

Jasmattie Bhagwandeem

Professor Janice

Class ECE 311

Date 12/16/21

ECE 311 Child Portfolio Project

L is smart. She is an outgoing and intelligent young child. She's always participating and raising her hand before all the other kids, she seems to be very liked amongst her peers, is an only child, and lives with her mother and father. This has assisted me to draw conclusions in regard to her socials cognitive, physical, and emotional development. Her sense of independence in the classroom is very visible as she moves. May be attributed center at her own discretion and to the fact that she is the only. Child L shows typical proper development, if not more advanced development, than most children her age. She often finds something she is interested in during center time and could easily remain engaged for a significant period of time from observing their actions & can see that her cognitive abilities are developing properly. In a sense of physical development, she has much control over her gross and fine motor. functions she runs around outside of the playground with her peers. Social and emotional development is also developing properly, and she shows a lot of maturity for such a young child. She plays very well with other children and has a good relationship with the assistant teacher.

Name of Child (Initials or Alias): L (female)

Age: 5

Center/School: Public School 117

Observer: Jasmattie Bhagwandeem

Cognitive Development

Artifacts:

Observation 1

Date: 11/26/21

Setting: Classroom/ Free play

When I was observing her, she was sitting down rubbing her eyes and face, and she was playing with her shapes. When she was sitting, a boy came next to her and drove his truck and she was looking at him and she was also looking at me and smiling. Then she continued to play along with her shapes. After that, she heard the door open and she ran to see who it was. It was an adult and the adult was making noise with the children. It was a tiger sound he made and then he left and she was laughing with a confused look on her face. And then she came to sit down and play with her shapes. And sitting back Criss Cross, Applesauce while she is playing with her shapes she is smiling and putting the shapes on her face and then rubs her face again with it and then continues to play with her shapes and putting it on her face.

Observation 2

Date: 11/22/21

Setting: Math Area

Doing addition and subtraction worksheet L look at the worksheet and places her fingers on the numbers, she uses her fingers to add the numbers to get the answers, while adding the numbers,

L look at me and try to explain what she did she then calls out the numbers four plus 2 and she added with her fingers she said the answers is six. L looked at me and said miss jasmattie I got the answers. She was very excited that she get the correct answers.

Descriptive Review

L is sleepy because she had a long day and then she came to after school, so she must be tired and exhausted. After that, she stands up, walks, and goes where her parents' pictures are, then sits down and plays and watches the other children, and then she walks and plays with them. She also twisted her foot while she played with the other children. She seemed very sleepy and tired, and then she continued to play alone. She took a while to pick up her blocks and she is also talking while playing with the other children and there is also tiger background noise.

Language Development

Observation 1

Date 11/9/21

Setting problems solving using shapes

When the teacher started playing with her, she moved away. The teacher asked her to come next to her and then she came and said something but it wasn't clear, but sometimes she was clear, and after she started playing with the teacher, they were playing with cars and shapes. The teacher takes the car and rolls it down on the shapes like it's a bridge, after that the teacher tells

the girl now you try and she tries and makes a noise like “yay”. She was rolling down the car on the bridge and she smiled after. Then she kept playing with the teacher and the other children. She is able to communicate with the other children. The teacher was watching through a glass that has a color and the teacher asked her what color it is. Her response was “It’s yellow,” and she smiled and watched the teacher. The teacher asked her another question about shapes. She said something but I did not understand because it’s was not clear and then the teacher said, “It’s a triangle square.” Then the girl repeated after the teacher “triangle square.” The teacher looked to other shapes and told her what shapes that is she laughed then the teacher said it’s a square and she continued to ask her about different shapes she was able to respond because she knew some of the shapes and for the other shapes she didn't know, the teacher told her and she responded every time the teacher asks her a question but sometimes her the response wasn't clear but the teacher understood. After that, the teacher asked her about the stop sign and she said, “It’s a stop sign.” She played with her car. Also, when the teacher asked her what color it was and she replied, “It’s green.” Then the teacher asked about a different color and she replied it was red and then she said blue by herself, and she responded to the teacher clearly when asked about the colors. She made circles with the other children and she laughed. Also, she responded when the children spoke to her.

