, Harry said, “Oh, new friend.” in a now I know tone and walked to the bathroom to wash his hands.

Harry has built a great connection with adults and children in the classroom. He can easily move around and connect with people around him because of his outgoing and personable personality. He is more drawn to children who are more verbal and social but still tries to connect with younger children in the classroom. Harry likes to include people around him during play, but when interested and focused on something he enjoys, he becomes a bit more introverted and less willing to share. Wherever Harry is, his presence and friendliness seem to follow and positively affect everyone around him.

Strong Interests and Preferences

Harry has many interests and plays in the classroom. I have seen him explore all the play areas in the classroom and use many of the materials and toys available in each area. He is a well-rounded child who welcomes everything offered to him and seems to have a substantial interest in puzzles and gross and fine motor movements. During morning center time, Harry is frequently seen working on puzzles in the table toy area. He is particularly interested in transportation and enjoys working on the Melissa and Doug fire engine puzzle, which is more challenging than the other puzzles in the area. Harry would walk to the table toy area and go straight to take the fire engine puzzle out to play. He dumps the puzzle pieces out and then slowly puts them back together, leaning towards the table and looking closely, turning and tilting, focusing on each piece.

Over the past month, Harry has been interested in cutting scrap paper. The teacher introduced scissors to Harry last month and gave him some scrap paper in the art area to cut. Afterward, Harry was seen at the art area during morning and afternoon center time cutting scrap paper. The scissors are not put out in the area, so when Harry is called to play in the center, he

walks up to the teacher, asking, "I want scissor." in an eager tone. After getting the scissor, he will walk back to the art area, take out an art tray, scrap papers from a bin, and then sit and start cutting. Harry held the scissor with great control in his right hand and the scrap paper with his left hand. He calmly concentrated on cutting the scrap paper into small pieces with small snips and slow movements.

Indoor gross motor movement is Harry's favorite activity of the day. When the timer beeps to clean up for atrium time, Harry stops what he is doing and quickly clean up his toy. After putting his toy away, Harry would be seen speedwalking to the bathroom to wash his hands and run out to line up by the door for atrium time. He is always the first person to line up. The teacher would count the children on the line and ask them, "Are you ready to go to the atrium?". Harry will excitedly respond, "I'm ready!" with a smile. Once the door opened, Harry would run out of the class and goes straight to the ball rack in the atrium. While in the atrium, he enjoys running around, playing with the balls, and walking on the balance steps.

Although Harry enjoys many activities, play areas, and materials in the classroom, he seems to be less interested in the sensory table. I wonder if the creativity limit in that area with the materials provided makes Harry less interested in the sensory sand table. Harry would go to that area if he saw his friend Emily or Katrina playing there. He would open the sensory bin lid, take the scoop, put kinetic sand into a bucket, and pour it back out. Sometimes he will use the animal mold for the sand, but after playing there for a few minutes, he would walk away and move on to something else, even if his friends were still there.

When Harry is in the pretend area, his favorite toy to play with is the pizza slices with velcro. What attracts Harry to that material is his familiarity with it, his prior knowledge of how they are used, and the interaction he can have with them. When Harry is playing with the pizza slices, he likes to use a pretend knife to cut a piece out, place it on a plate and put the plate into a

pretend oven using a pretend laundry machine to bake the pizza. After that, he would take the pizza out, give it to a friend and say, "Here, eat pizza. It hot." Harry will repeat that task multiple times and give the pizza slices to other friends or teachers in the area, always offering with a smile.

As I observe Harry, his passion for things and interest are both long terms and can pass through several interests rapidly through a theme. When he likes materials such as transportation puzzles, pizza slices, and balls, he always finds time to play with it and will be seen playing with them often. If it is material that is theme based, such as an apple sequence puzzle, he will play with it for a while and go back to playing with the transportation puzzle. Harry's curiosity and willingness to try new things played a part in his interest and his engagement with the materials and centers in the classroom. He is often browsing to see what new materials are put out and is always open to trying activities adults or children offer. Even if he is not interested in the material or activity presented, he is still willing to try before resisting.

