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ECE 311/Complete Child Study

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First Section: Running Records

Objective Observation of Physical Development

Child: Apryl

Age: 5

Setting: School Playground

Time	What is actually seen	Meaning of observed behaviors
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<p>- 11:39AM</p>	<p>- Apryl climbs up a turquoise pole looking ladder to get up on the slide. She uses both of her legs, climbing one leg up at a time and uses both of her hands to hold herself and support her body at the same time.</p>	<p>- She is able to balance her body using her legs, and complete body. She is aware to also use her hands to support herself as she climbs up.</p>
<p>- 11:41AM</p>	<p>- She runs around the playground in a circle, chasing her classmates. She uses both her legs, moving them one by one and with an excited expression. She was smiling as she ran.</p>	<p>- She is able to multitask by being able to run while keeping track of who is behind chasing her. She is also able to run using her whole body and keeping it balanced.</p>
<p>- 11:42AM</p>	<p>- She stops running, climbs up the stair steps on the playground using both her legs and jumps back down using both of her legs to support her body and bends as she goes down.</p>	<p>- She is using her gross motor skills, promoting her muscle strength, bone development, balance, and coordination.</p>
<p>- 11:45AM</p>	<p>- She starts running again in a circle around the playground, chasing her friends. She stops for a moment and sits down on the stair steps of the playground and watches her classmates talk.</p>	<p>- Shows her gross motor skill development, by being able to strengthen her muscles in her legs, and being able to eye coordinate in</p>

<p>- 11:48AM</p>	<p>- Apryl starts running again, happy screaming, as her classmates chase her. As she's running she is also tilting her head back a little to see who is chasing her.</p>	<p>which way she's going. She is also observing and being aware of what her friends are doing/talking.</p> <p>- She is able to multitask, by running and being able to look back as she runs to see who is behind her. Her cognitive and physical development develops.</p>
<p>- 11:50AM</p>	<p>- She stops again, sits down on a blue bench, along with her classmates and she listens to what they are saying, "a monster is chasing us", Apryl then says "I know", and they start running again.</p>	<p>- She is aware, and attentive to what is going on around her. She is able to listen and respond to her friend's conversation, and she is able to continue her activity such as being chased by a "monster". She is using her imagination.</p>

Objective Observation of Emotional Development

Child: Arielle

Age: 5

Setting: Circle time in the classroom

Time	What is actually seen	Meaning of observed behaviors
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<p>- 9:49AM</p>	<p>- Ms.Diaz asks the class to look around for items in the classroom that have the “X” sound on it. Arielle raises her hand to get chosen because she wants to answer.</p>	<p>- She wants to participate and wants to get chosen. She is interested in the topic/question.</p>
<p>- 9:50AM</p>	<p>- Arielle is sitting down on the rug crisscrossed and puts her head facing down the rug. She then starts crying and whining because she wasn’t chosen.</p>	<p>- She is sad because she didn’t get chosen.</p>
<p>- 9:52AM</p>	<p>- Ms.Diaz asks Arielle for her answer to the question, “Arielle what else has the “X” sound?, What about a number?” Arielle stops crying and excitedly says “Six!”.</p>	<p>- She gets happy again to get chosen and her mood goes up again.</p>
<p>- 9:55AM</p>	<p>- Arielle looks around the room, turning her head around, observing classroom items.</p>	<p>- She looks and observes for other items she can say or choose.</p>
<p>- 9:56AM</p>	<p>- Ms.Diaz reads aloud the book about the letter X, and Arielle pays close attention</p>	<p>- She pays attention and focuses on the topic/lesson. She knows when to pay attention.</p>

<p>- 10AM</p>	<p>as Ms.Diaz reads it.</p> <p>- The read aloud is over, and Ms.Diaz asks the class for an object in the class with the "X" sound. Arielle raises her hand but another child gets chosen and gets up and grabs an object. She gets sad and in a sad low tone says " I cannot go yet", puts her head down again and faces the rug and cries.</p>	<p>- Her emotions are in a roller coaster, she gets sad then happy then sad again. She gets upset for not getting chosen again.</p>
<p>- 10:02AM</p>	<p>- Ms.Diaz asks her for an object with the "X" sound. Arielle gets up, and goes for a toy xylophone. The class claps for her. Arielle smiles and sits down on the rug.</p>	<p>- She gets happy she gets chosen.</p>

