

CHILD CASE STUDY FINAL

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Introduction:

In this child case study, I observed three children. During the physical observation, I observed a third-grade girl named Joanna. She is of African American or Hispanic descent. She has brown skin and black hair. She is wearing a yellow and pink jacket and some jeans. Joanna is currently 8 years old and is one of the tallest girls in her class. Joanna can follow the instructions presented by her teacher. She is not a shy girl as she was able to walk around, run, and jump in front of her peers during the physical education activity.

During the creative and individuality observation, I observed a girl in Kindergarten named Mae. Mae is about 5-6 years old. She is of Filipino descent on her mother's side. She has shoulder-length black hair and has tan skin. She is wearing a white short-sleeve shirt, black pants and she was the only girl in her class wearing a big green flower hair clip. She is not afraid to ask her teacher questions or strike up conversations with her peers.

After starting my internship with Ember Charter School, I was able to work with the students in the Ominira schoolhouse. I focused my cognitive, language, emotional, and social observations on Kiana from Ominira. Kiana is a 6-year-old first grader. She lives with her mother and her younger sister. Kiana's favorite color is blue. Kiana enjoys listening to music and loves to work independently. Even though she likes to work on assignments independently, she also works with her peers well. At 6 years old, Kiana is one of the few students in her class who can read without the assistance of her teacher, Brother Blue or Sister Samantha. Kiana is not shy and she's not afraid to speak her mind.

Running Record of Physical Development Running Record
Observation completed on: 9/24/20 Field site: Case #403 (Grade 3)

(0:39) Joanna is standing with her left leg in front of her right leg. She is slightly taller than the other girls in the class.

(0:40) Joanna turns her head to the left. She looks at the classmate next to her. The teacher tells the class to run to the black line. She starts to run, as she approaches the black line, her run transitions into speed walking.

(0:43) Joanna stops at the black line

(0:45) The teacher tells the students to go back to the home spot behind them. Joanna uses her right leg to turn around and quickly sprints to the other side of the room where the home spot is located. She comes to a stop when she reaches the home spot and turns her body to face her teacher.

(0:54) Joanna is looking down at her jacket. She is fidgeting with the zipper on it. Then, she looks up at the teacher who is giving the class new instructions. Joanna stays at the home spot as she is a part of the second group, while the first group runs to the black line.

(1:10) The teacher tells the second group to get ready to run. Joanna uses her left leg to get in the running position. The teacher tells the second group to run. Joanna starts to run, while running her arms are swinging at her sides. She moves her head and looks to the right.

(1:15) The teacher tells the second group to stop. When coming to a stop, Joanna skids a bit while using both her bent legs to stop the run motion. Once stopped, her legs are slightly opened, and her arms are bent with her hands clasped together.

(1:20) Joanna is looking down at her hands. She begins to fidget with her fingers. Then, she begins to use her right hand to rub or scratch her left palm.

(1:26) Joanna jacket is still rubbing her hands together. She then turns her head to the left and looks directly at the camera. The teacher tells the class to return to the home spot by walking and stand there.

(1:27) Joanna stops looking at the camera and turns the left side of her body towards the home spot behind her. Then she turns her body completely around and starts to walk to the home spot. Once she gets closer to the home spot, she starts to run a bit.

(1:51) The teacher tells the class they will do another experiment; she asks the students to push off the ground fast. Joanna bends both knees and jumps up in the air. She lands back down on her feet quickly with her hands at her sides.

(1:55) Joanna is on her tiptoes, using them to balance. She turns her head and looks to the left. Once again, she clasps her hands together. She places her clasped hands-on top of her lower abdomen. As the rest of the class is standing still, she starts to jump in place. Once she stops jumping in place, she turns her head to look forward again.

(2:10) Joanna starts to fidget with her jacket again. The teacher begins to give the class information.

(3:59) The class is sitting down, and the teacher asks the class to stand up. Joanna is facing forward; she places both hands behind her back and her legs are bent out in front of her away from her stomach. She uses her hands and legs to jump up. She lands back on her feet quickly and turns her head to the left.

(4:04) Joanna turns her head forward. She bends her left arm with her left hand resting on her hip. She then moves her left arm in front of her. Her legs are spaced apart creating a slight

upside-down v shape. The teacher begins to talk to a direct student, Joanna turns her head to the left and looks directly at that classmate.

(4:16) Joanna slouches her back and bends her legs. She moves her right arm to touch her right leg and starts to scratch or rub her leg. She straightens her back and places her hand in front of her abdomen. She looks up at the ceiling and then moves her head back forward to face the teacher.

(4:20) Joanna is crouching down in a squatting position. While in the crouching position, her legs start to shake a bit. She then jumps up before everyone else and comes back down to her feet.

(4:30) Joanna stands up again. The teacher tells the class to crouch down again. She looks up, her arms at her side, and her fingers spread apart. She gets into a crouching position but doesn't crouch too far down. The teacher tells the class to come to stand up straight again. Joanna stops crouching and comes to a relaxed stance standing up straight.

(4:40) The teacher asks the class to sit back down. Joanna sits down and puts her legs into a criss-cross applesauce position with her hands placed above her lap. She is playing with her fingers. She is facing forward and occasionally looks down at her fingers fidgeting with the jacket.

Physical Presence and Gesture Descriptive Review (Case #403)

Joanna is about eight years old and in the third grade. She is of African American or Hispanic descent. She has brown skin and black hair. She appears to be taller than the other girls in her class. In the video, she looks very excited to participate in the various movements the teacher was showing the class. She can run with one foot in front of the other. She knows which ways to control her legs to change up her speed when running. While she was in the running motion, she could come to an abrupt stop when instructed by her teacher. When running, she is can synchronize the movement of her legs and arms allowing her to take bigger strides. She can start off running and quickly shift gears and start speed walking. She can crouch into a deep squat position to effectively gain momentum before jumping. She can get into a very low crouch and jump higher and faster than her classmates. She can sit down without support from an adult. She can swiftly go from standing up straight to sitting down with her legs in the crisscross position. She can use both her hands and legs to lift her body from a sitting position to standing up without losing her balance. She can fully extend her body up to launch herself off the floor and into a standing position. She demonstrated that she could stand vigorous movement. She can move her arms from being at her side to touch the lower part of her legs. She can move her fingers individually and spread them apart from each other. She can use her fingers to move the zipper on her jacket up and down. She can clasp her hands together in a rest position above her abdomen. She has a good perception of her motor abilities demonstrated through her ability to imitate the movements of the teacher. For the most part, she can listen to her teacher and coordinate her movements in accordance with the instructions given. She has full range of motion of her head and neck, demonstrated when she looked up, down, to the right or the left. Based on the frequency of her back-to-back movements, she has an increased level of stamina during activities that involve physical movement. Even though she began to fidget with her fingers and likes to look around the room, she can quickly bring her attention back to engage with the activity. She demonstrates good spatial awareness

because she can easily navigate with classmates behind her, in front of her and next to her on each side. As an 8-year-old, Joanna can run with increased speed and agility. She can take longer strides because of her height and age. Due to her age, Joanna can exercise vigorously for much longer than other children.