Modes of Thinking and Learning

Harry is engaged in making activities throughout the day in different work areas. He has a strong interest in art, puzzles, and the pretend area. A lot of times during choice, Harry chooses to go to the art area to cut scrap paper, draw, or trace lines. Other times, you will see Harry focusing on the transportation puzzles in the table toy area or acting out a scene in the dramatic play area. Harry is a naturally curious child who is eager to learn. I believe he navigates his understanding of the world by discovering things independently, asking questions, and having hands-on experience. Harry will test what he learned by applying it in his activities and play. In one scenario, I saw Harry in the pretend area, taking the pretend pizza and putting it into an oven

to bake, then cut the slice to give to another person to see if they would have the reaction he anticipated. When experimenting with sound and language, Harry tends to listen to the sound or words a few times and then will try to mimic or humming sounds and repeat words afterward. A few days ago, the teacher introduced the “12 Days of Christmas” from Super Simple Song on Youtube to the children in the classroom and would play it consistently throughout the day and week. When Harry first heard the song, it caught his interest. He paid close attention to the sound and lyrics of the music because after twenty seconds into the song; he tapped the teacher with the maracas he was holding and gestured for her to hold it, then stared at the video. Three days later, when the teacher played the song, Harry began to hum to the song and sang the lyric, “Five golden rings!” at the right moment and in the correct tune.

When exploring properties of objects such as shapes, Harry came into school knowing his basic shapes. He uses his prior knowledge and asks questions to further understand shapes in the classroom. Sometimes when he sees a shape that he is familiar with in the classroom, he will name it randomly. The paper plates were set up on the table during lunch as Harry sat down. After opening the milk, he looked at the plate and held it while turning it. He turned to his friend sitting next to him and said, “Look, circle wheel.” and laughed. Other times, he will point at an unfamiliar object, ask what it is, and then connect it to a shape. He will say, “Ms.Carissa, What this?” pointing at a rectangular food container and after the teacher said that it was a food container. Harry replied, “Food container? That a rectangle.”

Harry learns to build his understanding of human behavior and relationship by connecting with others through observing other people's reactions when conversing, asking questions, and empathizing with others. Harry can naturally build connections with others because he is very personable. He is often curious, asks questions, and invites others to play. Sometimes, other adults ask him one question, and he will have a pro-long conversation with them, looking at the

person's face and expression they make. Harry will also mimic others' behavior when he finds the other person's behavior funny. There was a time when his good friend Emily started dumping the books in the bin on the carpet before circle time and swimming in them while giggling. Harry saw what she was doing and followed, but when he saw the teacher's upset look on their face, he abruptly stopped.

Harry uses his observations and prior knowledge to ask questions and connect with others. One time during circle time, he sat next to Katrina and conversed about the colors on their shirt. Katrina and Harry took turns asking about the colors on their shirt and pointing at them. After Harry said a color and pointed to the color on his shirt, Katrina looked at her shirt and pointed to the same color. Harry can also show empathy for others. When he sees a child crying, he walks to the tissue box and grabs a tissue for the child to wipe their tears. In the classroom, Harry prefers working in groups unless there is a specific activity or toy that he enjoys playing with alone or requires his focus. He is usually a leader when playing in groups and would help or delegate what his other friends should do. Harry was playing with the cash register in the pretend area with Emily and Ella. He told Emily to grab a book from the library and Ella to scan the barcode on the book. Afterward, Harry said, "Ok, \$5" to Katrina, holding a 5 cents coin and putting his hand to collect money. Katrina gave the 5 cents to Harry, and Harry pressed five on the cash register and opened the cash register to put the 5 cents in.

When Harry works with different materials at the centers, it seems like his actions are open and loose, and he is open to discovering new ways to work with materials. At the table toy area, Harry was playing with colored animal sorters and sorting the colored animals onto the plate with the corresponding color. He then got up from the chair and took the balance beam from the science area back to the colored animal sorters. Harry then started putting the colored animals into the right balance beam bucket, and when he saw the bucket sink down, he put

colored animals into the left balance beam bucket. In another instance, Harry uses markers in the art area and draws on white paper. After drawing a few circles and scribbling on the paper, he put his left hand on the paper and started tracing his handprint with the marker. I always catch Harry finding new innovative ways when working with materials independently, and I always wonder where he learned to do that.

Harry's new learning experiences are both planned and spontaneous. The teacher in the classroom plans the learning experiences that Harry undertakes daily during circle time. During circle time, the teacher has the daily routines of counting, days of the week, weather, and topic for the month. When Harry works in the center area, his learning experiences are more spontaneous depending on which area he is in and the material he uses. In the pretend area, Harry was playing with the wooden ice cream shop and was using the scooper to scoop the wooden strawberry and vanilla ice cream into the chocolate cone. He then walked over to the teacher sitting in the block area and said, "Here, ice cream for you.". Instead of simply grabbing the ice cream to end the play, the teacher said, "Thank you, but I must pay for it first.". After that comment, Harry said, "Ok, you need money." and walked back to the pretend area to grab money from inside the cash register on the table. He took out \$10 and walked back to the block area to give the money to the teacher. He said, "Here, money." The teacher asked him, "How much is the ice cream cone?" and Harry responded, "Uh, \$1". The teacher gave the \$10 to Harry and said, "Thank you.". Harry took the money, walked back to the cash register in the pretend area, and put the cash inside the register.

