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Commentary Paper

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Developmental Skills and Process

I will be discussing 3 child's development and then I will compare 2 of them. All 3 children were observed in three different places, Lilove is one of the children, I observed her in the daycare, Jay was in a playground and the other one was a video name "ECE 102 Kindergarten Observation 2" the child I chose to observe was named Austin. I will discuss their aspects of culture and how it connects with mine, I will also compare their domains of development, how similar and different. I will finally discuss their setting comparison, how different, impacts on their behaviors and developments.

Cognitive

Lilove was playing with LEGO's building towers, you can tell from her facial expression she was enjoying herself smiling and laughing looking around to see what her classmates were building, she grabbed the LEGO's really confident like she knew exactly where to place it but at the same time you can see how she shared and waited her turn to grab the legos, seeing her little finger grabbing them was so cute how some LEGO's pieces were actually bigger than her hands but that didn't stop her, it was also nice seeing how they worked as a team. These actions demonstrated problem solving, creativity, motor skills and hand-eye coordination.

Language

Lilove was sitting down with her baby doll when I noticed she stood up and started pointing at her blanket using her right finger and saying "Mami cold" I found it funny because that was her teacher, and made me think she probably was missing her mom. When it was time to read, the teacher took out a book about animals and started reading and what I noticed was that lilove got excited and when the teacher said "repeat after me" lilove was engaged pointing out with her little fingers (a cow and saying muuu). These demonstrated her effort to put words together into short sentences, understanding words, attention, visual information within the environment, and comprehension of language.

Social

While the children were in the Dramatic Play area, Lilove started playing with two students in the kitchen area, they pretended to make soup, lilove put a toy plate with water that she got from her sippy cup in the oven saying it was "chicken soup", and also Lilove was pretending to make apple juice, putting a red apple in a cup. This demonstrated sharing, imagination, and gaining ideas

Emotional

When Lilove finished playing with her classmates she went to the music area and started playing with the piano and singing "twinkle twinkle little star" I found it cute because she was smiling more, and laughing by herself. It made me think she probably would like to play piano in the future. This demonstrates the expression of her feelings, curiosity, and motor skills.

Physical-Fine and Gross Motor

When students were doing art activities, the teachers gave them colored sheets with crayons and Lilove grabbed the crayon with her little right hand and began to make circles. And when the teacher played a song that mentions each part of the body and she asked them to dance that song by moving their body parts as the song said, Lilove was clapping, touching her head, shoulders and moving her hands and feet freely. This demonstrated hands movement, finger movement, hand-eye coordination, body movement, arms movement, balance, and concentration.

Sensory Processing

Lilove made excellent participation in music, movement, and art activities. Thus demonstrating adaptation, confidence, and courage

Activities of daily living

Some of the activities of daily life that I observed in the daycare were each child had to wash their hands and go to the bathroom before having lunch, after lunch they should wash their hands again, brush their teeth and go to the bathroom if necessary. These activities demonstrated fine and gross motor skills, organization, and cleaning.

Aspects of Culture

Lilove's aspects of culture are ethnicity/nationality, language, environment, age, family composition, and race. These cultural aspects influence the development of the girl since she is 2 years old and is developing her language skills. So, at home, her parents speak to her in Spanish and at the daycare, the teacher speaks to her in English, which is a bit confusing for her, but Lilove is learning two different languages, which will be excellent for her life because she is

likely to be bilingual. Lilove's aspects of culture are similar to mine because like her I am learning a new language which is English since my first language is Spanish. My process of learning has improved a lot because I am attending college where almost everyone's first language is English, so it has been a challenge for me.

Comparison of Development

Cognitive

I will discuss Austin and Jay's cognitive development, their similarities and differences. Austin is 6 or 7 years old while Jay is 4 years old. Austin was playing with her classmates using LEGO, while she was building a house with windows and doors, she asked the teacher to help her build a garage for her house because she said she already had the toy car to put inside the garage.

Austin was also telling his partner to build a LEGO tablet because she thinks tablets are cool.

Instead, Jay, who was on the playground with his brother and friends, seems to enjoy playing alone on the slide, because he was smiling more while he pulled his toy car down the slide. Both were playing, thus demonstrating their hand movement and hand-eye coordination skills. The difference is that they were using different toys, Austin was sharing ideas with her classmates instead of Jay who seems to enjoy being and playing alone.

Language

I will discuss Austin and Jay's language development, their similarities and differences. Austin was the most talkative of the other 2 children, she always said what she was building with her legos, she said she wanted a car for her garage, she talked about her brothers and her father, and also said that her parents spoke English. She gave her classmates ideas to use LEGO's, she asked

for help if she needed it, and also she talked about the movies she has seen. Instead, while Jay was playing with other kids sharing their toys and putting together LEGO, Jay was explaining to his friends where each piece goes, saying "put the red piece here in the corner" and "the blue one goes right here" and was also asking for the pieces he needed: "Give me that piece please". They both spoke English, they knew how to put words together in sentences, and they both expressed what they wanted or needed. The difference is that Jay was shown to be in charge by giving his friends instructions where each piece goes. And Austin was sharing ideas with her classmates to build with LEGOs.