Objective Observation of Social Development

Child: Apryl

Age: 5

Setting: Dramatic Play Area

Time	What is actually seen	Meaning of observed behaviors
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<p>- 9:40AM</p>	<p>- Apryl finishes her coloring worksheet, puts it on the pile of work that's done. She grabs her picture to select a center and goes for a dramatic play area.</p>	<p>- She is able to follow the daily routine, and is aware of making her own choice in selecting a center, allowing her to make choices.</p>
<p>- 9:42AM</p>	<p>- She grabs a brown bin with different baby dolls and grabs one. She then grabs a red bin that has many different outfits for the baby dolls. Another girl comes and tries to join her by doing the same thing she did.</p>	<p>- She is able to comprehend that babies wear clothing as well, and it allows her in making her own choices.</p>
<p>- 9:44AM</p>	<p>- Apryl chose green pants, a pink and white striped shirt, and a pink hat. She tries dressing up her baby, she grabs the baby doll and tries to put on the pants. She then sees that her classmate does the same, and tells her "Crystal I like your baby's clothes, do you like mine?". Crystal tells her "Yes I do, it is cute".</p>	<p>- Apryl was able to compliment her friend, after she saw she was doing the same thing as her. She was also able to start a conversation with her friend.</p>
<p>- 9:46AM</p>	<p>- Apryl struggles to put on her baby dolls hat and looks at me and says "Ms.Luna can you help me put it on please?". I then say "yes of</p>	<p>- Apryl was able to realize she needed help, and asked me for help. She was also able to answer</p>

<p>- 9:48AM</p>	<p>course Apryl, your baby is looking real cute, do you have sisters or brothers at home?”. She then tells me “no I don’t”</p> <p>- Apryl and Crystal pretend to put their baby to sleep. Apryl tells Crystal “my baby is crying, I’m trying to make her sleep”, she hugs her baby doll and rocks her. Then she puts her baby doll in a red rectangular bin. Crystal’s baby “cries”, she tells Apryl, “my baby is crying too, what can I do?”. Apryl tells her “give her milk”, and hands her a toy baby pink and white baby bottle.</p>	<p>my simple question.</p> <p>- Apryl was able to help out her friend by suggesting what she could do to help “comfort” her baby doll, and handing her the useful item.</p>
<p>- 9:50AM</p>	<p>- Apryl grabs the red bin of the baby doll clothes, and tells Crystal “we are going to the beach, can you help me fold the clothes?”. Crystal says “yes, I help you”. Both Apryl and Crystal fold the clothes and put them one by one on the red rectangular bin. They tell me “Ms.Luna we are going to the beach, and we are packing”. “Wow that is a lot of clothes, do you like the beach?”. Apryl and Crystals say</p>	<p>- Apryl was able to keep her friend involved in the “play date” of the baby dolls, by allowing her to be part of the folding clothes activity. They were also able to tell me where they were going, and answer my question. They were both also multitasking.</p>

	<p>“yes I do”. Apryl says “I go with my family when it’s really hot outside”. Crystal then says “me too”. They both smile and keep folding the baby dolls' clothes.</p>	
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Objective Observation of Creative Development and Individuality

Child: Apryl

Age: 5

Setting: Work tables

Time	What is Actually Seen	Meaning of behaviors
9:35AM	<p>- Ms.Diaz finished reading a giant book about gardening, which talked about different kinds of gardens such as fruits and vegetables, flower gardens, etc. She then asks the class “what kind of gardens did we see in the book?”. April raises her hand and smiles. Ms.Diaz then calls on her and asks her “what kind of gardens did you see in the book Apryl?”. Apryl says “flower garden”, then the teacher tells her “yes good job!”, and continues on asking and calling out on the other children.</p>	<p>- This demonstrated that Apryl was paying attention during the reading and knew a kind of garden, an answer to the question the teacher asked.</p>

<p>9:39AM</p>	<p>- Ms.Diaz tells the class “today we will be drawing our own garden, are you all ready”. The entire class screams “yes”, and she tells them to go get their crayon box and sit down on their tables. Apryl grabs a crayon box and sits down. She then begins drawing a line across her paper and colors on the bottom of the line brown.</p>	<p>- Apryl was able to follow instructions when the teacher asked the children to grab a crayon box and sit down on the table.</p>
<p>9:43AM</p>	<p>- I ask Apryl “what did you just draw?”, “the dirt where flowers grow”, she says. I then say “it looks nice, a lot of dirt, what else are you going to draw?”. She then says “I’m going to draw me”, and she begins by grabbing a pencil and starts drawing a circle, then her dress, then the arms and at last her face features and hairs. She then colors her dress in green.</p>	<p>- April uses her imagination and behind to create a flower garden, by drawing dirt at the bottom of her paper. She included herself inside her garden and drawing.</p>
<p>9:46AM</p>	<p>- Then Apryl grabs her pencil again and begins to draw lines going up the dirt and i</p>	<p>- She uses her fine motor skills when holding a pencil and being</p>

9:48AM	<p>ask her “what are those lines for?”, she then says “it’s for my flowers, I’m going to draw flowers on top of the lines”. I then say “oh it looks so cute already, what color will you color them?”. She then says different colors like the rainbow”. “Wow that’s nice, it’s going to be a colorful flower garden”. She then says “I know”.</p> <p>- Apryl grabs one color at a time such as blue, purple, green, orange, and colors the flowers she drew. “Your flowers are looking so nice Apryl”, I tell her. Apryl says “thank you, do you like it Ms.Luna?”. “Oh yes of course I do”.</p>	<p>able to draw with it. She is also able to hand eye coordinate as she draws on the paper.</p> <p>- She uses her creativity and imagination as she colors, draws, and talks with me. She is also using her cognitive development by being able to understand how a flower garden looks like and/or a different kinds.</p>
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Objective Observation of Cognitive and Language Development