Observation 2

Date: 10/5/21

Setting: Reading Area

L is in the reading, Area she picked up a book and she was picking out words to read and she was using the pictures in the books to help her read. She looked at the pictures and she determined what objects she saw on the books. She saw different colors and shapes for different objects. L was able to show me what a circle and square look like.

Descriptive Review

Liora is developing her language skills, she expresses what she wants in the classroom sometimes, sometimes you can understand her and sometimes you cannot. She is participating in an activity. She always raises her hand. Sometimes when she speaks you cannot understand her and sometimes she speaks very clearly. According to Article David K. Dickinson and Patton O. Tabors Reprinted from the March 2002 edition of *Young Children* It started "Free play, or choice time, is the ideal opportunity for children to engage in pretend talk, a type of extended discourse that predicts stronger language and literacy development. Ann Greenbaum's skilled conversations demonstrate some of the features of teachers' extended discourse that are especially powerful supports for children's oral language. In her exchange about sharks, she built on and extended the children's comments and used varied words ("You must be very brave and daring men to go down there"). (Page 15 line 2) this sentence applies to children because children should always have free play in the classroom or outdoors because if you don't allow children to play and engage with other peers they will not make friends or feel comfortable in the classroom, also this will give children a break from writing or reading all the time in classroom.

Social and Emotional Development

Observation 1:

Date 12/7/21

Setting Nap time

In the observation, there was not a lot of emotion but earlier, she seemed sad and sleepy, and after the teacher finished playing her, she moved away and started playing with the other kids, and then they all left her alone. She was sitting and playing by herself. She was a little angry because she was hitting her head and then she got up and said car. The teacher asked her questions too and she seemed down as she was not getting the answer correctly. Also, she got angry when she was playing at the table with the other children. She fixed her shapes to make a circle. The other girl in the blue shirt tried to take her shapes back and then she thought the girl was taking her stuff. She seemed upset as she took all her shapes and hugged them up and smiled.

Observation 2:

Date 12/14/21

Setting: Classroom: Interaction

While I was observing her she was interacting a lot with the other children and teachers. One was at the back of the class, she was playing and talking to the children, another was when she was sitting with the first teacher.

Descriptive Review

L didn't want the children to take her shapes on the table and she continued to play after and the girl in the blue shirt tried to take her shapes. She cried but then she continued to play. L was furious because she doesn't like it when other children take her toys. There's always a scrape to fix, a headache to soothe, or a group of children who are having trouble getting along. These kinds of situations can be used to teach. As educators, we take the time to address student disputes, whether in front of the entire class or in small groups and then demonstrate how to resolve them. Challenge students to establish common ground by having them share both sides of their stories. If we continue to model these behaviors for our students they will naturally adopt them. L is socializing with the teacher and children. She was playing with the other children, another one is when she was at the table she was playing with the kids and she was also talking to them, she responded to both of her teacher and classmates. When the teacher asked her a the question she responded back to her. Starting with children experiencing emotional and social risk factors, the Head Start program has the added responsibility of taking steps to help children develop skills that contribute to resilience. These steps include providing warm, positive relationships with teachers and other adults, helping children make friends with other children and developing their interests and abilities. Head Start also has a special commitment to focus on those children who exhibit the most negative social behaviors, because, without early intervention, their situation will only become more challenging as they get older. Findings from

Head Start's FACES study indicate that while most children in the program make progress in improving social skills, there are still some who continue to demonstrate problem behaviors. (ACYF 2001, page 86) “Social-emotional development includes the child’s experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005). It encompasses both intra- and interpersonal processes. The core features of emotional development include the ability to identify and understand one’s own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one’s own behavior, to develop empathy for others, and to establish and maintain relationships. (National Scientific Council on the Developing Child 2004, 2)”

Physical Development

Observation 1:

Date

Setting: Play Time Area

She used her hand to put her finger in her mouth, she is using her finger to drive the car, also to pick up the shapes when they fell down. She sat down in a way that was comfortable for her and she would not fall down. She leaned on one side to the other, she used her long muscles when she walked. She held the teacher's hand, and also used her hand to pick up stuff.