Running Record of Creative Development & Individuality

Observation completed on: 10/01/20 Field site: Case #587 (Kindergarten)

Small group of boys and girls sitting around a wooden table. In the middle of the table, there are bowls filled with glue and paintbrushes. There are paper plates filled with pieces of yellow and red paper scraps.

(0:02) Mae is having a conversation with her classmate on her right.

(0:06) Mae sits back in her seat. She uses her fingers to tap on the small water bottle. The teacher asks the students what they are going to make. The class replies, "Firecrackers."

(0:15) Mae sits on her knees on the chair. The teacher asks, "Why would we be making firecrackers?" Mae clip looks up at her teacher and replies, "It's dangerous!" Her teacher says, "That's why we wouldn't make real ones."

(0:22) Mae leans forward in her chair, she is still on her knees and places her upper body on the table. She turns to look at peers on her left side.

(0:28) Mae removes her body from the table and sits back down on the chair. She brings the water bottle up to her ear and starts to shake it.

(0:36) Mae raises her hand to answer the question her teacher asked. She says, "We are celebrating it for the other classes, cause they're not studying about China." Her teacher tells her, "So we're gonna teach them what we learned, right?"

(0:55) Mae replies, "I can't wait 'til they do that" and starts to laugh. Her laughing made her teacher laugh as well.

(1:00) The teacher tells the class they will be making pretend firecrackers. Mae places her water bottle on top of her plate.

(1:05) Mae lifts her bottle from the plate and starts to poke it with her finger. She then places her hand to cover the bottom of the water bottle. She then places the bottle next to her side away from the table.

(1:17) The teacher asks the class a few questions. Mae raises her hand each time the teacher asks a question.

(1:40) Mae is fidgeting her hands under the table. She lifts the water bottle with her left hand and places it on the plate again. Mae picks the bottle off the plate and presses it on the plate in a stamping motion. She uses her right hand and flips the plate upside down.

(1:54) The teacher tells the students they need to put the lid on the bottle once they fill them up to which Mae says, "It might spill whenever were putting the paint on" while talking she uses her fingers to point to the bottom of the bottle showing the teacher.

(2:00) Mae clip takes the bottle in her hands and starts to make an unscrewing motion. She places the bottle on the edge of the table. She moves her shoulders in a shimmy towards the edge of the table.

(2:14) The teacher asks the class why they have yellow and red on the table. Mae is the only

person to raise her, the teacher calls on her. Mae says, "They are happy colors, what about the pink?" The teacher acknowledges that the class learned pink was also a lucky color in China. (2:55) Mae tells the teacher about how she ate her Chinese food with chopsticks the night before. Her teacher asks her to recall what she ate. She uses her fingers to list out zucchini, meat, and noodles. The teacher asks Mae if she did well with the chopsticks. She replies, "Uh-huh, even my brother did." Her teacher asks if her mom and dad taught her how to use the chopsticks. Mae says, "Um, my mom did." Her teacher asks if her family in the Philippines uses chopsticks. Mae tells her teacher "Yes."

(4:40) After the class is told to go fill their bottles, the girl in with the green flower hair clip stands from her chair and cuts in front of her classmate with the red shirt. Mae starts to fill up her bottle using the beads on the table. She fills the items one by one. She then takes a handful of the beads and pours them in her bottle. She then opens her palm and takes one bead at a time and put it in the bottle. Once she is done, she walks back to her seat.

(6:21) Mae has a conversation with her teacher. She explains what lucky money is and how children in China receive it.

(7:10) She gets up and walks to the bookshelf and shows her teacher what lucky money looks like.

(7:30) She sits in her chair and starts to ask her teacher questions about the video they watched.

(8:08) Mae stands up and grabs the blue paintbrush with dipped in the glue bowl. She starts to talk with her teacher while holding the brush in her left hand.

(8:34) Mae grabs the water bottle with her right hand and puts glue on it. After, she put the paintbrush back in the bowl.

(9:10) Mae grabs the red paper scrap and placed it on her water bottle.

(10:15) Mae clip applies more glue to her bottle and grabs another red paper and places it on her bottle. Her classmate tells Mae that she likes her firecracker bottle. Mae says, "Thank you... I like yours more than I like mine!"

Strong Interests and Preferences Descriptive Review (Case #587)

Mae is about 5-6 years old and in Kindergarten. She is of Filipino descent on her mother's side. She has shoulder-length black hair and has tan skin. She is wearing a white short sleeve shirt, black pants and she was the only girl in her class wearing a big green flower hair clip. Her choice of hair accessories shows she isn't afraid to express who she is. She seems to be a very social person. Throughout the video, she engaged with her classmates by having side conversations with them before and during the activity. When her teacher asked questions, Mae was always raised her hand eager to get picked on to speak. She is comfortable enough to carry on conversations with anyone regardless of their age. As demonstrated in the video, she enjoys recalling memories and sharing them with her classmates and her teacher. She recalled how she ate her Chinese food with chopsticks and how her mother taught her how to eat with them. Mae seems to be very accepting of her differences and was extremely excited to share her culture like when she told her teacher she knows how to eat with chopsticks because chopsticks are a common utensil in the Philippines. She was also happy to share what she learned about China and the Chinese culture during the Chinese New Year. She seems to enjoy hands-on activities. While making firecrackers, Mae was having fun filling up her water bottle, carefully picking which balls and beads to put in it. Red

seems to be her favorite because it was the only paper scrap she gravitated towards the most. She seems very compassionate and seems like she wants to make others around her feel good. During the firecracker activity, one of her classmates told Mae that she liked her firecracker; Mae clip told her classmate that she liked her work than she liked her own. This interaction also shows that Mae is confident enough to admit when she feels it wasn't her best work at such a young age. Overall, Mae seems to be a very joyful girl interested in expressing herself whether it is in art or in what she wears. Mae sure of who she is and is not afraid to let it be known. Her positive interactions with the people around her prove that she exerts friendliness, compassion, and kindness.