Child: Crystal

Age: 4.5

Setting: Working

Tables

Time	What Is Actually Seen	Meaning of Observed Behaviors
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<p>- 9:44AM</p>	<p>- Ms.Diaz finished reading a book about things that start with the letter “Q”, she then sends the children to sit down on their tables, and tells them “today we will be coloring things that have the “qu” sound on them”. Crystal sits down on the table. She then hears her partner say “my pencil is tall”, then she says “mine is too look”. They go back and forth debating whose pencil is longer, and saying the same thing. “No, mine is”, her partner says, and she says “no, look mine is taller”.</p>	<p>- Crystal was able to follow her routine, by being able to sit down at her table to do her work. She wanted to join the conversation/debate of the tallest pencil among her classmates. She was able to join the conversation in her own way.</p>
<p>- 9:46AM</p>	<p>- I then tell Crystal, “let's try to write down your name first”, she then grabs her yellow pencil and starts tracing her name that is written with yellow on top of the worksheet. She traces the letters C and H, and then says “it’s too small, I can’t do it!”, with a frown on her face”</p>	<p>- Crystal is able to do as she was told, like when I told her to trace her name. She was able to express herself when she thought that where her name was written was small for her to trace it.</p>

<p>- 9:48AM</p>	<p>- She then tells me “can you help me write my name please?”. I tell her “try to trace the yellow letters, you can do it”. She then says “no I cannot, it is too small”. So then I tell her, “why don’t we color the pictures first and then you write your name.” Then she tells her partner, “What is your favorite color, Noah?”. He tells her “rainbow”, she then says “mine is pink”. She grabs a pink crayon and looks at her worksheet.</p>	<p>- She felt like she couldn’t do it, so I suggested moving on and she proceeded to do it. Then she was able to begin a new conversation with her classmate that was related to the activity, by involving colors. She was multitasking.</p>
<p>- 9:51AM</p>	<p>- She drops the pink crayon inside the pencil case, and grabs the pencil again. She says “I’m going to write my name first”, and tries again to trace the yellow letters written on top of her worksheet. She traces all missing letters, and says “look Ms.Luna I did it”, and smiles. I tell her “yay, you see you did it, good job”, and smile back at her.</p>	<p>- Crystal was able to problem solve the issue that started when the activity began. She didn’t give up and even though she got kind of distracted she was able to complete the task. She looked happy when she wrote her name, and continued to work.</p>

- 9:53AM

- She puts her pencil back in the pencil case, and grabs the pink crayon, and says "which picture starts with "q" sound?". I then point at the quarter in the sheet and say "what is this?", she looks at it for about 5 seconds and says "a quarter", and begins to color it.

- Crystal was able to identify an item that Ms.Diaz showed the "Q" book, and identified the quarter. Her cognitive ability was being used.

- 9:55AM

- Crystal hears and looks at her partner Noah, showing Ms.Diaz his worksheet, and he says "Ms.Diaz I'm done". Crystal then says "aww I'm still not done", with a frown on her face and faces down the table. I then say "let's keep going, you will finish soon, what is this?", as I point to a cartoon queen. She says " a a hmm queen!". I tell her "yes Crystal you got it". She then says "what color is the queen?". I then say "choose your favorite color", she then grabs the pink crayon again, and begins to color.

- She wanted to finish her worksheet as she saw her friend finish before her. She got sad by putting her head down towards the table, which then made her continue in finishing her activity. She was able to "solve" her worksheet, and was able to ask her help/guide throughout it.

Second Section: Descriptive Reviews

Physical Presence and Gesture

Apryl is a 5 year old dominican little girl. She has blonde curly hair, is light skinned, has brown colored eyes, and is a joyful girl. She is about 3 feet, and most of the times that I've been there she has her blonde curly hair up in a bun, and sort of ponytail. She usually wears the school uniform, blue sweatpants, blue polo uniform shirt with her black and white Nike sneakers and a black fur sweater. Her voice is soft, sweet, and when she talks it sounds so cute, adorable, and sometimes funny. When she wants her friends' attention, and they don't respond as fast as she would want, she raises her voice and talks loudly. When she complains or doesn't like something her voice tone goes low, and becomes soft. She makes a couple of facial expressions depending on the situation, for example when we're at the park and she's playing with her friends she usually has a smile on her face and she laughs with her friends. One time a little boy bumped head to head with Apryl at the park while they were running in opposite directions and Apryl had an upside down smile, her eyes got sad and watery, her cheeks turned red and started bursting into tears crying. During lunch time she has a concentrated look at her classmates' meals, and seems to focus on the conversations she listens to by looking straight forward at them, and eating her piece of bread.