When Harry asks questions, his questions are usually related to things or events happening at the moment or when he is expecting something to happen after an adult states that an event or activity will happen. A few days ago, right before nap time, the teacher told Harry that he would not nap today because his mom would pick him up early. Harry replied, "No nap?"

Mommy, pick me up later?” The teacher said, “Yes, at 12:30, you will go home with mommy.”

Harry looked up at the clock on the wall, and the teacher saw him looking, so the teacher pointed to the number 6 and said, “When the long arrow points to 6, you will go home with Mommy.”

Harry put up six fingers and said, “6? I go home.” the teacher reassured him again and said,

“Yes” after that, Harry said, “Ok,” and walked away. Harry seems to conduct social experiments in the classroom to test his understanding of the people around him. He sometimes picks to play with toys that are popular in the classroom, such as the wooden ice cream shop, because he knows that it is a toy that children in the classroom are drawn to. Other children will play with him without asking when he takes the toy out, but when he wants a specific flavor of ice cream and does not want to share, he puts the ice cream next to him and glances at it occasionally to see if a friend playing with him will take it. If he sees someone similar in age taking it, he will say, “No, Harry, play with it.” He grabs it back, but when he sees that it is a friend younger than him, he lets the child take it. Harry knows that if he takes the ice cream from the younger friend, that friend will cry because it has happened before.

From what I have observed, Harry applies what is learned and modifies what he does in the future. Harry has learned how to cut scrap paper and use scissors effortlessly. One time, he went up to the teacher and said, “Look, Harry cut hair.” and showed the pieces of hair to his teacher while smiling. The teacher said in a surprised tone, “Oh Harry, I see you used the scissor to cut your hair, but only barbers can cut hair, and they use special scissors. We can’t cut our hair with a scissor in school.”. Harry said, “No, cutting Harry hair? I barber and cut Luke hair?”. Harry also seems to have a strong sense of process when learning and absorbing what he has learned relatively quickly. After being in school for about 2.5 months, the teacher asked Harry to help her teach the class the days of the week during circle time. Harry stood up, walked to the front of center time, took the teacher's pointer, and stood in front of the “Days of the Week”

chart. He pointed to “Sunday” on the chart and sang the days of the week song correctly pointed to the days of the week as he sang the song. After that, he moved the pointer up from “Saturday” to “Friday” and sang, “Today is Friday, Friday, Friday. Today is Friday all day long.” and moved the pointer to the picture of a school next to “Friday” and said, “In school.”

Regarding his work standards, I don’t believe Harry has a particular bar in his work and is relatively carefree in what he creates. In the art area, when Harry was gluing feathers to the turkey feather cutout, he squeezed the glue all over the yellow feather cutout and, without thinking, randomly picked colored feathers to apply to the feather. After using enough feathers to cover parts of the yellow template cut out unevenly, he said, “All done.” and gave the feather to the teacher and walked away to play. Harry is a rather intelligent boy with a strong sense of processing and enjoys learning in the classroom. He applies what he knows and has learned in school to different work areas around the classroom and conversations with others. Harry is open to taking risks when working with new materials and is not afraid to fail.

Conclusion

Throughout my observations in the classroom, Harry has shown great progress since September until now. He is loved by all his friends and adults in the classroom. He brings positive energy because of his friendliness and outgoing personality and is inclusive with others in a group setting. Harry likes to explore the different areas and materials in the classroom and will always be the one to discover new toys. He socializes well with adults and children and does not have trouble finding someone to play with during center or outdoor play. He is quite independent and does not ask adults for help in things that he can do, such as morning daily routines of taking off his jacket and hanging it on the cubby hook and opening his carton of milk during lunch. Sometimes he prefers to do activities on his own without distraction, especially on

tasks that require him to focus. Harry listens and accepts redirection well from adults in the classroom. Many times, he understands his responsibility and the consequences of not listening.

Harry has great gross motor and fine motor skills. He balances well on stepping stones and has good hand-eye coordination when shooting basketballs into the hoop. He holds writing tools with a firm tripod grip and can use scissors effortlessly. Harry's literacy and language development are also one of his many strengths. He is interested in books and will ask adults to read to him. Harry can speak clearly in four to six-word sentences. Harry has a strong sense of processing for learning and can quickly remember things he learns during morning meetings. He is always eager to learn new things and will persist and engage in a task that adults introduced him to. Although when Harry is involved in something that he enjoys, Harry tends to struggle with sharing and will forcibly grab things back from his friends, sometimes pushing him away. I hope to support and encourage Harry to communicate better with his friends and reflect first instead of reacting to a situation when sharing is needed.

