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Commentary Paper

Developmental Skills And Processes

I choose to write about Feeny, a toddler I observed in the fall. She was engaged in many activities, which gave me valuable insights into her development. The following is part of her development.

Cognitive Skills and Processes

1. Feeny can transition from one activity to the next smoothly. This demonstrates her ability to follow instructions, understands classroom routine, and her flexibility..
2. Feeny engages in and participates in group activities. This demonstrates that Feeny is developing a sense of a community, her interaction with peers, and her play skills.
3. Feeny can remember things that happened, and word pictures. This demonstrates her memory skills, her understanding and her storytelling skills.

Language Skills and Processes

Receptive Skills

1. Feeny pays attention to read along and makes eye-contact with her teacher in speaking engagement. This demonstrates her ability to focus,her listening skills,and communication skills.
2. Feeney was able to remain on task during read-alouds and play time playing and sharing with others. This shows her ability to communicate,be a team player and focus on the tasks that she was working on.

Expressive Language Skills

1. Feeny recognized pictures and words her teacher was reading and showed her from a book.
2. Feeny saw a friend in need of help and asked the teacher "Can I help my friend?". This shows her skills to be a team player and her willingness to help others.
3. Feeny was able to have extended conversations with her teachers and was very observant during read alouds describing what she saw.
4. Feeny showed strong interest in books and storytelling which helps her with comprehension and understanding.

Social-Emotional Skills and Processes

1. Feeny was an easy going child; she expressed her emotions clearly so her teachers knew how she was feeling and she barely got upset. If she did get angry or upset she yelled. This demonstrates that she understands her emotions and knows how to express herself.
2. Feeny participates in play time by playing with her friends, putting beaded necklaces around their neck, and sharing toys with her classmates. This demonstrates her ability to be part of a group, her manipulation of objects, and her interaction with peers..
3. Feeny plays and participates openly when there is a visitor in the classroom. This demonstrates her self confidence, her interaction with adults, and her social skills.

Motor Skills and Processes

1. Feeny moves her arms and legs without any help or assistance. This demonstrates her independence, her gross motor strength, and her psychical skills..
2. Feeny placed beaded necklaces around her classmate's neck, and she was sharing toys with her classmates. This demonstrates her physical skills, her play interactions, and her social skills.
3. Feeny was able to pour her milk and cereal into her bowl at breakfast time with no assistance from her teacher. This demonstrates her ability to be independent, her fine motor skills, and her ability to interact with others.

Sensory Skills and Processes

1. Feeney used her sensory skills to remember information, objects and even conversations that she had.

2. Feeney can hear well which helps her language development. She's able to repeat and recall information which shows understanding and language development growth. Her language development is growing fine.

3. Toddlers are just beginning to see and explore the world. Feeney likes to read and eat. She discussed eating oatmeal at home while having cereal and oranges at breakfast time.

Aspects Of Culture

There are 13 aspects of culture that can greatly impact our daily lives. There are six aspects of culture that impacted my life.

Culture: My first aspect of culture is food. My grandmother from my dad's side is from Puerto rico. I was born and raised in America and I hope one day I can visit Puerto rico.

Food: Puerto Ricans have their seasonings that bring flavor to the food and other dishes. My mom mainly made the Spanish dishes for dinner, but she also knew how to make other things out of our cultural dishes.

Celebrations: My third aspect of culture is celebrations. It's always a party or some sort of gathering whether it is a birthday, a holiday, or welcoming a new addition to the family. For the passing of a loved one we celebrate their life by having a funeral for 2-3 days, and on the last day is the burial. We go home and light a white candle in memory of the loved one and let it burn until there's nothing left.

Education: My fourth aspect of culture is education. Born and raised in America I went through the American education system by going to public school from kindergarten through highschool. If I were behind or needed extra assistance, the teacher or someone from the school would let my mom know so I could get extra help in school or practice at home.

Transportation: My fifth aspect of culture is transportation. Living in New York City, the most convenient way to get around is by taking the trains or the bus. All my life growing up and

having to travel I would always take the train or bus mostly to go to work. As I got older and while in highschool, I was able to walk to and back from school. There's also cabs and car services that I started using as well such as Uber and Lyft.

Religion: My sixth aspect of culture is religion. Growing up I was told and taught about many religions. I don't have a religion honestly but I do believe that there's a God, and I pray every morning and every night and every time in between.

Comparison of Development

I observed three different children that were in entirely different age groups. Feeny was 2, a boy was 4, and Emma was 6 years. All three children's developmental skills were similar but different. All three can remember something or refer to something showing their memory skills and brain development. Feeny was able to play and remember things her teacher told her. The preschool age child was able to refer to the specific hat he wore in the dramatic play area. Emma the young school aged child was able to count and recognize her numbers. Their language development was similar as well. All three children were able to speak and understand what was being said to them and respond/communicate with others. Feeny was able to sit with her teacher to read and smoothly transitioned into the next activity. The preschool child was able to answer questions he was asked by his teacher. Emma was able to understand what had to be done, and what to do next with the instructions of her teacher. All three children show that their language and comprehension development skills are fine. The only difference between the children was their age group, their development was similar to one another as according to expected age levels.

Setting Comparison

My observation on Feeny took place in a classroom. The classroom was set up with a small sink by the classroom entrance. The children's play area and tables are set up in the middle of the classroom. The tables are round with small chair stools for the children to sit. The play area is set up with a small red couch and a green mat. There are four cupboards where the children's

toys are stored. There are three red chairs, a bookshelf with children's books against the wall and many toys and other materials for the children. The furniture is child sized and easily reached by the children.

My observation on the young school aged child took place in a classroom as well in the dramatic play area. The classroom was set up with 3 different tables and chairs that were child sized and had enough space for the children. The dramatic play area was set up with a big cupboard that had a mirror on the side, and stored children's play clothes including hats, and other toys. There were pictures and posters on the wall and there was another shelf that had a book and flag on the top of it.

My observation on Emma took place in a learning center classroom. The classroom is set up with a small stage that has a projector screen, a big gray rug in the center of the floor, tables and chairs for the children to sit in the back of the classroom, and words and pictures are all around the classroom. All three settings were similar simply because it was in a classroom with lights but each classroom was set up differently. Each classroom was big enough for the children to play, move around, and participate in activities. The young school age classroom was a little different than the other two classrooms because there was a stage and a big projector screen in the middle of the classroom. But they were all the same to the fact that it was a safe space for children to learn and grow and help their developmental and learning skills grow.

Conclusion

As I conducted my observations on the children, they all taught me something different and gave me better knowledge about children. I was able to learn about the developmental stages of each child in different age groups. I learned that children see the world differently, each child develops differently, and at their own pace. For an infant/toddler their developmental skills are becoming stronger as they experience and explore the world and feel safe to freely express their emotions. A preschool child, I learned that each child is different and has their own way of

playing and sharing toys. Observing a young school age child I learned that a child can sit and focus on one activity and smoothly transition to the next. I learned a lot during the observations and it connects to my class because I see how child development happens in a classroom setting, and how it differs from each age group as they get older.