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110
Capstone: Analysis of Child Development

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Capstone Project: Analysis of Child Development

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Kareline Rodriguez ECE 110

Infant and Toddler

Observation Physical Development

13-month-old Z has a white complexion, short blonde hair, small ears and nose, chubby legs, and white hair. She has rosy cheeks that are full of fat. Her eyes appear to be a dark green color. Z is decked out with a white and purple polka dot dress and mid-rise rockers. Her clothing has some obscure pink lettering that is difficult to make out. This remark is made in her parents' living room. Stuffed animals, cuppa tea's little carts, a small body of water, a park area, Elmo, Minnie, and numerous other small figures are all around her to aid in her understanding and development. In the space where Z is playing, there was some sort of furniture. They weren't even close to her, though. Most likely, they were encircling her. I can see a table with a basket filled with all of her belongings, plus additional playthings and animals. Z's playing on a sizable pink, gray, and white carpet, which aids in her ability to distinguish between the many colors of the teacups and use in the block toys to comprehend what belongs where. As we can see, Z has a lot of toys and is surrounded by many different things that will keep her occupied and aid in her growth. In the background of the movie, there is a brick wall with a position alarm for toys, many tiny cars, and more plush animals. In this observation, I can see the mother trying to communicate to the child, ensuring that Z is always utilizing protective equipment, and interacting with Ze. Additionally, I think the father is filming the mother and daughter conversing on camera. I can see from watching Z that she used a lot of gross motor skills to simulate crawling throughout the movie. She will try to drink for me while grabbing the toys and the cup of tea. Z will create several types of events that would eventually result in her walking. She would roll herself up quite a bit at one point. She would spend a lot of time standing up after sitting down. During my observation, Z demonstrated some fine motor skills by gripping the

little toys in the proper manner, reaching for them, and making sure she holds them for a brief period of time. They make sure to look each other in the eyes. While Z was making the observation, she was playing with the toys. Every time she wanted to learn more about the music she liked playing, she would search the room for various toys of various colors. By getting up on her own and expressing her desire to play by the piano next to the waterfalls where her mother was playing music, Z also showed initiative. This made her extremely happy. Initiative is one of the NYSEarly Learning Guidelines.

One of the theorists that are illustrated with Z is Erikson Trust vs Mistrust, Erikson held the view that a child's social and emotional development is influenced by early patterns of trust.

A youngster will feel safe and secure in the world if they are able to properly create trust. His thesis holds that a parent fundamentally molds their child's perspective and potential relationships. This is shown because Z is able to trust the caregiver by allowing her to guide her in different directions of the room.

Preschool Age Child

We are seeing Jasmine and Alyssandra and their babies in this observation. One of the young girls is dressed in neon green leggings, a long-sleeved purple blouse with colorful lettering, a pink fluffy bucket with a pink scarf, a brown shoulder bag, and good white sneakers. She appears to be quite attentive with her baby, ensuring that the baby has a blanket and is held properly. She has a light skin tone, a medium-sized nose, chubby cheeks, dark brown eyes, and black wavy hair. The other small child is dressed in a pink blouse with purple sleeves and is ordering a dark and light blue scarf. She is dressed with a ponytail, blue jeans, and sneakers. She has caramel skin, brown eyes, a tiny nose, and is slender. She also takes excellent care of her child. She is

highly attentive and never leaves her infant alone. Even though they are really good parents, they are easily sidetracked by the cashier registers that they have and buy the Beatles necklaces that they find. This appears to take place in a classroom with a lot of tables, numerous activities, and a lot of super markers. They all have various jobs. They appear to have their own universe within the classroom. Both Jasmine and Alexandra were able to maintain a conversation with the teacher when the teacher inquired about their phone number because they are going to work and live with their babies at the daycare, which I believe is very responsible for someone their age to consider rather than just leaving the baby lying around. In this observation, both young females exhibit that type of gross motor skills. For example, you can see them both lifting heavy objects, putting their bags on, and collecting blankets for their baby. You may also see them chasing each other, skipping, and walking without assistance. In my perspective, some fine motor skills that both of these young girls demonstrate are being able to write down their phone numbers on a sheet of paper, comprehending what the money was and how much money they required, ensuring that the baby had a blanket on them, and appropriately putting a blanket on. Both girls are gentle and devoted to their children. Throughout the observation, they evaluated the way they tried challenging ties and did their best to complete it to the best of their abilities. Attempts to organize things as they go, ensuring that they understand where everything belongs and where it is. Also, being able to carry so many objects in your hands can demonstrate large motor abilities according to the NYSEarly Learning Guidelines as can bending over to pick up toys and documents.

In this observation one of the theorists that was observed was initiative vs Guilt. If the child is placed in an environment where he/she can explore, make decisions, and initiate activities, they have achieved initiative. On the other hand, if the child is put in an environment where initiation

is repressed through criticism and control, he/she will develop a sense of guilt. . By taking charge of their infants and the money given, Jasmine and Alyssandra are demonstrating initiative. Both of them are displaying indicators of responsibility.

