

Esme is 2.5 years old. She has an older brother, Nolan, age 5, for who she is absolutely over the moon. Her parents are married, so it is an idyllic family of 4. The family lives in Brooklyn and has a cottage in Maine. The family is white, with both parents having high-paying jobs.

Esme is very cheeky. She loves to hide things, letting out a big giggle when you're feverishly looking for something when she knows where it is. She brings a stuffed unicorn to school every day and carries it around quite consistently. Esme loves puzzles, matching color and shape games, and being read to. She loves to make art, often for her brother. She is participatory in circle time and especially loves to have a "job" (putting out the cushions, being the weather checker or counter). She is very kind. If another student is upset, Esme offers up her unicorn as a temporary comfort or will bring the friend their family picture.

Esme is "sparked" by puzzles. She is really good at them and intrigued by new ones presented in the room. She also loves studies or play we do that includes sensory materials. She is also very "sparked" when "family" is discussed. She beams talking about her family.

During open/free play, Esme is primarily with a teacher, particularly myself at this time. She will play with other kids when facilitated by a teacher or if they are in the same center she is in. She is more social outside and during snack or lunchtime.

Esme's greatest strength is her kindness. This really helps her with socializing and helping other students in conflicts. She is at age-appropriate levels in knowing her shapes, colors, and numbers.

Because Esme is such an affable and pretty independent child, she sometimes feels like she is missing out on attention when teachers have to turn their attention to students who need more support. When this happens, she will do things to get attention, such as take her shoes off outside or climb on a table and look to a teacher for a reaction. Esme is working on using her words to ask for special teacher time.

Esme's two strongest intelligences would be interpersonal and linguistic/verbal. She thrives in one on one conversation and loves books. She is very aware of others' feelings and is able to understand differences in opinions.

I think my activity plan would be good for Esme as it currently is. Having the smaller stations will enable her to utilize her interpersonal skills, and providing high-quality books on the subject will also be of great benefit.