Running Record of Cognitive Development

Observation completed on: 10/23/20 at 8:00am-11am Field site: Ember Zoom (Grade 1)

Upon entering the zoom meeting, Brother Blue explains the students need to take an assessment based on the material they learned during the week.

(8:00) Brother Blue tells Kiana, "Since it's your birthday, you will go first." Brother Blue changes the screen and shows Kiana a math question that has 5 tens blocks and 5 one's blocks. "Now Birthday Girl, can you count the blocks," Kiana looks at the blocks on the screen and starts to count each block individually out loud, "1,2,3,4,5...55... the answer is 55." "Good job, now you have one more question to answer," says Brother Blue. He changes the slide and shows Kiana a new equation. "What is 80 minus 40," he says. Kiana looks at the slide and says, "80 minus 40 is 40." Brother Blue says, "Great job, Kiana. Since you got a 100 on your assessment, you get to pick a song for us to jam too." "I want the song I'm blue," says Kiana.

(8:20) Brother Blue goes onto YouTube and plays the song for Kiana as her peers start to rejoin the zoom meeting after their breakout rooms.

Kiana: Hey guys we're having a party

Brother Blue: Most importantly, it's Kiana's birthday. Let's have a party before we start the CGI math lesson.

Brother Blue and all the students have a dance party to celebrate Kiana's birthday.

(8:45) "Everyone get your papers and pencils ready for CGI," says Brother Blue. The students all go away from the screen to get their papers and writing instruments. The students were once again in front of the screen. "Everyone show me your paper and pencil," says Brother Blue. He gives everyone a shoutout for having their materials ready.

(9:00) "Who wants to read the first question," says Brother Blue. "I'll do it," says Kiana. "There are 12 girls and 7 boys on the rug. How many more girls are on the rug than boys," reads Kiana. "Goof job birthday girl. Now you guys have to solve the question. I'll give you 5 minutes to figure it out then we will see who wants to solve it," says Brother Blue.

(9:05) "Okay, the time is up. Who wants to solve the problem," says Brother Blue. "Can I go?," says Kiana. "We have to let the birthday girl go first. I will write your name on the top of the notes," says Brother Blue. He proceeds to write out "Birthday Girlaaaaa" on the screen.

Kiana: First, I drew a big watermelon and I drew 12 circles for the girls and 7 circles for the boys. Brother Blue: But how do you know what is what?

Kiana: I put g's for the girls and b's for the boys. I put the girl circles on one side and the boy circles on the other side.

Brother Blue: Uppercase or lowercase?

Kiana: Lowercase g's and uppercase B's.

(Brother Blue draws a big watermelon shaped rug. Inside the rug, he draws 12 circles with lowercase g's and 7 circles with uppercase B's.)

Kiana: That's a good g, good job Brother Blue.

Brother Blue: What did you do after that Kiana?

Kiana: I crossed out 2 girl circles

Kiana's mom in the background tells her to cross out more than 2 girl circles.

Kiana: Cross out 7 girl circles.

(Brother Blue crosses out the 7 circles)

Brother Blue: What did you do next?

Kiana: I circled the 5 girl circles left and I wrote 12 minus 7 equals 5.

Brother Blue: Good job Kiana. It looks like you could have taken a short cut and not draw the boy circles but hey what do I know.

Running Record of Language Development

Observation completed on: 10/23/20 at 8:00am-11am Field site: Ember Zoom(Grade 1)

(8:00) After Kiana gets a 100 on her assessment for the week, Brother Blue lets her pick a song to jam too. She picks the song Blue by Eiffel 65.

Kiana: I like this song. I'm wearing blue for my birthday.

(Kiana points to the T-shirt she's wearing and starts to dance)

Brother Blue: All blue for Kiana's birthday.

(8:15) Kiana: Brother Blue, can we play among us.

Brother Blue: We can play at 12 when we are done for the day. Sister Jennifer, do you play among us.

Me: I've heard about it, but I don't know what it is.

Brother Blue: Kiana, can you explain what among us is to Sister Jennifer? Maybe she can play with us at 12.

Kiana: First, you need to pick a name and sign in.

Brother Blue: Kiana, just explain the main idea of it.

Kiana: There are imposters in the game, and you need to figure who it is before you get killed by them. I don't like when people kill me. I will always give them revenge when they kill me.

Me: Wow, sounds intense. I'll look into it.

Brother Blue: I have one piece of advice. When you're a teacher, you need to get into the quality world of your students.

(Sammy and Kelvin rejoin the zoom meeting after their breakout rooms.)

(8:20) Kiana: Hi Sammy. Hi Kelvin. Sammy and Kelvin are here. That means we're having a party.

Brother Blue: Most importantly, it's Kiana's birthday. Let's have a party before we start our lessons.

Kiana: It's my birthday.

Sammy: Happy birthday Kiana. Hey Brother Blue, are you at the school today?

Brother Blue: I'm in the house today, so I'm paying close attention to what you are all doing

today. Sammy: You're in the house?

Brother Blue: Yeah, I'm in the crib.

Kiana: You're not in a crib, you're in a chair.

(Brother Blue goes onto YouTube and plays different songs. Brother Blue and all the students have a dance party to celebrate Kiana's birthday.)

Kiana: Brother Blue, can you put another song? Everyone keeps stealing my songs.

Brother Blue: You need to come up with another song before I take this song off.

Kiana: I know what song I want to hear.

Brother Blue: What song do you want to listen to?

Kiana: A Trolls song.

Brother Blue: I don't like that song.

Sammy: Why you hating?

Kiana: Can you please put another song?

Brother Blue: We're only halfway through this song.