Young School Age Child

We are witnessing five-year-old girl twins playing in the park in this form of observation. This observation begins in the kitchen of the parents' home, where the entire family is present: the newborn brother, the twins, the father is recording, and the kids are eating while reading a book. The young ladies are dressed in balls, light pink shirts, and dark purple hello kitty shirts. Both twins have dark brown eyes and black hair. They are both slender and appear to enjoy noodles. They're eating noodles as they prepare to head for the park. When it comes to playing, the twins are highly self-sufficient; they do the monkey bars and the spinning pole by themselves. They are highly self-assured while running about and participating in various activities in the park. One of the twin girls is having difficulty with the monkey bars; she sobs that she can't do it, and the caretaker encourages her while also making her feel safe by removing her off. They are both completely aware of their father's presence and comprehend their bond with him. They have a wonderful relationship and understanding with their father. There are numerous activities that can take place in the park. Slides, monkey bars, obstacles, and challenges are all available. They are learning how to help and encourage one another in order to create relationships. In this observation, both twins have developed Sensory Integration. They demonstrate this by being able to tell if a leap is too far, if they are capable of doing anything, using their taste to determine how much they like noodles, and using their balance while playing in the park. They also demonstrate Self-Care in reference to NYSEarly Learning Guidelines because they are both quite cautious while playing in the park, managing the risk in physical terms.

In this observation one of the main theorists illustrated would be initiative vs Guilt , this is because the twins were able to take initiative while playing in the playground. Playing in various obstacles alone. This would strengthen their development in Competence. Children should be encouraged to use their imaginations, come up with their own games, teach others how to play, and learn to take other people's instructions. Children learn the boundaries of what they can influence in the natural world through this process, as well as the distinction between reality and imagination. A youngster also discovers what actions they take lead to both positive and negative outcomes.

Kareline Rodriguez

ECE 110-113L (Lecture)

Psychological Foundations of Early Development and Education

Emotional-social and language development summary paper

1. Infant/ toddler

The baby in this video is 13-month-old Z has a fair complexion, short blonde hair, small ears, and a nose. She has rosy cheeks. Her clothing has some obscure pink lettering that is difficult to

make out. This remark was made in her parents' living room. Stuffed animals, Cuppa Tea's little carts, Elmo, Minnie, and numerous other small figures are all around her to aid in her understanding and development. In the space where Z was playing, there was some sort of furniture. They weren't even close to her, though. Most likely, they were encircling her. I can see a table with a basket filled with all of her belongings, plus additional playthings and animals. Z's playing on a sizable pink, gray, and white carpet, which aids in her ability to distinguish between the many colors of the teacups and use the block toys to comprehend what belongs where. As we can see, Z has a lot of toys and is surrounded by many different things that will keep her occupied and aid in her growth. In the background of the video, there is a brick wall with a position alarm for toys, many tiny cars, and more plush animals. In this observation, I can see the mother trying to communicate with the child, ensuring that Z is always utilizing protective equipment, and interacting with Z. They make sure to look each other in the eyes, which is a sign of language development. While making the observation, she was playing with the toys. By getting up on her own and expressing her desire to play the piano.

In the video observation, we can observe the baby making eye contact and babbling, which are great signs of language development. Babbling is an important phase in an infant's language development. Usually, it begins at six months of age and lasts until the kid learns to utter meaningful words. Babbling is the practice of repeatedly combining consonants and vowels, which gives infants the freedom to experiment and discover new sounds. They gain a better understanding of speech production mechanics as a result. In the video, I observed the baby trying to make different sounds as she went on playing with different toys.

As I observed the baby I witnessed a great deal of emotion in the infant child as she smiled and made hilarious faces. The youngster would always make sure to make eye contact with the caregiver, feeling secure in their presence, whether they were doing something wonderful or scooting off to explore another area of the room. The observation shows that there are many secure and good interactions between the youngster and the caregiver. Having faith in the caregiver and making sure the child and the caregiver have a good rapport. The child repeatedly turned to face the caregiver during the play session, hoping to get her attention and validation. The youngster reacted with laughter and squeals of excitement when the caregiver made playful and caring gestures towards her, such as generating amusing noises. These affirmative responses showed that the child could feel and show happiness when his caregiver was there. This observation highlighted the child's emotional development, as evident through his positive emotional responses, seeking of the caregiver's attention, attempts at emotional regulation, and display of separation anxiety. The strong emotional bond between the child and the caregiver was apparent throughout the play session, demonstrating the child's growing attachment and emotional connection.

The baby showed overt social development during the observation play session in the living room as she interacted with her caregiver. The baby's face brightened with a broad smile as the caregiver spoke, and she joyfully kicked her legs. Her prompt and happy reaction demonstrated her awareness and strong emotional bond with her caretaker. The baby enthusiastically participated in social interactions with her caregiver during the play session. She tracked the caregiver's movements and facial expressions, maintained constant eye contact, and responded

with cooing and happy vocalizations. The infant's social engagement was further encouraged by the caregiver who smiled, made eye contact, and spoke in a comforting yet lively tone. By taking turns with the caregiver, the baby showed off her developing social skills. The baby imitated the caregiver's fun gestures and sounds and created her vocalizations in response.