Apryl's physical movements are very active, for example when she moves around the rug in the classroom, she watches her surroundings so she doesn't step on somebody's hand, she walks with precaution. When she enters the classroom, for example the music room, she looks as she enters, holding her partner's hand, uses her two hands to take out her coat and puts it on the stack of coats. She then sits down

criss crossed on the rug, in her assigned square spot, she follows the routine. Some of her big movements are coordination and balance, using both of her legs. She is also able to build tall towers using blocks, about 3 weeks ago Ms.Diaz talked to the class about buildings, and during center time Apryl got the opportunity to build a building as tall as she could on her own and knocked it down. Another big movement Apryl is able to do is run using her gross motor development, by using her entire body to balance herself and her two legs. She is also able to go up and down the stairs alone, without help using her gross motor skills. Her small movements are hand-eye coordination when walking and talking. Pincer grapes when she is able to grab and move a pencil, crayons, markers, and paints when doing work and art. She is also able to write her name on her own, not as perfectly written, but we are able to understand the letters and they are in order for her name. She is also able to put on her jacket, her sweater and is able to grab her lunchbox and backpack when she needs it. She is also able to eat on her own, play with toys, and is able to go to the bathroom on her own and also washes her hands with water and soap.

Apryl is mostly still when she is coloring her worksheet, during that time she is sitting down on a blue chair at a table with her classmates, and her body is sat on top of the chair with her legs hanging down the floor and her upper body on top of the chair, her hands and arms are on top of the table as she works on her worksheet. She is mostly active when she is at the school playground with her classmates. She is usually running around using her whole body, and is climbing up and down the playground. She also slides herself down the slide, using her bottom body sitting down on the slide and sliding her body down. A physical activity she can do well is play in the playground, and

play some instruments in the music class, such as the drums and xylophone. During those activities she has a smile on her face, and seems happy. She also seems focused, and interested. Since I'm there once a week I don't really see her struggling at something but from what I've seen is that she struggles with sharing, for example each child gets to have their own pencil/crayon box during art and during their coloring worksheet, sometimes she has 2 pencils or a colorful pencil and the child next to her doesn't, they ask her if they can have a pencil and she usually says no that they have their own pencil box. I usually tell her that she should share, that is nice to share. Some of her regular ways of moving/holding her body is using gross motor skills, such as her whole body, being able to balance it at all times, running, dancing, jumping, throwing, and holding.

Disposition and Temperament

Apryl is a child who is more consistent throughout the day, she behaves throughout the day. I've seen her in a couple of emotions such as happiness when she plays at recess and at the dramatic center. I've seen her get excited like when she came in a little late to class because she went to a doctor's appointment and got some blood work done, she came in excited wanting to tell Ms.Diaz, the assistant teacher and me how she didn't cry and got a sticker as a reward. I've seen her get sad when a classmate accidentally bumped head to head with her at the school playground and she started crying. I've also seen her get mad when someone doesn't want to share something with her such as a toy or a pencil/crayons. She seems to feel the most calm when she is sitting down, attentively listening at the rug when Ms.Diaz is talking, reading

a book and teaching something. She seems to feel the most comfortable when she's eating her lunch, while talking with his classmates and me.

Apryl doesn't really get upset, but when she does she has a mean face and looks very serious. For example, one time she was playing at the block center with 2 of her classmates, they were stacking up wood blocks like a tall tower so that they can throw a ball that was swinging on a stick that Ms.Diaz made, to see who throws more blocks when it's their turn and a child went before her. So he threw the tower, and helped it build it again, when it was time to throw the tower the child decided to go again, and Apryl got upset and said "hey it's my turn!", in a loud voice. The child didn't care much and threw it down, so Apryl got really upset, crossed both her arms across her body, she opened her legs wide on the floor, put a serious mad looking face, and tilted her head a little bit down. When she has strong feelings, she is able to express them quickly and then move on to the next activity. She communicates her needs verbally, by talking to one of the adults in the rooms, and sometimes using her facial expressions like when she gives us a look, like wanting to tell us something. She also communicates her needs, by going alone to the bathroom when she needs to use it. Apryl expresses pleasure, joy, and delight when she is playing at the school playground, by smiling, laughing, screaming of joy when she plays with her friends like when they play tag. She also shows joy when I play green light, red light with her and her friends by having an enthusiastic attitude.

Apryl is able to adapt to new/unexpected circumstances really well, adapting well. For example last week, the state test for 3rd graders occurred and the class couldn't go to music class like every week, so this time the music teacher had to come

to our classroom and give the class there. Apryl seemed a little confused by giving a wondering face, and asking “why”, we then explained it to the class and she was able to continue with the activity with no problem, and went on with what was asked to do by the teacher, and she also became curious by asking questions. She has a strong sense of fairness and justice, by sharing with others such as toys, items like crayons, books, and snacks, she knows how to take turns when she has to, such as answering a multiple answer question and patiently waiting to get chosen. She is also able to follow rules at all times, throughout the day in the school. Apryl also knows how to identify unfairness, for example when someone doesn’t share something with her or others and when someone “misses” her turn. She communicates this by speaking up and telling an adult nearby. When she feels like she accomplished something she likes to share it with others such as her classmates, teachers and her friends. When she went to her doctor's appointment, and got blood work done she came into the classroom and wanted to tell everyone in the class that she didn’t cry throughout the process and how she got a sticker for that, she was happy and excited. She also shows her accomplishments when she finishes a worksheet, and does it with no help. She likes to show Ms.Dias, the assistant teacher and me, and usually tells us “look I did it”, with a smile on her face.

