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ECE 211

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8/26/21

There are four developmental domains that children reach with help from their surroundings, experiences, support and abilities. Each child is different, but for each age group, there is a general baseline that children will meet. The physical milestones are based on each child's ability to move their body, large and small functions, or gross and fine motor skills. Kicking a ball, running with control, jumping and climbing are examples of total body movements. Fine motor skills are comprised of dexterity of fingers, the ability to pick up, peel off and put on small items, ie: stickers or picking up a coin, and holding their utensils.

For their social/emotional goals, helping a child self regulate their feelings, big and small is especially needed, as children in the 2 and 3 age range (and beyond) are continuously learning new feelings and navigating how to express them. Learning to take space to find peace and feel safe, and sharing their feelings in a safe way with others is very important.

Cognition for little ones can be aided with helping them learn to process what they are being taught, through thought, trial and error/experience, and utilizing their senses. Whether it be a science experiment, or learning about empathy, helping children with discovering cognitive reasoning is essential.

Language and literacy is a very important developmental milestone. Using rich vocabulary, reading and modeling reading, is a great way to encourage the growth in this domain. Allowing children to take their time while explaining something, or asking a question, gives them the opportunity to learn to use their voice and explore their language abilities. Sharing with classmates, teachers and parents in the world

around them, their feelings and thoughts through language is such a wonderful and critical place for children to express themselves.

### **Video observation:**

Teacher Yvonne Smith, has her room set up in such a way that allows for all areas of development to come together. In particular, the vast library is there to support language and literacy. I observed children sitting and reading/looking at books together and alone, and also, during a circle time, a child sharing a book with the class. The shelves are also labeled, which lends help to letter and word recognition. Singing during a circle is also a wonderful way to continue encouraging language.

I really liked how the room was set up to accommodate socializing. Several areas were smaller, allowing for pairs or small groups, while the library and block area were set up to facilitate larger group socialization. Spaces for the children to use their imagination in play, such as the pretend area, are wonderful ways for the students to express their emotional selves amongst their peers and continue socialization and language.

In “The Art of Being Present”, Maxine Greene says that a teacher's obligation is in “teaching (students) how to notice what is to be noticed, without imposing (one's own interpretations)”. In the video, Yvonne brought in a pumpkin and had a student-led study over the course of the pumpkins “life cycle”. The children were able to make their own observations, leading to a conversation about composting, brought up by a student, the difference from a carved to unopened pumpkin and all the colors, smells and sights they saw. When a question was posed, Yvonne supported the children in answering their own questions through observing, reasoning and understanding.