. This back-and-forth interaction demonstrated the infant's ability to engage in early social exchanges and to take cues from her caregiver's actions. As the caregiver spoke to the infant gently and animatedly, the infant responded by babbling. This demonstrated her desire for social connection and her recognition of the caregiver as a source of comfort and interaction

According to the New York Early Learning Guidelines, it states, ' Responds to familiar words in the home language (e.g., clap"—the child claps) and attends to sounds in English (e.g., lap"—lookstheards speaker)'. ‘ In time, the infant will add coos, babbles, and smiles to his repertoire and find that they yield even more responsive results than his cries or first gestures did. This is one of the things that we see the infant do in the video. The New York Early Learning Guidelines also state, ‘Makes sounds or gestures that let others know that he/she is experiencing pain, pleasure, or discomfort or to express needs (e.g., cries when upset, coos and squeals when content)’ when we see the baby in the video express happiness through a smile or making severe eye contact with its caregiver. We are observing signs of language development. In the video, the caregiver will call the infant's name, and the infant will respond by making eye contact and smiling. We can observe the caregiver speaking to the toddler, saying, 'Look, get that,' and the infant would respond by taking the directions that were given. The New York Early Learning Guidelines discuss the way taking small directions can help the infant develop better language and social skills. 'Follo gives single-step directions (e.g., “Please bring me the

ball"). In observation, we can observe the baby wandering around her environment and exploring with her caregiver's supervision. She trusts her caregiver, which in the New York Early Learning Guidelines covers trust and the way it's important to build trust with the infant.

One of the theories that are illustrated with Z is Erikson's Trust vs. Mistrust. Erikson held the view that a child's social and emotional development is influenced by early patterns of trust. A youngster will feel safe and secure in the world if they can properly create trust. His thesis holds that a parent fundamentally molds their child's perspective and potential relationships. This is shown because Z can trust the caregiver by allowing her to guide her in different directions in the room.

2. Preschool Age Child

We are seeing Jasmine's baby in this observation. Jasmine is dressed in neon green leggings, a long-sleeved purple blouse with colorful lettering, a pink fluffy bucket with a pink scarf, a brown shoulder bag, and good white sneakers. She appears to be quite attentive with her baby, ensuring that the baby has a blanket and is held properly. She has a light skin tone, dark brown eyes, and black wavy hair. Even though Jasmine seems to be a good parent, she is easily sidetracked by the cashier registers that she has and buys the Beatles necklaces that she finds. This appears to take place in a classroom with a lot of tables, numerous activities, and a lot of super markers. She has various jobs. She appears to have their universe within the classroom. Jasmine was able to maintain a conversation with the teacher when the teacher inquired about their phone number because she is going to work and live with their babies at the daycare, which

I believe is very responsible for someone their age to consider rather than just leaving the baby lying around. Throughout the observation, Jasmine showed language, social, and emotional development as evaluated by the way she tried challenging ties and did her best to complete them to the best of their abilities. She attempts to organize things as she goes, ensuring that she understands where everything belongs and where it is.

The preschool girl engaged in clear displays of social play and language development with her caregiver during the play session in the classroom. In her creative play, the girls were playing mothers who were making grocery store purchases. The girl greeted their caregiver with excitement as she came closer. The girl actively communicated verbally with their caregiver, expressing their thoughts and desires with a range of words and phrases. Taking turns acting as the customer and the cashier with one of her classmates, she used terms like "money," "cart," and "checkout. "Here, this is yours," she stated as they were preparing their kids. displaying indicators of friendship and interpersonal abilities. Jasmine had to bargain, communicate, and solve problems during their pretend play, which demonstrated her language abilities in use. The girls discussed the various things they wanted to buy while they shopped and pretended to buy groceries. "I need money" or "I want this" are examples of descriptive language they employed, demonstrating their expanded vocabulary and ability to communicate ideas with words.

Throughout the play session, the girls engaged in social play, using body language, gestures, and facial expressions to communicate with one another. She demonstrated turn-taking, cooperation, and the ability to read and respond to social cues, all of which are critical components of social development. This observation highlighted the girl's language development and social play skills. Jasmine's active engagement in verbal communication, use of descriptive language, and ability

to problem-solve and negotiate demonstrated their growing language skills. Her turn-taking, cooperation, and social communication skills demonstrated their emerging social play skills, all of which are critical components of preschoolers' development.

Jasmine engaged in imaginative play in the classroom and showed obvious indicators of emotional growth in their relationships with one another. The preschool girl showed deep emotional ties and awareness of one another's emotions as she played. Pretend mom Positive nonverbal cues like smiling, nodding, and maintaining eye contact showed that she was interested in and enjoying each other's presence. She created a lively and engaging play atmosphere by laughing, exchanging ideas with classmates, and acting out her parts with vigor. She removed the money from the register when one of the females went to grab money from the drawer she saw what she was doing. Another instance would be when the string of beads got tangled and fell to the ground. Jasmine took it up and attempted to untangle it, while another found sunglasses and said to the classmate, "Look sunglasses." The girl's emotional maturity and capacity to control their own emotions while recognizing and addressing those of others were exhibited by this act of empathy and comprehension of her friend's feelings. Throughout their imaginative play as moms buying things, the girls displayed a range of emotions that mirrored real-life experiences. She showed excitement and enthusiasm when discovering new items, such as pretend fruits or toys... Her face lit up with joy, and she expressed her happiness through laughter and animated gestures. Overall, the preschool girls' play session provided ample evidence of their emotional development. Her ability to express a wide range of emotions, navigate challenges, regulate emotions, show empathy, and respond to non-verbal cues all signify significant growth in her emotional development. These skills lay a foundation for

building healthy relationships, understanding and managing emotions, and developing social competence as they continue to grow.