Connections With Others

Apryl can be the leader, helper and the observer in a group setting depending on what is being done, for example if Apryl is playing with the baby dolls she likes to be the leader by telling her friends where they’re going, what they’re doing etc. The helper during lunch time, she likes to place the children’s lunchboxes on the tables and observe when a group of children play at the school playground and she wants to join

in. I think she can be both the center of things and the margin, depending on the situation. She gets along with everyone in the class, but from what I've observed her closest friends are 2 girls in the class, Crystal and Savannah. When we go to the playground, they play tag, red light green light, they have conversations about what they did the previous day. Last wednesday it was Crystal's birthday party, and when it was time for the children to sit down to eat pizza and cupcakes Crystal said "I want Apryl and Savannah to sit next to me, they're my best friends", and Apryl smiled and sat next to her, they were enjoying their pizza and talking about the wishes they wanted for Crystal. During center time, Apryl plays with Crystal baby dolls, at the writing center and they also sit next to each other at the rug.

Apryl does seem to move easily among the group of children, for example when they line up and pair with random children, she does as she is asked with no problem or complaining. She doesn't avoid anybody, she gets along with every child and talks to all of them. She communicates with peers verbally, by talking to them. Through body language by smiling, laughing, playing with the children. Through joining together in shared activities like when working on coloring their worksheets, she becomes talkative and says what colors she will use, and shares her crayons. When playing and working with children, she does both initiate activities, for example when they get to choose their centers she tells her friend Crystal "let's pretend to be a teacher". She also looks for others ideas like in the playground, she looks to see with who or what she can play.

She usually works independently during work time, sometimes she seeks for others when she needs some help like when she can't find an answer. She shares with others when she has to and wants to. When another person expresses emotion she

usually observes and asks what's the matter like when a child cries, she asks what happened. She is connected to Ms.Diaz and the assistant teacher, and somewhat to me, at random times she goes and hugs the teachers and tells them she loves them, and that they're the best teachers. For me she usually tells me things to my ear, and starts conversation with me, about her favorite things, or what she did on the weekend, or like one time she went to the doctor before coming to school and told me about how it went. To unfamiliar children and adults she usually observes and asks who the person is, like last week Wednesday a 5th grader came into our classroom, because there was state exams, and she just looked at him and didn't say anything. When I first arrived at the classroom, she would ask me who I was, what my name was and just looked at me but she seems to not pay much attention and moves on throughout the day regularly.

Strong Interests and Preferences

Apryl seems to be interested the most in center time, when she gets to choose which center she can do and be at. She usually goes to the dramatic center where she plays pretend house, pretend family. She also goes to creative arts and makes drawings and colorings, she usually makes art for her mom like the rainbow. She also seems more engaged when we go outside the playground, she gets to run around and play with her friends. She likes to go back to those activities consistently and whenever she gets the opportunity to. She is also focused during rug/meeting time, when Ms.Diaz talks about a new topic, and does a read aloud. Apryl looks straight at the board and book, and usually answers questions about the topic.

Based on the days that I've been there I haven't seen her resist any activities, she usually does as she is asked and behaves well. She has a chameleon stuffed

animal that she grabs before she takes her nap to help her sleep. When she can't reach it from the wall, she asks "Ms.Luna can you please get my stuffed animal", and I give it to her. At first I didn't understand what it was for and then when I saw her hug it to sleep I understood. It helps her and relaxes her to nap. Apryl is a child that has passions for things long term with a variety of things. For example in the dramatic center she usually plays the same thing all the time, and when she goes to blocks she always makes a tall tower and knocks it down. The only time I've seen her though a variety of themes would be when she is in the art center, she could go from drawing a rainbow, to drawing her self and then drawing a garden.

Modes of Thinking and Learning

Some of the meaning making activities Apryl has done are having conversations during center time such as the dramatic and art center. In art she talks about who she makes the art for, for example one time she told me she was doing a rainbow for her mom. In center time she pretends to talk like her mom to her friends when they play in the toy kitchen. They're meaningful activities because she is able to gather information from home, and think about her family. The way she tests her understanding of the world would be when there's an activity about transportation, plants, animals etc and answering the questions the teacher asks. For example, one time Ms.Diaz gave a lesson about transportation and she asked the children how they got to school and Apryl raised her hand and said "I got to school in car, my daddy drive". She experiences sound normally, for example when Ms.Diaz plays music in the classroom during cleanup time she reacts right away and starts to clean up, and when it's nap time soft sleeping music is being played to help the children relax, and Apryl stays calm and sleeps. With

language she knows how to have a conversation and is able to pronounce new words in a way that we can understand. For example when there was a plant lesson she was able to repeat the word “pollen”.

