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Commentary Paper

  In the preschool age observation I did it involved Ashley, a young girl. During the observation I watched as she moved and interacted with other children her age. She used expressive language to share her emotions with the other children. For example, when she wanted something that her classmates had and she wanted she looked over and said "I need that". She used her voice to express what she wanted. Moreover, another example of when she was social was when she joined her teacher and classmates. During this social encounter she joined the conversation when they started writing their names on a paper. She wrote her name on her paper and started writing as the other kids did the same. This helps her develop her social skills with her classmates and also her cognitive skills as she learns to write her name. Furthermore, another example of how Ashley used language was when she was playing with her classmate and she had put on yellow gloves. When she had the gloves on she was confused on what to do and asked her classmate "what do I do?" Her classmate then showed her to "clean the mirror", which she proceeded to do. This helps her build more social skills and to interact with her classmates. Furthermore, Ashley was able to show cognitive skills as she was able to interact and know how things work around her classroom. Going back to when she was interacting with her teacher she was able to pick up how everyone was writing her name. She took a paper and marker and also started writing her name down. Furthermore, when she was playing with dolls she showed an understanding of how to play with the dolls. She was also patient when she was sitting down and her classmate came and she moved for her. When she got up she moved and didn't get upset. This shows that she is an easy going child because in a few more situations she was left out of an

activity but she managed to include herself and not let it affect her. The motor skills that she presented were being able to interact with her classmates in playing dolls. She was able to sit and walk around and move toys around. The fine motor skill was when she was also able to hold a marker and try to write her name on a paper. Her emotional development involved, when she wasn't able to figure out what a glove was for when she put them on. She asked as she was confused and her classmate showed her what to do. This helped her figure it out and she was able to ask. Furthermore, when a girl took her seat when she got distracted instead of crying or throwing a tantrum over the seat, she was able to take her doll and move to the seat aside. Another situation was when she was looking for toys in a toy bin and some girl reached in and another child had gotten to it first. She was able to give it to the other child and recognize that she had it first and she kept looking for other toys.

The impacts that can affect the development of Ashley are her age. Preschool ages children usually are 4-5. At this time it is still important to teach them a lot because they are new to the "environment". It's important to be patient with them because they are getting used and still learning about their surroundings. Another aspect of culture that can affect her development also includes how she is disciplined at home. This will reflect in how she is at school. To me she seemed like an easy going child who doesn't get easily upset. This might reflect how she is disciplined or how she was taught at home. Furthermore, what can impact her developmental skills is her birth order and if she has other siblings or if she is the first born or the youngest or middle child. This also affects her because she is able to communicate and interact with siblings at home. Another thing that can affect her is who she lives with at home and the situation at home. Some children can be affected by situations like parents getting a divorce or an absent parent. It could affect Ashley in her performance at school and developing because she could be

easily upset and close herself off. Moreover, the child's language can interfere because she could speak another language at home. This will affect how they teach her because they might speak to her in english and this will cause her to need to learn english instead of her language at home. Therefore it's important to let a child learn the language at school if its different from the one at home. Finally, if the child is in the daycare because of a parents work schedule then that can also interfere with the child's development. This can mean the child's parents work a lot and may often not have time to see the child enough throughout the day. This also affects a child because although they interact with other children and their teachers at school it is still important for them to see their parents/parent throughout their day to share their days etc.

Growing up my mom had taught us spanish as our first language because at the time she didn't speak english. This caused me to enter preschool without an understanding of english. I struggled to learn english as the other kids around me would talk to me and I wouldn't understand. However, I had a teacher who was spanish and she was a lot of help to me as she taught me words and by the end of pre-school I was able to talk english and communicate and teach my mom. Another thing that also affected me in my development was being the first born. Since I was the first born my parents didn't know a lot of english and struggled to help me with my english homework when I got to elementary school. I would have to ask my neighbor who would be in the same class to help me when my parents didn't understand. This goes into my parents education. This affected me as well because since they immigrated to the United States at a young age they didn't understand a lot of english. They eventually learned as we went to school and started attending parent teacher conferences. They became more familiar with the language. Another thing that also affected me was not having my dad around too much. My mom would struggle at home picking me and my sisters up from school and taking us places. As we

were closer in age it would be hard for my mom and she would often need my dad's help but he worked almost all day and he would come home when we were sleeping. This affected me because my sisters and I missed out a lot on my dad growing up. Our pre school was also predominantly hispanic because we lived in a neighborhood with hispanic families and families of my friends growing up would talk to my mom. However, since our school was far and my mom didn't know how to drive we had to walk to school. Me and my sisters would wake up early to get dropped off by my mom and when we would wake up late my mom had to rush all of us to school.

The pre-school age and infant/toddler age group is different from each other as they both have different cognitive, language, social/emotional, motor, sensory processing and activities of daily life. However, some traits are similar. A pre school age child is able to interact by speaking. They have a better understanding at communicating as a toddler would only communicate via expressions or physical movement. Furthermore, a child of preschool age has more reason and knows a little more how to control his or her emotions as a toddler doesn't and reacts differently. Moreover, a preschool age child is able to be more cognitive as they have a little more eye and hand coordination. They are able to start writing and draw pictures. However, both ages are also similar because although a child of preschool age is able to control his/her own emotions they are still learning like a toddler who is also learning. Furthermore they still do similar activities to keep helping them to have an educational play. They are to play with toys around them to develop their social skills and education.

In all settings I had different settings. In the infant/ toddler observation I was at the child's home where she was familiar with stuff around her and comfortable. In my preschool age group I saw a girl who was in her classroom. In my school age observation I observed a child as she was

in a park. The settings were similar because it was a place a child was familiar with and they were with people they felt comfortable around. They were different however, because the children in all observations were able to perform different activities. The one in the park had more interaction and had a bit more open space to be more mobile. The observation at the school we were able to see how a child interacted with the rest of the children. The settings could have impacted the children's behavior because if they felt more free in doing stuff they would have felt more comfortable and when a child was in a place with more people they had to also adapt to the children in their setting. The infant at home was able to play by herself but I got more of an understanding of her behavior and how she reacted to different situations with her toys. The setting also impacts the child's development because if he/she is in a closed off environment it doesn't always allow for much social communication. If they were in a school setting or in a park they are able to gain more developmental skills.

To conclude, my experience in being an observer I got to learn about the different stages that children are at in different age groups. I got to see how they interact and react to different situations. I also saw how the children develop their skills as they grow older. What I learned from these observations is that you have to pay attention to a child and sometimes it can be hard as a early childhood educator because if you have a class of children it can be a little hard to notice all of them and how they feel or react. I also learned that all children learn at different paces, and that not all children within the same age group react or think the same. However, this experience helped me to become an early childhood professional because I was able to gain an understanding of how children develop at different stages of their life and how important it is to observe children to see where their development is at.