According to the New York Early Learning Guidelines, children's relationships with their classmates become more significant as they get older. Generally speaking, well-socialized kids are loved by others and have lots of chances to develop social skills, including cooperation, bargaining, respect for the rights and demands of other kids, and the capacity to occasionally set aside their own needs and desires to satisfy those of others. In the observation, we can see the way that Jasmine connects with her classmates, helping her develop her social skills and communication skills with others. The New York Early Learning Guidelines speak about emotional development and the way a youngster must be able to communicate all of their feelings healthily and appropriately, including happiness, sadness, frustration, and rage. During the early years, self-regulation is gradually acquired. In the video, Jasmine shows many different kinds of emotions, especially while taking care of her baby doll. The milestones shown in this observation are the following: 1. Plays side-by-side with another child, at times 2. Observe and imitate another child's behavior or activity.

In this observation, one of the theories that were observed was initiative vs. guilt. If the child is placed in an environment where he/she can explore, make decisions, and initiate activities, they have achieved initiative. On the other hand, if the child is put in an environment where initiation is repressed through criticism and control, he/she will develop a sense of guilt. By taking charge

of their infants and the money given, Jasmine and Alyssandra are demonstrating initiative. Both of them are displaying indicators of responsibility.

3. A young School child

We are witnessing a five-year-old girl playing in the park in this form of observation. This observation begins in the kitchen of the parent's home, where the entire family is present: the newborn brother, the twins, the caregiver is recording, and the kids are eating while reading a book. The young girl is dressed in light pink shirts and dark purple Hello Kitty shirts. She has dark brown eyes and black hair. She is slender and appears to enjoy noodles. As she is eating noodles, she is preparing to head for the park. When it comes to playing, the twins are highly self-sufficient; they do the monkey bars and the spinning pole by themselves. They are highly confident while running about and participating in various activities in the park. One of the twin girls is having difficulty with the monkey bars; she sobs that she can't do it, and the caretaker encourages her while also making her feel safe by removing her, which can be a sign of emotional development. They are both completely aware of their caregivers 's presence and comprehend their bond with them. They have a wonderful relationship and understanding with their caregiver.

The 5-year-old twin girl is playing in the park under the watchful eye of her babysitter. As she engaged in conversation and expressed her wants and thoughts to one another, her play

session demonstrated evident evidence of language development. The girl was playing imaginatively and acting out the parts of explorers at the park. She talked about her surroundings using descriptive language, highlighting interesting items, and offering environmental observations. She yelled things like "Look and "I can do it!" or "I got it." She used complete sentences to express their thoughts and share her ideas, demonstrating her growing language skills. She asked her twin sister questions such as, "How do I do it?" and "Help me?" and responded with thoughtful answers, fostering their ability to engage in meaningful conversations. The girl also demonstrated her understanding of spatial concepts and directional language during her play. She used words like "behind," "under," and "next to" to describe the location of different play areas in the park. This highlighted her ability to comprehend and use spatial and directional language appropriately. Her caregiver praised her for her storytelling and language skills, providing positive reinforcement for their efforts. The young girl responded with smiles and continued to engage in her play, incorporating the caregiver's feedback into their ongoing narrative. In conclusion, it was evident from watching the 5-year-old girl play in the park that she was developing her linguistic skills. Her capacity to converse, use of descriptive language, appropriate sentence construction, polite language when asking for help, and understanding of spatial ideas were all examples of her developing language skills. The girls' capacity to communicate their thoughts and ideas in an original and captivating way was further shown by their imaginative play.

The way she interacted with her twin sister throughout their play session showed that she had developed emotionally. She was able to control her emotions, display empathy, and

comprehend. The young girl exhibited happy feelings, including joy, excitement, and enthusiasm, during their play. She played with their imaginations. She described their play using evocative language, letting her movements and words convey her emotions. She was able to safely and creatively express and explore her feelings through this imaginative activity. "I'm hot" and "I'm tired," were two of the things she said to their father. The child showed their ability to control her emotions as she played through obstacles. Despite her inability to use the monkey bars, it didn't stop her from playing a variety of games on the playground. She showed empathy and understanding of her sisters' emotions while they were playing. She showed empathy by consoling and supporting one another while actively listening to her sister and validating her emotions. She adapted by observing one another's non-verbal cues, such as tone of voice and facial expressions. To sum up, watching the 5-year-old girl play in the park was ample proof of their emotional growth. She demonstrated her developing emotional intelligence by being able to control her emotions, demonstrate empathy, and comprehend their own and one another's sentiments. Her capacity for social interaction, emotional growth, and emotional resilience were further evidenced by their imaginative play, emotional awareness, and emotional resilience.