Kiana: Can you put another song, please? I don't want to hear this. Can you please put Blinding lights?

(Brother Blue plays Blinding Lights by The Weeknd)

Kiana: Please skip this part, I don't like it.

(Brother Blue skips the intro of the song. Kiana starts to dance.)

Cognitive and Language Development Descriptive Review (Kiana, age 6, Ember:Grade 1)

During my observations of Kiana, I have witnessed her engaging in problem-solving math activities and interacting with her teacher and peers through conversations. Kiana navigates her understanding of the world by asking questions and voicing her thoughts. For example, when Brother Blue began to play music, Kiana made it known that she wanted him to play a song she wanted to listen to instead. In this instance, Kiana demonstrated her understanding of language by repeatedly asking Brother Blue, "Can I please pick another song." Kiana uses her interactions with her peers to build her understanding of human behavior. By having conversations, Kiana shows how she wants the people she interacts with to relate to her interests. Like, when she explained to me what the game Among Us was about for me to be able to play with her. Kiana has developed problem-solving skills and can explain to her teacher and peers how she concluded. She is also able to solve one problem using multiple different strategies. She demonstrated this skill during the CGI math lesson. She explained how she solved the word problem by subtracting 7 from 12 and by drawing a picture to help her cross out the circles. These two problem-solving skills helped her conclude that there were 5 more girls than boys on the rug. Kiana demonstrated her understanding of letters when she told Brother Blue to use lowercase g's to represent girls and to uppercase B's to represent the boys on the rug. Kiana also uses her body movements to show that she understands the rhythms of the songs that were being played by Brother Blue. Kiana seems comfortable enough to start conversations with her peers. When her classmates Sammy and Kelvin joined the zoom meeting, Kiana said, "Hi Sammy, Hi Kelvin. Sammy and Kelvin are here. That means we're having a party. It's my birthday." Kiana quickly welcomed her peers and filled them on what was happening to ensure her peers weren't left out or confused. When Kiana requested

the song Blue by Eiffel 65, she pointed to her blue shirt and said, “I like this song. I’m wearing blue for my birthday.” This action demonstrated her ability to identify colors around her.

Running Record of Emotional Development

Observation completed on: 11/04/20 at 12:15pm-3:45pm Field site: Ember Zoom(Grade 1)

Students have just had Spanish class and Brother Blue advises the students to get a pencil and paper ready to CGI Math.

(1:50) “Okay, please show me your paper and pencils. Show me that you are ready to start CGI,” says Brother Blue. The students lift up their materials in front of the screen to show Brother Blue that they are ready to get started. Brother Blue says, “Thank you. I will put up the question up on the screen. I will read it first. After I read it, who wants to get it a go and read the question?” Kiana screams through the computer, “I want to read it! Pick me!” Brother Blue says, “Okay, you can read it after me.”

(2:00) Brother Blue starts to read the question: Two children want to share 12 pizza slices so that each child gets the same amount. How many pizza slices will each child get? Kiana, now it’s your turn. Kiana reads the same questions with some help from Brother Blue.

Brother Blue: Good Job Kiana! Alright, I want you to solve the problem. I will put a timer for 8 minutes, after the timer is up, I will choose someone to show the class their strategy.

(Brother Blue places 8 minutes on the timer. About 5 minutes have passed.)

Kiana: Yes, I’m done.

Sammy: I finished first.

Kiana: No, I did. See *(Lifts up piece of paper to screen to show Sammy)*

Sammy: No, you didn’t. I don’t think you have the right answer bro.

Kiana: Yes, I do have the right answer. Brother Blue, I have the right answer. Can I show my strategy first?

Brother Blue: Yes, you can but you have to wait. There are 3 minutes left on the timer and some of your classmates are still working on the problem.

Kiana: Okay.

(2:10) The timer goes off. Brother Blue says, “Okay, now that you’ve all had enough time to solve it, Kiana, what answer did you get?”

Kiana: I got 6.

Brother Blue: Can you walk us through your strategy?”

Kiana: First, I drew a medium circle like a pizza.

(Brother Blue draws a circle on the ziteboard app)

Brother Blue: Like this?

Kiana: What is that?

Brother Blue: You hatin’ on my pizza?

Kiana: I’m not hatin’. It’s just not right like mine.

Brother Blue: Okay.

(Brother Blue erases the circle and draws a new one)

Kiana: That’s better. Then I drew lines in the circle.

Brother Blue: How many lines did you draw?

Kiana: I made 12 slices.

(Brother Blue draws 2 lines inside the circle)

Kiana: Keep going! You need to make 6 lines, so you need 4 more lines.

(Brother Blue draws 4 more lines inside of the circle)

Kiana: Okay, that's good. Now put numbers inside the pizza.

(Kiana counts from 1-12 while Brother Blue numbers each slice of pizza)

Brother Blue: What did you do next?

Kiana: I colored the slices. One blue and then one red until I did all the slices.

Brother Blue: Kiana, why did you draw them in different colors?

Kiana: Cause there's two kids. *(Laughs)*

Brother Blue: What did you do next?

Kiana: I wrote kid 1 and kid 2. I put a blue 6 under kid 1 and a red 6 under kid 2. Then, I wrote $6+6=12$.

Emotional Development Descriptive Review (Kiana, age 6, Ember:Grade 1)

My observation of Kiana shows that she can express herself using a range of emotions. She can change the way she feels according to the situation she finds herself experiencing. For example, Kiana demonstrated her excitement when she wanted to be the reader of the CGI question by eagerly asking Brother Blue to pick her first. Kiana expressed her frustration and anger towards her classmate Sammy when he said she had the wrong answer for the CGI problem. When Brother Blue questioned Kiana's decision of using two different colors to number the slices of pizza, Kiana demonstrated her goofy side through her laughter. Kiana's interactions and conversations with her peers and her teacher show that she feels most carefree and comfortable being around other people. Her actions show that she loves to show off her knowledge of problem-solving skills. When Kiana finished solving the CGI problem, she announced her accomplishment out loud and then had a mini debate with her classmate Sammy. During their debate, Sammy told her "No, you didn't. I don't think you have the right answer bro." Kiana was quick on her feet and said "Yes, I do have the right answer. Brother Blue, I have the right answer. Can I show my strategy first?" Instead of continuing the back-and-forth debate with Sammy, Kiana chose to prove him wrong by showing him and the rest of the class the way she solved the math problem. When Kiana shares her problem-solving strategy with her class, she displays how vivid and detailed oriented she is. Her meticulous nature shows how much pride Kiana takes in the work she does. Kiana's sophisticated level of emotions shows that she's not afraid to speak her mind and stand up for the work she does. The range of emotions she has developed demonstrates the confidence Kiana has built at such a young age.