Child's Work Sample



Harry can act out a scenario from what he recalled from past experiences. He made the connection that what he was playing with was a cash register and swiped a credit card when given the card by one of his classmates by the table. Harry is also not bothered by other classmates surrounding him and the cash register he is playing with. He self-regulates well and does not react with big feelings or push them away when others touch the cash register. Harry allowed others to join in and play with him.



Harry created artwork and said, "This is apple tree, " pointing at the brown lines on the paper. He then pointed to the red, yellow, and green painted apple cutouts on the paper and said, "Red apple, green apple, yellow apple." Harry made the connection of what he learned about the topic of apples and painted a brown tree using lines to represent an apple tree. The brown lines Harry drew looked like he had good control when he used the paintbrush, and he can recall that tree had branches. He named the colors and recognized that apples could be red, green, and yellow.



Harry is cutting scrap paper and has a firm grip and control of the scissor he is holding. He holds the scissor in his right hand and a scrap of paper in his left hand. He cuts the scrap paper into small pieces and looks very focused, sitting in an upward posture when working on this activity.

Commentary

Working in a toddler classroom, I had to find a focus child in the classroom that was closer to the age of 3. Harry was one of two students closer to the age of three, and I decided to choose Harry for my focus child because he woke up early during nap time and asked me what I was doing on the computer. At that moment, I was on CUNY Blackboard reading over the assignments for that week and told Harry that I was doing my homework for school because he was sitting next to me. Harry looked confused when I told him that and said, “Ms.Carissa, school?”. After he asked me that question, I told Harry that I was going to school just like him and, at that moment, decided to ask Harry if he wanted to help me with school and be my focus child for school. What makes Harry unique is that he gives off such a cheerful and approachable presence once you see him and the natural connection he can have with anyone who enters the classroom.

Over the course of the semester, I have noticed growth in Harry’s physical, language, and cognitive development. He is often seen in the art area, sitting calmly and focusing when cutting scrap paper. With good hand-eye coordination skills, Harry can hold a scissor with a firm grip and cut scrap paper into small pieces. When Harry created an apple tree in the art area after learning about the unit of apples, he could connect and recall what he learned about the topic in his artwork. He spoke clearly in 3-5 word sentences and could retell what he did for his artwork. When I asked Harry about his artwork, he pointed at the paper's brown lines and said, “This is apple tree.” He pointed to the red-painted apple shape on the paper and said, “Red apple.” Then he pointed to the tree's yellow and green painted apple shape and named the corresponding apple color. Harry has also progressed in the complexity of sociodramatic play, and he acts out familiar scenarios that he has seen or experienced. In the pretend area, he played with a few other friends

with the cash register. He opened the cash register and took out a credit card. Then he walked to the library area with the credit card, grabbed a book from the bookshelf, and returned to the cash register. He handed the book and credit card to Katrina, standing in front of the register, and said, "You buy this book." Katrina handed the book back to Harry, and Harry gave the book to Ella, standing next to him and holding the scanner. Ella scanned the book, and Harry said, "\$5" and put his palm out. He pointed to the credit card Katrina was holding and said, "You gimme that card." After Katrina gave Harry the card, he took the card and swiped it on the cash register.

I recommend three activities for Harry to continue supporting his development in the physical, cognitive, and language domains from what I know he is interested in. In the physical domain, Harry has an interest in drawing and cutting. Since he can draw lines and circle effortlessly on paper, I recommend tracing worksheets to support his fine motor skill focusing on movement control. In the cognitive domain, Harry has a strong interest in puzzles. I recommend that the teacher put out more puzzles with no pictures at the base so that he will find the puzzle more challenging. In the language domain, Harry is interested in reading books and conversing with others. I recommend teachers have Harry begin to name or describe what he sees when looking at a book. I would also engage Harry in a more extended conversation with at least three exchanges to build his language and vocabulary.

During my experience in the classroom and observing Harry, I learned the importance of watching and waiting to see if he can figure out how to do something or resolve issues on his own. When I watched and waited, I learned about his self-regulation, persistence, and problem-solving skills. Another important lesson is to step back and observe Harry thoroughly and objectively. When I first started observing Harry, I found that he is a brilliant child with a strong sense of processing when learning. He does not seem to have problems throughout the five domains of development, but as I stepped back and observed Harry thoroughly, I realized

that Harry would benefit from having more support in his social-emotional skill, especially when sharing with others. Most importantly, I learned to remain calm and not be too hard on myself when faced with multiple classroom situations that are not within my control, such as bathroom accidents in the middle of transitioning from one activity to another. When something like that happens, I learn to use my judgment to prioritize which situation to resolve first and wait to resolve another or ask other adults in the classroom for help.