The way she interacts with others to build on her understanding of human behavior and relationships would be that she comprehends that we have to respect everyone, and that bad behaviors and words make people sad. For example, one time a little girl in the classroom pushed and told another little girl “you’re ugly”, and made her cry. Ms.Diaz caught her attention and told her that that wasn’t nice, that how would she feel if someone did the same thing to her, and told everyone that it wasn’t nice. Apryl comforted the little girl who cried and told her she was pretty and that it wasn’t nice. Apryl is able to work both alone and in groups depending on what she does. For example, in the art center she tends to work alone and becomes creative and for the other centers and in the playground she surrounds herself with other children and she listens to everyone who speaks, and plays with them. When she works with materials she usually tends to work towards a specific goal and she undertakes a learning experience more planned, such as when coloring a worksheet that Ms.Diaz gives, Apryl looks into the paper and colors what she’s supposed to color. If she isn’t sure she would ask me or Ms.Diaz for help and support. She’s the type of child that is cautious, for instance at the playground she tries to be careful and not bump into somebody when she runs around and when she slides down the slide or tries to jump from the stairs.

When someone has a conversation with Apryl she tends to ask why questions, for instance when the school had 3-5th grade exams we couldn’t go to the park so she asked, “why can’t we go to the park today”, and we tell the children the reason. From

there the conversations flows to one day you will be taking that state exam, and then she would just say “oh”. One Wednesday Ms.Diaz was teaching the class about heavy and light objects, and used a frog scale where children were able to see what happens when one heavy object was on one side and the other side had a light object. The children were surprised, adn were asked to grab 2 random objects that they thought were light and heavy to test it out to see what will happen, so Apryl raised her hand and went looking for 2 objects, she chose a foam cylinder block and a farm animal toy. Ms.Diaz told Apryl “which one do you think is heavy and which one is light?”, Apryl says “I think the this is light (the cylinder), and this pig is heavy”. So Ms.Diaz says “put an object on each side so we can see what happens”. Apryl was right about the objects and Ms.Diaz says “yes Apryl you are right, good job”, Apryl smiles as the children clap. This demonstrates Apryl conducting an experiment and testing her understanding of the world. Later on that day during center time, Apryl grabbed the same scale and kept on trying different objects that are heavy and light. She also tried adding and taking away little tiny frogs that came with the scale to see how much frogs would be on each side to be equivalent to heavy and light.

Third Section: Descriptive Final Review

Focusing Question: How does a child engage with learning, creativity, and social interactions to build understanding of the world?

Children tend to engage with learning, creativity, and social interactions through a combination of play, hands on experiences, and social interactions like building friendships. Apryl is a 5 year old dominican girl who is in PreK at IS128M, in Washington Heights. She has blonde curly hair, and most of the times that I’ve been there she has

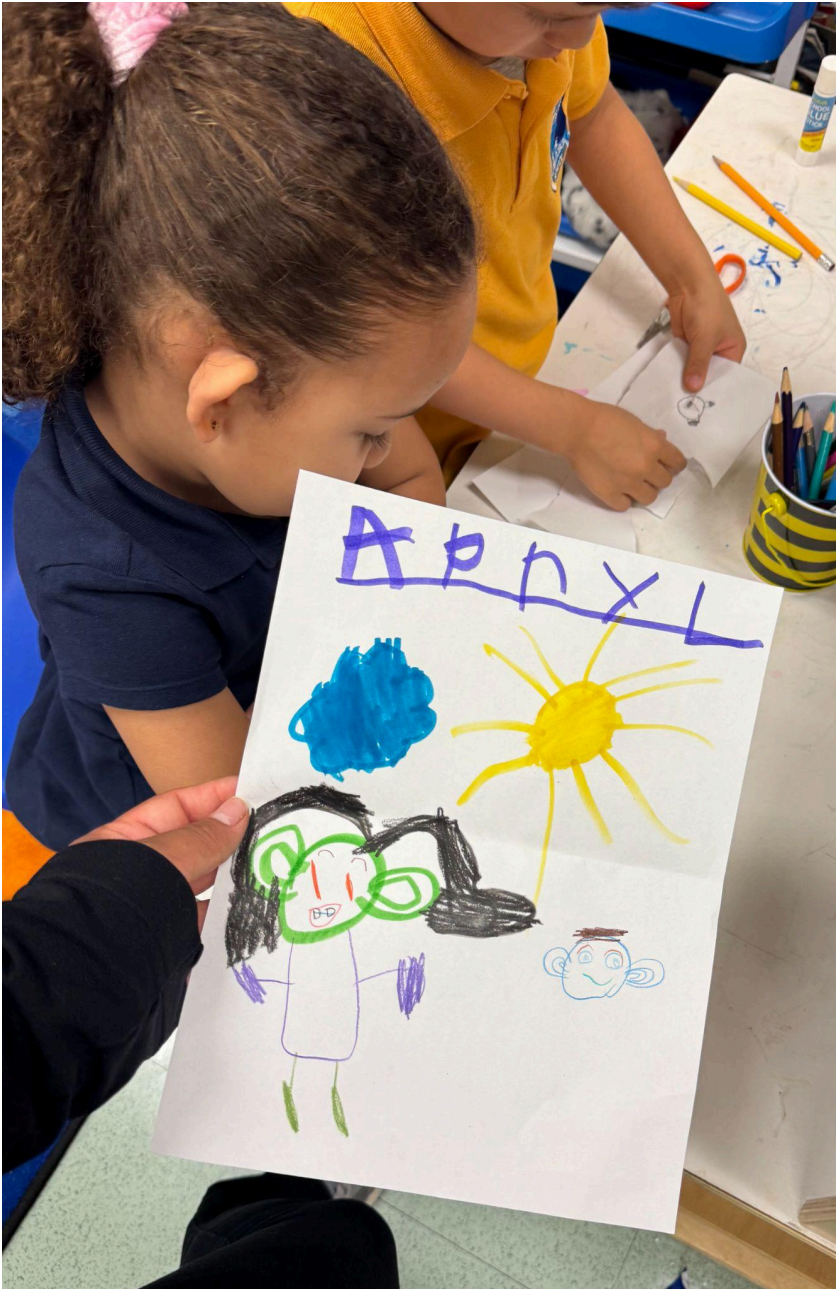
hair up in a bun, and sort of a ponytail. Apryl is light skinned, has brown colored eyes, and is a joyful girl. She demonstrates a strong interest in creativity when she's at the art and writing center, she is also very creative at the dramatic center where she is able to use her imagination and expands on her vocabulary. Her social interactions are very open, she is able to talk and get along with all her classmates and shows interest in small groups where she wants to join, for example in the block centers she asks her classmates if she can play with them and is able to easily adapt.