According to the New York Early Learning Guidelines, the child believes that the world is a good place because of that link. All subsequent relationships and interactions with other people are built upon these early connections. Development in all domains and other areas of learning depends on these areas seeing healthy growth. Jasmine's caregiver built a good relationship with her because Jasmine was able to express her worry when she was able to do the monkey bars. It also speaks about how a youngster must be able to communicate all of their emotions healthily

and appropriately, including happiness, sadness, frustration, and rage. In the video, we can see towards the end the girl telling their caregiver that she is tired, expressing how they feel.

Milestones shown in this observation, Recognizes that adults have more experience and, therefore, can assist, Shows enjoyment in playing with other children 2. May elect to entertain oneself for sustained periods 3. Initiates an activity with another child. We can also observe culture when she is in the kitchen before leaving the park. We can observe that she is the chopstick which shows that she is very much connected to her Asian culture. She is a different language which is Cantonese, making her learn how to develop in this aspect and connect more with culture.

In this observation one of the main theorists illustrated would be initiative vs Guilt, this is because the twins were able to take initiative while playing in the playground. Playing in various obstacles alone. This would strengthen their development in Competence. Children should be encouraged to use their imaginations, come up with their games, teach others how to play and learn to take other people's instructions. Children learn the boundaries of what they can influence in the natural world through this process, as well as the distinction between reality and imagination. A youngster also discovers what actions they take lead to both positive and negative outcomes.

.Conclusion

Through the process of observing young children and analyzing their social-emotional and language development, I have gained new insights into the complexity and richness of young children's development. One of the most significant insights is the interconnectedness of social-emotional and language development. The observations highlighted how children's language skills support their social interactions and vice versa, and how their emotional development influences both domains. It underscores the importance of providing an environment that nurtures both social-emotional and language development to promote holistic growth. Another insight is the importance of play in young children's development. The observations revealed the critical role of imaginative play in fostering language and social-emotional development. Play provides a context for children to practice communication skills, expand their vocabulary, and develop conversational abilities. It also allows them to engage in cooperative play, develop empathy and emotional regulation, and navigate social situations. The observation process also emphasized the individuality of children's development. The children displayed unique personalities, strengths, and challenges, highlighting the importance of acknowledging and supporting individual differences in development. It underscores the need for a personalized approach to education and care that recognizes and responds to each child's unique needs and strengths. The most interesting element of this assignment was witnessing the diversity of children's developmental trajectories and how their strengths and challenges manifest in different ways. It was fascinating to observe how each child had a unique developmental journey, highlighting the importance of individualized support and recognizing the variability in developmental progress. Overall, this assignment has provided a deeper understanding of the complexity and richness of young children's development. It underscored the importance of supporting both social-emotional and language development and

acknowledging individuality in developmental progress. Children's social and emotional well-being is a window of opportunity for learning, according to the 2019 NY Early Learning Guidelines. Children migrate between their home and school social contexts. For children to establish a sense of self, they must feel as though they belong everywhere. A child's language development consists of three basic components: speaking, listening, and understanding.

Kareline Rodriguez

ECE 110-113L (Lecture)

Psychological Foundations of Early Development and Education

Cognitive Development Summary

Infant

The baby in this video is 13-month-old Z has a fair complexion, short blonde hair, small ears, and a nose, She has rosy cheeks. Her clothing has some obscure pink lettering that is difficult to make out. This remark was made in her parents' living room. Stuffed animals, Cuppa Tea's little carts, Elmo, Minnie, and numerous other small figures are all around her to aid in her understanding and development. In the space where Z was playing, there was some sort of furniture. The infant was playing, grabbing toys, and using her cognitive skills to play around the room. I can see a table with a basket filled with all of her belongings, plus additional playthings and animals. Z's playing on a sizable pink, gray, and white carpet, which aids in her

ability to distinguish between the many colors of the teacups and use the block toys to comprehend what belongs where. As we can see, Z has a lot of toys and is surrounded by many different things that will keep her occupied and aid in her growth. In the background of the video, there is a brick wall with a position alarm for toys, many tiny cars, and more plush animals. In this observation, I can see the mother trying to communicate with the child, ensuring that Z is always utilizing protective equipment, and interacting with Z... While making the observation, she was playing with the toys... By getting up on her own and expressing her desire to play the piano.

While observing the infant girl playing with toys in the living room, it is clear that she uses cognitive skills to explore and learn about her environment. She shows curiosity by picking up different toys, examining them, and manipulating them in various ways. She also demonstrates problem-solving skills by trying different approaches to get the toys to do what she wants them to do. For example, she tries to get up by herself and play the small piano that is shown in the video. Furthermore, she displays her memory skills by recognizing familiar toys and recalling how to use them. Overall, the infant girl's play activities show that she is actively engaging with her environment and using her cognitive skills to learn and grow. According to the New York Early Learning Guidelines, children can comprehend cause and effect more and more as they grow older and receive guidance and support. The first stage that Piaget presents to us, Sensorimotor, is another cognitive skill that we see in this video. Children at this age learn through their senses and their movements. In the New York Early Learning Guidelines, Children use manipulating objects, asking questions, forming predictions, and drawing generalizations to

explore the natural world. During the observation, I observed the way the infant explored different objects and tried to figure out how to play with certain objects; for instance, with the piano, she figured out how to play the piano.