Observation 2

Date 12/7/21

Setting: Play Time Area

L is using her hands to grasp the toys. She is using her fingers to move the toy cars from one end to the other. She uses her arm muscles to push and pull the toy cars.

Descriptive Review

She is picking up the shapes and putting them down. She is able to use her finger and make a circle and is able to walk. She was using her whole hand when she was driving her truck and car. She used her fingers and hands properly.

Observer: Jasmattie Bhagwandeem

Observation 1

Date: 11/9/21

Setting: Math area

The day I observed my child was on a Tuesday at 4:30 PM. L looks very sleepy, she is scratching her eyes often. The teacher has the child sitting on a mat, next to their parent's picture or whatever they want to sit next to. The child is playing with different shapes next to her friend, who is a boy. In the school classroom, the teacher has pictures with other children's parents on the wall. Also, there was a lot of stuff in the classroom like triangular squares, trucks, dolls, circle-shaped, Books, etc.

Observation 2

Date: 11/16/21

Setting: Theater materials/dressing up

The day I observed my child was on a Tuesday at 2:30 PM Liora spent 10 minutes experimenting with the theater materials, dressing up and studying herself in the mirror. 'Hey give me that,' she said to another boy, walking up to the home corner table. The spoon belonged to the other student, so she seized it from him. I requested Liora to return the spoon to the other student, and she agreed. "I like choc milk and sandwiches" as well!' She said, returning the spoon. I told the children to go and pack her belongings. Liora was contacted by another adult who asked her to assist in the packing process. 'Can we then go outside?' Liora asked the adult. 'Yes!' said the Group Leader. 'Yay!' Said Liora she began packing her belongings. She's always participating and raising her hand before all the other kids. Her sense of independence in the classroom is very visible as she moves. May be attributed center at her own discretion and to the fact that she is the only. Furthermore, she often finds something she is interested in during center time and could easily remain engaged for a significant period of time from observing their actions & can see that her cognitive abilities are developing properly. In a sense of physical development, she has much control over her gross and fine motor. functions she runs around outside of the playground with her peers. Social and emotional development is also developing property and she shows a lot of maturity for such a young child. She plays very well with other children and she seems to form relationships with the adults in the classroom.

"What a wonderful castle!" exclaims the teacher as she admires a structure Esai and Spencer

have just completed the block area, "Do you want to play knights and dragons?" continues the teacher, reminding the boys about the book they read in class. "I see you have enough knights in your castle, and it is strong enough to protect them from the biggest dragon." The boys seem puzzled. "We don't have any dragons," says Esai after a long pause. Spencer looks around to see if there are some dragons. He glances at the science area where numerous boxes of plastic dinosaurs and crocodiles are stacked under the reptiles poster. He looks back at the teacher. "No, we don't have any dragons," Spencer says" (the NAE10 by Bodrova and Leong (2004) article for observing) page 4.

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Commentary

I chose these children because She is an outgoing and intelligent young child. She's always participating and raising her hand before all the other children. She seems to be very liked amongst her peers. Liora expressed how she felt throughout the activity with the children and teacher. This made her very unique among the other children. As the semester progressed Liora got more comfortable with her teacher and peers. Her participation in activities increased. As a Group Leader, I would try to get more involved with the child. Getting to know their likes and dislikes. Involving her in group activities. All children have their own way of interacting with others mentally and emotionally. We try to maintain a bond with each individual child to get to

know them better.

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