Running Record of Social Development

Observation completed on: 11/13/20 at 8:00am-12:15pm Field site: Ember Zoom(Grade 1)

(8:00) Upon entering the zoom meeting, I see that Kiana and Andy are taking turns sharing their screen with the class and playing music where everyone comes into the classroom and the virtual classroom.

(8:30) Brother Blue: Okay, Ominira let's get ready for the family meeting. Que lo Que Ominira. The students in the classroom and the zoom meeting shout "Que lo Que!"

Brother Blue: Let's start roll call. Before we begin to grow, there is something that I need to know. The students: Before we begin to grow, there is something that I need to know.

Brother Blue: Is Kiana in the house?

Kiana: No doubt!

Brother Blue: Is Sammy in the House?

Sammy: No doubt!

(Brother Blue names all the student's one by one and they all shout back no doubt).

Brother Blue: Are the teachers in the house?

Students: No doubt!

(8:45) Brother Blue: Now, please repeat these affirmations. I love myself.

Students: I love myself.

Brother Blue: I love my hair.

Students: I love my hair.

Brother Blue: I love my ears.

Students: I love my ears.

Brother Blue: I love my eyes.

Students: I love my eyes.

Brother Blue: I love my nose.

Students: I love my nose.

Brother Blue: I love my lips.

Students: I love my lips.

Brother Blue: I love my face.

Students: I love my face.

Brother Blue: I love my skin.

Students: I love my skin.

Brother Blue: I love my brain.

Students: I love my brain.

Brother Blue: I love myself.

Students: I love myself.

After repeating the affirmations in English, Brother Blue began to say them in Spanish and had the students repeat them after him.

(9:00) Brother Blue: Okay, students on the DLP, Sister Luna will do the Nearpod's lesson on maps with you while I work with the students in the classroom.

Me: Okay guys, we're going to power through this nearpod lesson. Remember, if we finish this nearpod, we will make an Among Us game room to play during your lunch break. Do we have a deal?

Sammy: Yes, we have a deal.

Me: There are 4 main parts of a map. The map title tells you what the map is off, the scale tells

you the distance from each point on the map versus real life, the key tells helps you see what each thing on the map is and lastly, we have the compass rose. The compass rose tells you which direction you are going in. The cardinal directions are north, east, south, and west. When I was in school my teacher told us to think of the saying: Never Eat Soggy Waffles to remember the directions. You can also use: Never Eat Sour Worms.

Kiana: I love sour worms.

(We went through the nearpod and the last slide told us to create a classroom map).

(9:50) Me: We have to make a map of the Ominira classroom. We have to make sure we put the 4 main parts of the map; a map title, scale, compass rose, and a key. I'm going to need your help to make the map since I don't know what your classroom looks like.

Kiana: But we are not going to school anymore.

Me: We can use what the classroom looked like last year.

Kiana: Okay.

Me: Should we name the map Ominira Classroom?

Students: Yes.

Me: Can you guys tell me some of the things that were in your classroom? I'll draw them while you tell me.

Kiana: There are 4 tables in the middle of the room. We have a board in front of the classroom.

Kelvin: Brother Blue's desk is on the bottom. His desk is a rectangle.

Me: Do you have a library?

Sammy: There's no library.

Kiana: Yes, we have a carpet and behind it, there are books on a shelf.

Sammy: Oh, yea that's the library. Can you draw some students sitting on the carpet?

Me: Yes, I can. I'll even draw Brother Blue near his desk.

(I drew a stick figure in the color blue to represent Brother Blue next to his desk).

Kiana laughing: Why is Brother Blue so small?

Me (smiling): It's a small map.

Social Development Descriptive Review (Kiana, age 6, Ember: Grade 1)

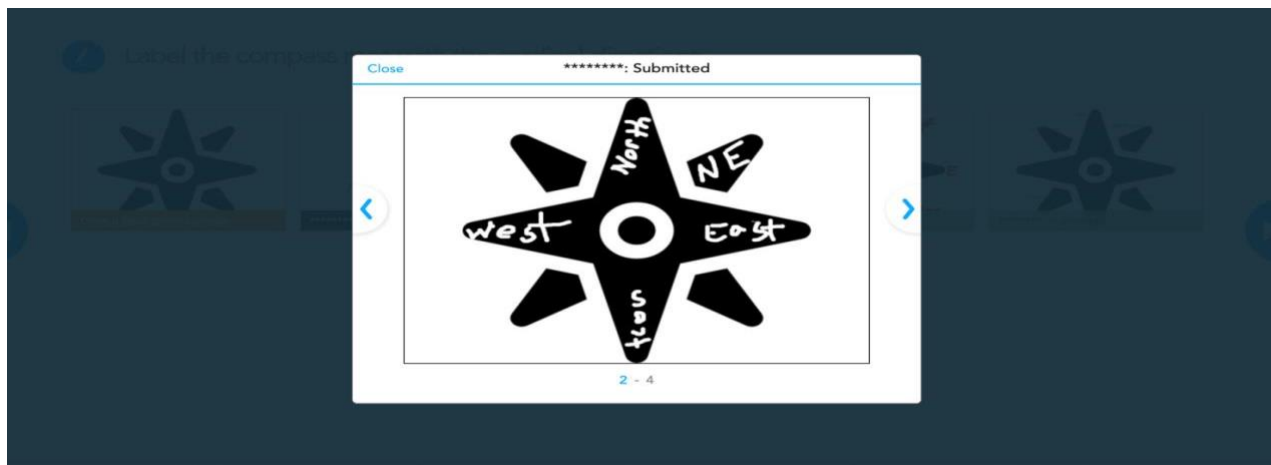
Kiana easily engages with her classmates when she's in a group setting. Kiana feels comfortable enough to start conversations with her classmates. During my observation of the class on 10/23/20, Kiana was the first person to greet her classmates and told them it was her birthday when they joined the zoom meeting. Kiana likes to demonstrate her abilities to her friends and teachers. During my observation on 11/04/20, Kiana finished her CGI problem she said, "Yes, I'm done." Kiana's comment began a back-and-forth banter with her friend Sammy. Both of them saying they finished first. When Sammy told Kiana, she had the wrong answer, she quickly asked Brother Blue, "Can I show my strategy first?" Kiana's determination to share her work with her classmates shows the pride she takes in everything she does. One thing that bonds Kiana to all her classmates is their love of music. During my various observations, Brother Blue plays music for the students and they are always so eager to pick a request. When I entered the zoom meeting on 11/13/20, Kiana was sharing her screen and was the DJ for her classmates. She was playing music to make all her friends happy which they showed by dancing around. Kiana's relationship with her teacher Brother Blue is full of humor. During my observation on 11/04/20, Kiana was walking Brother