Jean Piaget's theory of the Stage (birth to 2 years old): Infants learn about the world through their senses and motor actions. They develop object permanence and the ability to coordinate their senses and motor actions. The child's ability to distinguish between themselves and their surroundings marks it. By then, they will use their senses to gather information about their surroundings and themselves. We can see the way the infant wanders around the environment sensing her toys and sounds.

2. Preschool Age Child

In this observation, we are witnessing Jasmine with her infant. Jasmine is wearing bright green leggings, a brown shoulder bag, a fluffy pink bucket with a pink scarf, a long-sleeved purple shirt with colorful lettering, and nice white sneakers. She makes sure the infant is held correctly and has a blanket, giving the impression that she is paying close attention to her child. Her skin tone is fair, with dark brown eyes and black hair that is wavy. There is a ton of furniture in the classroom. Dolls, paper, and markers are everywhere. The chairs are arranged around the edge of the classroom. There's a big table with a green chalkboard. This classroom

has learning activity bins in addition to the children's artwork hanging on the walls. Together with the other children in addition to the other kids in the classroom, we get to see a woman who is seated behind a table and is not familiar to us from the video. She appears to have their universe within the classroom. Jasmine was able to maintain a conversation with the teacher when the teacher inquired about their phone number because she is going to work and live with their babies at the daycare, which I believe is very responsible for someone their age to consider rather than just leaving the baby lying around. Throughout the observation, we observe the young girl using her cognitive skills as she goes around the classroom playing mom and supermarket. We can see scientific knowledge being used in the video, as she identifies the money in the drawer and the bags and purses and how to use it.

During the observation of a 5-year-old girl playing mom and market in her classroom, it is evident that she is displaying various cognitive skills. She demonstrates problem-solving skills by organizing her toys and making decisions about what to sell in her market. She also shows creativity by creating her scenarios and making up stories to go along with her play.

Furthermore, she uses her memory skills by recalling what she has previously learned about markets and motherhood and incorporating these ideas into her play. Besides, she uses her language skills by engaging in conversations with her imaginary customers and her dolls.

Overall, the 5-year-old girl's play activities reveal that she is using her cognitive skills to engage with her environment, develop her imagination, and learn. According to the New York Early Learning Guidelines, it expresses properties of order, children sort, classify, and organize objects. In the video, we can observe the young girl putting everything in its place. We can see the way that the girl's classmate dropped the necklace on the floor and the 5-year-old girl picked them up

and put them back in their place. When she is pretending to play mom, she has to go off to “work” and drop her baby off with the caregiver “babysitter” with a random number that she wrote on a piece of paper. This demonstrates the way that she is doing advanced thinking and understanding the real world. The New York Early Learning Guidelines state that children can become persistent and attentive with time, support, and encouragement. The New York Early Learning Guidelines state that preschool-aged children's cognitive development is crucial for a variety of reasons. It supports the growth of the child's communication, comprehension, and thinking skills. It also fosters the child's imagination and aids with memory.

3) Young School Age Child

We are witnessing five-year-old girl twins playing in the park in this form of observation. This observation begins in the kitchen of the parent's home, where the entire family is present: the newborn brother, the twins, the caregiver is recording, and the kids are eating while reading a book. The young ladies are dressed in balls, light pink shirts, and dark purple Hello Kitty shirts. Both twins have dark brown eyes and black hair. They are both slender and appear to enjoy noodles. They're eating noodles as they prepare to head for the park. When it comes to playing, the twins are highly self-sufficient; they do the monkey bars and the spinning pole by themselves. They are highly confident while running about and participating in various activities in the park. One of the twin girls is having difficulty with the monkey bars; they are both completely aware of their caregivers 's presence and comprehend their bond with them. They have a wonderful relationship and understanding with their caregiver.

During an observation of 5-year-old twins playing in the park, it is evident that they are actively engaging their cognitive skills in their play activities. They demonstrate problem-solving skills by collaborating and figuring out how to navigate and explore the park's equipment and structures. For example, they take turns strategizing and finding the best routes to climb up and down the play structures, showing their ability to analyze and solve spatial challenges. The twins also exhibit imaginative thinking by creating stories and scenarios while playing. They engage in pretend play, taking on different roles and using their creativity to invent imaginative situations. This imaginative play not only showcases their cognitive abilities but also allows them to practice social and emotional skills as they negotiate roles and interact with each other. For instance, one of the twins was not able to do the monkey bars and quickly reached out to her caregiver for support. According to the New York State Learning Guidelines, expression and representation are some of the ways that the young girl used skills. She was able to express how she felt when she wasn't able to finish the monkey bars. The twins also showed great signs of object performance; they were able to analyze the objects around them, observe how others played with them, and try it for themselves. Accomplishing these kinds of objects can help develop their cognitive skills. Overall, the observation highlights the twins' utilization of problem-solving, imaginative thinking, memory, and language skills during their playtime in the park. These cognitive skills contribute to their overall development and provide them with opportunities to learn, grow, and interact with their environment.