Social

I will discuss Austin and Jay's language development, their similarities and differences. Austin seems to enjoy being around her friends and teacher because while she was playing with them she was telling them stories about her life and family, about her favorite movies and characters she has seen. Another thing she is learning is how to share with her classmates. When Jay arrived with his brother on the playground, they began to interact with the children who were there, little by little, because some were playing on the swings and others were playing on the slide, so they did not realize who was coming to the park. However, in the end, they were all playing together throwing and catching balls, pushing toy cars, and running. They both were interacting with other children, developing their language and social skills. The difference is that Austin was in kindergarten with her classmates which demonstrated her adaptation, while Jay began to interact with the children who were there little by little.

Emotional

I will discuss Austin and Jay's emotional development, their similarities and differences. Austin

was very expressive, smiling most of the time while she was interacting and building LEGO's houses with her classmates. When the teacher asked who needed a window, Austin smiled and raised her hand saying "Meee" "I need one for my house". Like Austin, Jay was also very expressive, he was smiling most of the time while he was close to his brother and other children and he also shouted and jumped a lot when he was with them and thus expressed his happiness. Their differences are Austin was already adapted to the kindergarten, so it was not a problem to express her feelings while Jay took his time to express his emotions with other children.

Physical

I will discuss Austin and Jay's physical development, their similarities and differences. Austin with her classmates was seated the whole time. The only movement I saw was her arms, hand-eye coordination while playing with the legos, she used her finger to separate the legos to attach them to her house. Instead, Jay was climbing the monkey bars, he moved his arms and tried to succeed but his small arms didn't let him and only reached the second bar. They both were developing their gross and fine motor skills. But the difference was that Austin was seated the whole time, instead, Jay was moving his whole body all the time.

Sensory Processing

I will discuss Austin and Jay's sensory processing development, their similarities and differences. What I noticed when I was observing Austin was how happy she was to be in school and how comfortable she looked around her teacher and classmates, she wasn't afraid to express herself. Instead, when Jay arrived with his brother on the playground, they began to interact with the children who were there, little by little. They both showed trust, courage, and integrity. The difference was Austin was already more adapted to kindergarten since she attends every day,

instead, Jay began to adapt little by little with the children who were in the park and their surroundings.

Activities of Daily Living

I will discuss Austin and Jay's activities of daily living development, their similarities, and their differences. The video only shows that they were doing a specific activity which is sharing with her classmates and playing with the LEGOs. Instead, Jay who was in the playground showed some of the activities of his daily living, when Jay went to his mother to ask for food, she took out some crackers and apple juice but before she gave it to Jay and his brother, she took out some baby wipes to wipe their hands. When they finished having their snack, their mother took them to the restroom. There are not any specific similarities because in the video Austin was seated throughout the whole video. Instead, Jay was playing and interacting with his surroundings

Setting Comparison

Child A

I made my observation at a daycare in Queens called "my little kingdom daycare" on Wednesday at 11:30 am. There were many toys, stuffed animals, costumes, painting materials, chairs, and tables for babies, TV, cribs, books, class rules, the walls had drawings, letters, numbers, geometric figures, calendars with the picture of each child. This place is different from the others because it has enough implements to develop fine and gross motor skills, and also for social, cognitive, language, and emotional development. Lilove was very confident and followed the daycare rules. For example, when the teacher asked her to wash her hand before having lunch she listened immediately and did it. Since Lilove was in daycare the whole day, she had the

opportunity to develop their social, cognitive language, and physical skills following the daycare rules.

Child B

I made my observation in a public playground known as "greenhouse". It was a sunny Sunday at 2:30 pm. The place has swings, a water fountain, slide, climbing bars, a seesaw (teeter-totter), merry-go-round, bathrooms, trees, and an American flag. This place is different because it has enough room to jump, run, socialize with other children, develop language, and develop gross motor skills. Since Jay was accompanied by his mother and brother, he did not have rules in the park so he was freer. Jay was having fun in a playground, so he has the opportunity to develop their social, language, and physical skills.

Child C

I made my observation by watching a video called "ECE 102 Kindergarten Observation 2". The children were seated on the floor with a teacher. In kindergarten, they had enough legos to create whatever they wanted. There were stairs, a water fountain with kid step stools which I found very cute and the wall was full of crafts that the children created. This place is different because there they have only legos to build what the children were imagining. Since Austin in the whole video stayed seated playing legos with her classmates, she did behave very well in the whole video. Austin was developing her physical skills by playing with legos and following the teacher's rules.

Conclusion

My experience as an observer was excellent, I learned a lot about the development of children, their abilities, interests, and I also discovered their reactions and connections to others and their environment. I am struck by how different each child is, even if they are the same age and that each one learns at their own pace. This experience will impact me in a very positive way since all the observations and what I learned in class will help me to become a better early childhood professional.