Blue through her. CGI strategy, they began to joke with each other. During their interaction, Kiana said, “First, I drew a medium circle like a pizza.” After drawing the circle, Brother Blue asked Kiana, “Like this?” When Kiana saw the circle, she said, “What is that?” in a joking manner. Brother Blue replied, “You hatin’ on my pizza?” Kiana replied, “I’m not hatin’. It’s just not right like mine.” The playful conversation between Kiana and Brother Blue demonstrates that they have built a relationship of mutual trust. Kiana quickly warms up to new people and shows how friendly she is. During the first day I observed the class, Kiana began to talk to me about her favorite game Among Us. She explained how the game works and invited me to play with her. Kiana’s kind temperament made me feel at ease about working with her and her classmates. From all my observations of Kiana, she easily connects with her peers, teachers and she is welcoming to new people she has never encountered before. Even at her young age, Kiana has gained the strategies to help develop her social skills.

Child Work Samples with Write Up:

Sample #1

This first work sample was a part of a nearpod lesson on map skills. During the nearpod lesson, students were given the option to walk through them as a class or they could log in to work independently. Kiana usually logs onto the nearpod lessons on her own. In this activity, students were asked to label the cardinal directions on the compass rose. On the diagram, Kiana was able to correctly identify and label the directions North, East, West. Even though she misspelled South, she was able to find its location on the compass rose. Kiana started to label the directions in between the four main directions but she did not have enough time to finish the rest of the diagram. Being able to identify the cardinal directions demonstrates Kiana’s cognitive skills like her knowledge of maps and her ability to recognize spatial concepts. Some of the strengths Kiana demonstrated through this activity was her sense of direction, her ability to develop language skills by writing words, and her ability to work independently. As time passes, Kiana’s knowledge of words will broaden as she learns more language skills like correctly spelling words. Kiana will continue to develop her cognitive and language skills. She will also learn time management to ensure she can complete assignments in a timely fashion.



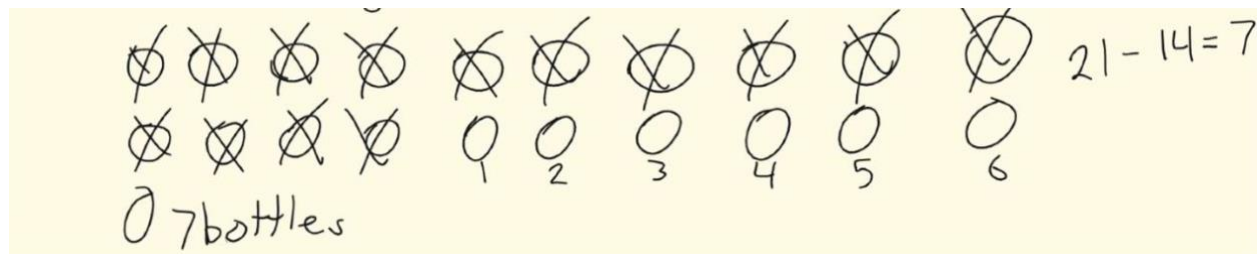
Sample #2:

This second work sample was a teacher-directed activity. After completing the nearpod lesson on map skills, Brother Blue instructed the students to create a map. The students had the creative choice to decide if they wanted to do a map of their house, room, classroom, or their neighborhood. Kiana chose to draw a map of her classroom, Kiana's choice of using the colors red and pink demonstrates her creative expression and her preference for colors. During the show and tell part of the day, Kiana explained she drew a semicircle desk to represent Brother Blue's desk, the library shelf across from the desk, and she drew herself standing in the classroom. Kiana's ability to draw different shapes like circles which vary in size shows her growing motor skills. Her control and precision in the way she wanted the circles to look and the placement of each circle shows how she has developed her hand-eye coordination. The picture of herself shows the evolution Kiana has developed from drawing simple shapes to putting multiple shapes together to create a new object. The varying sizes of the objects on the map demonstrate Kiana's understanding of space. The items she noticed were larger in the classroom like the bookshelf, she made sure she drew it bigger in the map compared to the desk. Kiana's strengths are using her creativity to pick the colors for her map and drawing shapes and people. As Kiana continues to grow and navigates through her grade school years, she will keep developing her motor skills.



Sample #3:

The last work sample is the strategy Kiana shared with the class after solving the CGI math problem of the day. Each day, Brother Blue gives the class a math word problem and gives them ten minutes to solve it. The question for this day was: Ms. Hinz collected 21 plastic bottles for her Science class. She used 14 of them for her first class. How many bottles does she have left? Five minutes into the independent work, Kiana told Brother Blue she was done and asked if she could share her strategy. After the timer went off, Kiana showed the class her strategy. She walked Brother Blue through the steps she took to get the answer while Brother Blue wrote it on the board for everyone to see. Kiana told Brother Blue to draw 21 circles to represent the bottles. After the circles were drawn, Kiana told Brother Blue to cross out 14 circles. Brother Blue asked Kiana, why she crossed out the circles. Kiana explained that those circles were the 14 bottles that Ms. Hinz already used for her class. Kiana then told Brother Blue the last step she did was to count each circle left. Once she figured out there were 7 bottles left, she wrote the number sentence $21 - 14 = 7$. Kiana's strategy helped show her peers who were unsure of how to solve the problem with a new strategy. Kiana's ability to describe step by step how she solved the math problem. Her cognitive development shines through her problem-solving skills. Some of the strengths Kiana demonstrated her ability to recognize numbers, identify a problem, and how to use math formulas to come up with a step-by-step plan to solve the word problem. Kiana will continue to develop her cognitive skills and use them to keep helping her peers learn different problem-solving strategies.