One of the theorists that I observed was in Jean Piaget's Preoperational Stage (2 to 7 years old): Children develop symbolic thinking and the ability to use language to represent objects and ideas. They also develop egocentrism and have difficulty understanding the perspectives of others. The children in the preoperational stage are highly imaginative and creative. They engage in pretend play, use symbols to represent objects and ideas, and develop language rapidly. They also begin to understand the basic concepts of time and space. In this video, we can see how the young girl uses her imagination and creativity throughout her play time at the park

Through the process of observing young children and analyzing their cognitive development, some new insights about young children and cognitive development I learned during this observation are Observing young children during playtime highlights the significant role that play has in their cognitive development. Play provides them with opportunities to explore, experiment, problem-solve, and use their imagination, all of which contribute to their cognitive growth. Individual differences in development, this process also emphasizes that each child develops at their own pace and has unique strengths and areas for growth. Not all children will exhibit the same level of cognitive skills at the same age, and it is crucial to consider individual differences when assessing cognitive development. The interconnectedness of cognitive skills and the observation and analysis of young children's cognitive development reveal that cognitive skills are interconnected and build upon each other. For example, problem-solving skills can be enhanced through imaginative thinking, and language skills play a role in memory development. The most interesting aspect of this assignment for me was witnessing the incredible potential and

capabilities of young children. Observing their cognitive development in action highlighted their natural curiosity, creativity, and ability to learn and adapt. It was fascinating to see how they utilize their cognitive skills during play and how these skills contribute to their overall development. This assignment reinforced the importance of providing young children with a supportive and stimulating environment that encourages their cognitive growth and nurtures their natural abilities.

One of the most influential theorists of cognitive development is Jean Piaget. Piaget was a Swiss psychologist who was interested in understanding how children learn and develop knowledge as they grow. He proposed a theory of cognitive development that describes how children develop cognitive abilities and how they acquire knowledge about the world around them. Piaget's theory has been highly influential in the fields of developmental psychology and education. It has led to the development of new teaching methods and educational practices that are based on a child's stage of cognitive development. Piaget's theory has also helped educators and parents understand that children have different ways of thinking and learning at different stages of development and that they require different types of support and guidance to learn effectively.

Kareline Rodriguez

ECE 110

Reflection on Culture

Culture is a broad and complex concept that encompasses various aspects that shape the beliefs, values, customs, behaviors, and traditions of a particular group of people. There are 13 aspects of culture which are age, dis/ability, education level, ethnicity/nationality, family composition, gender, geographic region, language, race, religion/spiritual practices, resources, sexuality, and socioeconomic status. Understanding these aspects is crucial for appreciating and respecting cultural diversity. This paper aims to explore six key aspects of culture and the way they have affected my development, language, religion, social organization, customs and traditions, arts and literature, and cuisine.

Within a culture, language serves as a vital communication medium. In addition to enabling people to communicate, it also captures the distinct worldview, social structure, and historical background of a certain society. Language affects how individuals think, express their feelings, and view the world around them. It also shapes culture. I grew up in the Dominican Republic, where I was born. My only language, and the only language I ever knew, was Spanish. Being fluent in Spanish, I grew up speaking it as my first language. Since we only spoke one language, it was simple to converse with my parents. I was seven years old when I came to the United States, and after more than ten years, I still find it difficult to remember some things. To pick up the language quickly, I would converse in Spanish with my mother, while everyone else would speak to me in English.

A major component of culture, religion offers people a set of moral principles, spiritual rituals, and beliefs. It affects several facets of people's lives, such as social conventions, ethical values, and rituals and ceremonies. Religion frequently has a significant impact on how a

community is shaped and how individuals feel that they belong and have a purpose in life. Growing up with my Christian grandma had a profound impact on my early growth and perspective on life. I've always had the view that there are things you should never do, that you can't drink or go out and that you should always act morally. That's what happened to me when I was a little child. But when I got older, I understood that no one is flawless and that everyone makes errors, but that God still loves you despite everything. God can be approached in a variety of ways. Some Christians behave in highly disobedient manners. It has nothing to do with your attire or activities. Your heart is involved. What is important is who you are on the inside.

A society's relationships and structure are referred to as its social organization. It covers a wide range of topics, including social classes, gender roles, family dynamics, and hierarchies. Comprehending a culture's social structure facilitates an understanding of its behavioral patterns, power structures, and social interactions within a group. This cultural component had an impact on my early growth and continues to do so as I continue to mature and discover my identity. Women are expected to handle all cooking and cleaning in a Hispanic home. The women must tend to the men and children. All I knew was that. I'm still working to overcome the belief that my parents instilled in me that "I would never find a husband or be able to keep him" if I couldn't cook or clean. As a young woman who began working at the age of 16. I'm going to break the taboo that says males should take care of the house and each other as much as women do.