She has strong communication skills when she needs something, and wants something. She engages in a learning creative activity to help her build an understanding of the world by listening to the lesson, topics and books when Ms.Diaz teaches. For example today they started talking about butterflies and how their growing process is. Apryl was really engaged and gave an example of a growing process of herself that she will continue to grow throughout time.

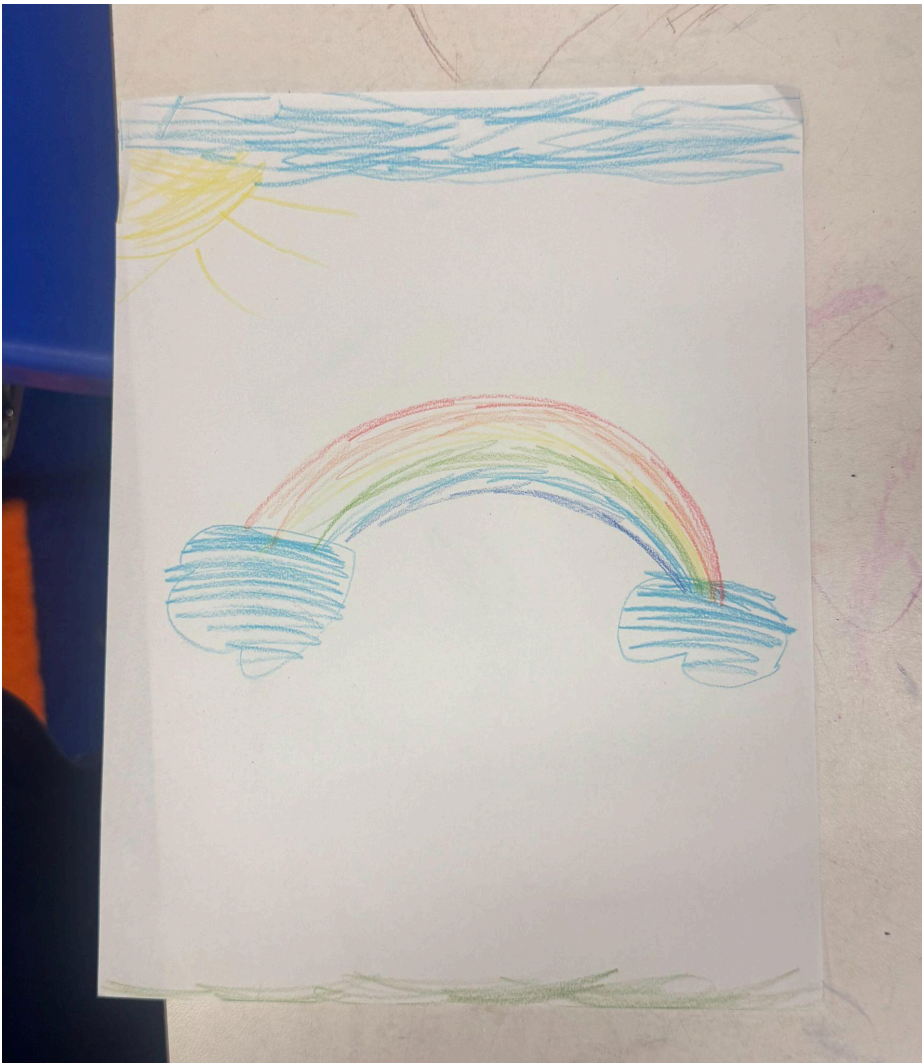
After observing Apryl, I was able to know her a little more than the rest of the children in the classroom. She is a very active, interactive and joyful little girl who loves to explore her surroundings. She pays close attention during lessons, during conversations and when she is doing a hands-on activity. She also likes to help during lunch set up time, by distributing the plates around the tables and putting her classmates' lunchboxes where they sit. She will continue to strengthen her cognitive, physical, emotional and language developments as she continues to grow and be around other children and adults.