Racial Socialization Paper:

Since I have a 4-year-old son instead of just answering the questions and putting my thoughts only, I decided to have a conversation with my husband using the questions as a guide. Our son is not currently attending school. Once he starts school next fall, as parents we want to make sure he understands no matter how someone looks we are all human and we all come in different shapes, colors, and sizes. There's no real difference between each other besides appearance. We want him to know that how he treats others should be no different than how he treats the people he loves. We want to understand this first because when it comes time for him to be on his own without us being around based on what we have taught him, he should be better prepared for the world and not be judgmental.

Being that he is biracial (African American and Dominican), at home we try to accustom him to aspects of both cultures. Even simple things like making dishes from both cultures and including Spanish into daily conversation. We want him to know that he isn't one dimensional, there's so much more to him than he is aware of right now, but we are slowly educating him on all the things that make him unique.

He hasn't experienced racism firsthand but even at such a young age we want him to be aware of the oppression that has been experienced. We have bought and read books to him in order to teach him Black History. The books are about African American men and women who experienced Slavery and oppression. We explained to him what occurred during Slavery even though it was difficult to help him understand but every time he had a question, we did our best to answer them.

Since he is currently four, we haven't sat him down and told him people will dislike him because of the color of his skin. It's hard to alert him about discrimination but we are trying to help him understand by teaching him through the Black History books; perhaps reading about the struggles women and men experienced with discrimination will help him get it.

We teach our son affirmations to love himself no matter what. We make him repeat things like, "My name is Aiden, and I can do anything", "I love my brown skin and I love my curly hair", from a young age. Every time he is frustrated when he feels he can't do something we tell him to say these affirmations. We want him to grow up loving himself and we want him to love where he comes from and to not forget that he is African American and Dominican.

We are teaching him to control his emotions like he if he doesn't get his way instead of crying, we want him to understand he has to work hard because everything is not going to be given to him. Since he is considered a "minority", he needs to work extra hard to get what he deserves. We want him to know that life isn't always fair but that doesn't mean that he should just retreat and feel defeated, we want to teach him to keep getting up and try again.

We believe by teaching him affirmations we are teaching him protective and proactive messages. We use those affirmations to build confidence and as a good way to remind him who he is, we want to instill in him what we already know about him. We will always be there to cheer him on, but we want him to know that he needs to be his own cheerleader as well.

We do think what we are teaching him is going to lead to positive academic social interactions because all the things we are instilling in him are things that we want him to understand. We want him to be knowledgeable of the things that occur around him. We don't want him to be oblivious or naive. Growing up oblivious or too naive, when the time comes everything will be a shock and it may be harder to understand versus slowly teaching him, so he has time to absorb the information. He will understand through all that goes on in society, he still will rise above it all and become anything he wants to be in life.

Yes, I think racial socialization is leading to higher self-esteem and self-worth. By teaching him the truth about racism and discrimination in society, we are teaching him what people fought for back in the day. They fought for freedom because they knew they deserved equal rights. Teaching about race as parents will give our children a stronger sense of self. It will build confidence and pride in themselves.

Yes, by teaching our sons about the racial issues surrounding them we can instill pride them and have them love their cultures, their native tongues and their traditions. We need to normalize accepting each other's differences. The things that make everyone unique are the qualities that make them worth learning about.

Yes, we do affirmations to teach him to love his skin color and his hair. We explain to him that he and his brother look the way they look because they come from mommy and daddy. We make sure he knows the reason why his is brown skin and his hair is curly, mommy is Dominican, and his daddy is African American. He is the perfect combination of both us and the things like his skin and his hair texture are what make him different and different isn't a bad thing, it makes him special.

Being young parents, we believe we are teaching him in a positive light. We are teaching him not to hate or dislike because of the color of their skin. We are teaching him to accept everyone the way they come. Honestly, we are learning how to talk to him about certain things as we go but we are none the less teaching him. We feel it's important to answer all the questions he has especially since I know he notices how other people are different from him, we want him to understand why. In part two of "Why Are All The Black Kids Sitting Together In The Cafeteria", Tatum states, "Though adults often talk about the "color blindness" of children, the fact is that children as young as three do notice physical difference such as skin color, hair texture, and the shape of facial features" (Tatum, 1997, pg. 112). No matter how difficult or uncomfortable the conversation maybe, we need to ensure we speak to our children about racism and discrimination. By taking the initiative, we can ensure we give our children accurate information to prevent them from being misinformed somewhere else. We also need to show our children representation of people that look like them in books, history, etc.; this will help them see themselves in a positive light and will allow them to develop self-love and acceptance.

Yes, we think it's extremely important to include racial socialization in a school's curriculum. Just like every other subject we learn; racial issues are a part of our everyday life. Teachers aren't aware of the things students are being taught at home. Educators should make sure they are teaching their students about racial issues, so that they have all the information and not just one side. We need to teach students accurate history and not the master narrative we've been taught all our lives. Teachers should go into teaching about racial oppression without prejudice because we don't want to inflict on our views on students that has been the problem along. Kids are being taught generational hatred at home and teachers can alter that mindset. In chapter 3 of "What If All The Kids Were White" the author states, "Racial identity is shaped from the outside, and constructed from the inside, beginning in early childhood. The social and political dynamics of the community and period in which children live, their family's attitudes, their teachers, and their individual life experiences all influence this development" (Derman-Sparks, 2011, pg. 45-46). As parents and teachers, we need to realize the impact our words and actions have on young children. Spewing racism will plant the seed of hatred in kids while speaking about acceptance and love will ensure that children grow up embracing the differences of those around them. We need to train our teachers on how to speak to students about race to ensure a positive outcome, along with having parents involved. I feel like one of the first steps we need to take to end systemic racism and oppression is by changing the curriculum. Our children are in the school system from their early childhood to adolescence if they can learn math and English, they can learn racial socialization. The author of chapter 1 and 2 of "Anti-Bias" states, "...unless curriculum consistently takes into account children's perspectives, it may become oppressive to them. They must be free to ask questions about any subject, to use their own ideas in problem solving, to engage in real dialogue with adults, to make choices, and to have some say in their daily school life" (Anti-Bias, 1989, p.8). No matter how uncomfortable a child's questions are, educators should never leave them unanswered. I think it's important to remember if we don't answer children's questions, they may go finding an answer from someone who may do so with prejudice.