Fourth Section: Child's Artwork

1. Apryl is at the art and writing center during centers. She starts writing her name on the top of the paper with a purple marker. Then proceeded to draw herself and her dad, I asked her “who is that next to you?”, she says “my daddy, we are walking to the park”. Then she drew the sun and the clouds, she wasn’t able to finish because it was clean up time so she didn’t finish drawing her dad.



2. During centers Apryl once again chose the arts and writing center. This time she started off by drawing the sky on the top of the paper using color pencils, then she drew the sun. She drew some clouds and asked me “what are the colors of the rainbow Ms.Luna?”. I replied “the rainbow can be a mix of different colors, use your favorite colors!”. She then proceeded to start her rainbow with the blue and went on with the rest of the colors. When she finished her drawing she said “I’m going to put this on my bookbag to give it to my mommy”, and smiled.



3. Apryl decorates her home. Ms.Diaz talked to the class about the community and asked the children “do you live in a house or an apartment?”, after giving them examples. Apryl says “apartment”, then Ms.Diaz tells the children they will be able to decorate and design their homes from cardboards, and markers. Apryl begins coloring the cardboard black, and then glues her orange windows. As she glues them she says “these are the windows, my home has a lot of windows”. She also says she lives with her mom,dad, grandma and grandpa.



Fifth Section: Commentary

On my first day of internship I felt nervous and anxious yet happy to be around children and in a prek classroom. All the children looked and stared at me and asked who was I? Then Ms.Diaz introduced me to the children and told them I will be coming on Wednesdays and be with them, they all said “Hi Ms.Luna”. As the first day progressed I observed all of the children and interacted with them to get to at least know their names. I didn’t know which child to choose for my observations, so I randomly chose Apryl, she really caught my eye in how engaged she was in the classroom and was very polite. I believe all the children in the classroom are unique but Apryl was really sweet and nice, as we spoke about what she was doing. I remember we first talked during centers, in the dramatic play area when she was playing with baby dolls with another little girl. I was part of her play by helping her dress her baby and it was a nice heartwarming feeling.

Throughout the observations I was able to see some changes in Apryl’s development such as expanding her vocabulary words and being able to read new words, such as the -ed phonics and was able to identify the alphabets and the sound they each make. I was also able to see that her drawings got better with time, for example in one of her art she was able to draw a kind of looking perfect rainbow and sun, and in another art she did she drew her sun differently and a little bit messy. She demonstrates her strengths in visualizing drawings. Now she is also able to count from 1-20 and the first few times I was there she was only able to count from 1-10.

Based on everything that I’ve learned with Apryl’s interests, one of the recommended activities I would give Ms.Diaz would be to add a small center of

butterflies with magnifying glasses, books about butterflies with pictures and perhaps a real life butterfly from a caterpillar to a butterfly. This will allow Apryl to watch, observe and understand how some animals like an insect grow and the cares it needs. By doing this her problem solving skills, cognitive development, social and language developments will expand by stimulating her curiosity and exploration. Another activity I would recommend Ms.Diaz to help Apryl's development would be to create a painting about something she likes to do at home at the art center using paint. By doing this she will be able to develop her language development by allowing Apryl to story tell what she might be painting, fine motor skills when grasping the brush or using her fingers and develop her cognitive development by allowing her to eye coordinate when she paints. A third activity I would recommend Ms.Diaz to do would be to do pretend grocery shopping at the dramatic center, with empty food boxes, play money, baskets, and signs. Children can take turns being shoppers, cashiers, and stockers. By doing this it'll allow Apryl to expand her social and emotional development by encouraging role play, and learn how to take turns. She will also be able to develop her cognitive skills by allowing her to count money and items.

This experience was beautiful and very informative. I will always remember this time of my life, being with this set of children and learning something new every week. I was also able to intake advice and tips from the teacher and the assistant teacher. I was able to learn that every child is special and unique in their own way, and that some children might need more attention and different ways of learning than others but they are all children and are learning from us on a daily basis. Observing Apryl I was able to comprehend that teaching is something I would like to do in the long run and hope for

one day to have my set of children in the classroom. I loved how some children randomly come up to you and tell you cute random things such as “I love you Ms.Luna”, or for a child to give you a random hug.