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Conclusion:

Children will continue to develop in fascinating ways as they continue to move on further through their school years. Being able to observe children from a different age range helped me realize how important the school years are. Starting as early as Pre-K, children are observing the people around them. Children begin to notice the differences and similarities they have with their peers. Even at such young ages, children begin to see racial differences. These observations have helped put into perspective how important it is to answer children's questions about why everyone is different and may not look the same as them. When children ask questions, educators need to listen carefully to what they have asked and answer them to the best of their ability. One thing I learned is that when teachers forge relationships of trust and can sympathize with their students, it makes it easier for children to confide in them. In his article, "Does the Negro Need Separate Schools?", Dubois stated, "The proper education of any people includes sympathetic touch between teacher and pupil; knowledge on the part of the teacher, not simply of the individual taught, but of his surroundings and background and the history of his class and group" (Dubois, 1935, p. 328). Building this relationship will ensure the teacher will do anything in their power to give the student the best education, and they will strive to help that child become successful. If children see that teachers are willing to answer their questions they will keep coming back to ask more.

One way we can ensure that young children are successfully retaining the information they are learning, schools along with their educators need to change the master narrative. In part three of her book "Why Are All The Black Kids Sitting Together In The Cafeteria", Tatum stated, "The messages we receive about assumed superiority and inferiority shape our perceptions of reality and influence our interactions with others" (Tatum, 1997, pg. 186). Being fed the master narrative throughout their schooling will make children of color believe they are less capable of being successful due to the hue of their skin. We need to change the curriculum we are teaching our students so that they can learn about the people who look like them and not the same old whitewashed history we have been learning for years. If we can teach students about the people of color who accomplished great things despite all the oppression they endured, we could help build our student's racial identity up. In his article "The Afrocentric Idea in Education", Molefi Kete Asante stated, "By seeing themselves as the subjects rather than the objects in education...African American students come to see themselves not merely as seekers of knowledge but as integral participants in it" (Asante, 1991, p. 171). Adopting an Afrocentric education in classrooms will ensure that students of color will value their roots and it will ensure they grow up knowing that they are just as capable of succeeding as everyone else. We need to teach our students to love their skin color, hair texture, facial features, and all. A strong sense of self not only comes from within themselves but their environment and the people they encounter everyday help shape how they view themselves.

As a future educator, I learned that I need to strive to be the best teacher I can be for the students that I teach one day. I want to educate myself as much as possible so that I can give back to my community by teaching students of color. Students of color that live in the poorer parts of the city don't receive the same education as the students that come from a higher economic class. Educators need to advocate for those students who don't have the new resources so that we can ensure they receive the same opportunities as everyone else. We invest in the students of color and providing them with the materials they need to receive an education that is as valuable as they are, we can help reduce the achievement gap. In her article, "There Is No Achievement Gap at Birth"

Lisa Delpit stated, "...many poor African American students are simply not being taught... in the schools where children are performing at high levels, a large number of teachers are teaching. They are very visible in the classroom. They have the children's attention. They are explaining concepts and using metaphors that connect knowledge children bring to school with the new information the children are learning" (Delpit, 2012, p. 8). Students of color are attending schools in which teachers may not care about giving them a proper education, some of these teachers go into the school with the prejudice that students of color aren't teachable. If these educators would go to work with a clean slate without biases, they would see that students of color are more than capable of succeeding when they are provided with the necessary resources and relatable curriculum. As long as we go into our classrooms with a brain full of knowledge and a heart full of love, compassion, and acceptance we will contribute to our students' development and success in positive, healthy ways.

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Commentary Paper:

When I started my internship with Brother Blue's class, I noticed Kiana because she was the first student to speak with me. It was fascinating how she wasn't shy to speak with someone she had not met before. Thinking back to when I was her age, I don't think I would have had the courage she did to start up a conversation with someone new. Her friendliness was a breath of fresh air. She tried her best to make me feel welcomed. Her introduction to the game 'Among Us' helped me find common ground with her and her peers; I began playing the game with her and a few of the other student's during their lunch break on Fridays. The more I observed Kiana, the more I realized I made a great choice. At her young age, she had such a great sense of confidence established. She was not afraid to speak her mind to her teachers or her peers. Kiana was not afraid to ask questions when she needed her concerns answered.

During my observations, I noticed Kiana likes to work by herself on assignments like the nearpod lessons which usually are done as a class. My first recommendation would be to encourage Kiana to do the nearpod lessons with the rest of her classmates. This activity will help Kiana's social development as it will help her create stronger relationships with her peers. While observing Kiana, I noticed she has an easier time reading on her own than other students in her class. My second recommendation would be to allow Kiana to help her peers who struggle a bit with reading. This will help Kiana's cognitive and language development because not only will she be helping her peers learn new vocabulary, but she will also continue practicing so she can develop those domains further. During one of my observations, I noticed that when Kiana became frustrated and she left the zoom meeting. So, my last recommendation would be to Kiana's voice her emotions when she gets frustrated or upset in a one-on-one meeting. This activity will help Kiana further develop her emotional domain because it will teach her how to maintain control over her emotions.

During my fieldwork that it's important to keep the students engaged. Ensuring the students are engaged will make them want to do the work and it will make them excited to keep learning the material. The most important thing I learned is that as educators we need to get into the students' quality world. Finding common interests like playing 'Among Us' during the lunch break helped me build a bond with the students. It's essential to establish bonds with the students as it helps promote a healthy learning environment. I learned that I need to work on time management and consistency; the last couple of months have been hard for me but I should work on not letting outside sources influence the amazing work that I can accomplish if I give my work my all. I plan on working on that after the students return from their winter break, I have spoken with Brother Levon and I will be joining his class again on Fridays to keep helping them and learning from them.