The customs and traditions of a culture are the behaviors and ceremonies that are transmitted from one generation to the next. These rituals and practices support social cohesiveness and cultural heritage preservation in addition to strengthening a person's sense of self. You will notice certain transitions everywhere if you are a Dominican. ever since I began visiting the US on vacation. It was customary for us to clap each time the plane touched down on

our trips to the Dominican Republic. This is to express our gratitude to God for our safe arrival and for the thrill of returning to our native country.

Literature and the arts are expressive mediums that capture a culture's aesthetics, ideals, and inventiveness. They include a wide range of artistic disciplines, including writing, theater, dance, music, painting, and sculpture. The way I was raised in Santiago, Dominican Republic—in a little campo. My initial exposure to music taught me my first beat. When I was a child, my parents used to spend the weekends in the Dominican Republic drinking beer and dancing merengue and bachata. I have been dancing since I was a young child, following in their footsteps. I adore merengue and bachata dancing. I'm doing well too. When I miss home, it helps me connect with it and makes me feel at home.

A group's food and cooking customs are included in their cuisine, which is a unique facet of their culture. impact a culture's use of products, flavors, and culinary methods. I still hold several Dominican meals in high regard for their role in shaping who I am now. In the Dominican Republic, rice and eggs were described as the struggle lunch. Like, three times a day, I would eat that. But that meant everything to me. That would never grow old to me. That's all I ever knew growing up. That dinner made me thankful for everything I have today, including the ability to consume a variety of foods daily. It also helped me feel grateful for today.

I was instructed to choose a child from among those we have been studying this semester for my cultural reflection. I chose to go with the Asian twin. I chose this particular video observation because it shows a greater awareness of cultural differences. At the beginning of the video, we can see the young girl eating noodles with her family while using chopsticks. Additionally, we witness them conversing in their native tongue and enjoying time together,

which is a significant aspect of culture in a variety of households. It's how we interact with each other and our family. This is spoken and eaten in her culture. They can be heard speaking Cantonese, which is very important. As the film progresses, we can see the father taking the twins to a park where they play together and support one another while speaking Cantonese and English, both of which are excellent for the development of their language skills. Chopsticks and noodles, as we may all know, are symbols of a cultural shift in Asia, which this film used to convey.

Exploring the various aspects of culture, including language, religion, social organization, customs and traditions, arts and literature, and cuisine, provides a comprehensive understanding of the complexities and diversity of human societies. By appreciating and respecting these cultural aspects, we can foster intercultural understanding, promote tolerance, and celebrate the richness of our global community.

Development, especially social, emotional, and cognitive development, can be greatly impacted by privilege and power. People with privilege and power have easier access to opportunities, resources, and experiences that can positively impact their growth. They might have easier access to high-quality healthcare, education, and other necessities that support their success in life and general well-being. However, those without status or power could face major obstacles to their personal growth. They could encounter obstacles in the political, social, and economic spheres that restrict their experiences and prospects. They could encounter bias, discrimination, and prejudice, which can have detrimental effects like low self-esteem, mental health problems, and subpar academic results. Furthermore, power and privilege can also impact the development of social identities, including race, gender, sexuality, and class. Individuals who hold dominant

social identities may have greater access to resources and opportunities, while those who belong to marginalized groups may experience discrimination and disadvantage. This can lead to disparities in health, education, and employment outcomes, which can perpetuate cycles of poverty and inequality. It is important to recognize the impact of power and privilege on development and work towards creating more equitable and inclusive societies. This requires acknowledging and addressing systemic barriers and inequalities, promoting diversity and inclusion, and advocating for policies and practices that prioritize social justice and equity.

Karelin Rodriguez

Ece 110

Commentary Paper

The baby in this video is 11-month-old Z has a fair complexion, short blonde hair, small ears, and a nose. She has rosy cheeks. Her clothing has some obscure pink lettering that is difficult to make out. This remark was made in her parents' living room. Stuffed animals, Cuppa Tea's little carts, Elmo, Minnie, and numerous other small figures are all around her to aid in her understanding and development. In the space where Z was playing, there was some sort of furniture. They weren't even close to her, though. Most likely, they were encircling her. I can see a table with a basket filled with all of her belongings, plus additional playthings and animals. Z's playing on a sizable pink, gray, and white carpet, which aids in her ability to distinguish between the many colors of the teacups and use the block toys to comprehend what belongs where. As we can see, Z has a lot of toys and is surrounded by many different things that will keep her

occupied and aid in her growth. In the video's background is a brick wall with a position alarm for toys, many tiny cars, and more plush animals. In this observation, I can see the mother trying to communicate with the child, ensuring that Z always utilizes protective equipment, and interacting with Z. In the New York Early Learning Guidelines, Children use manipulating objects, asking questions, forming predictions, and drawing generalizations to explore the natural world. During the observation, I observed the way the infant explored different objects and tried to figure out how to play with certain objects; for instance, with the piano, she figured out how to play the piano.

As I observed the baby, I witnessed a great deal of emotion in the infant child as she smiled and made hilarious faces. The youngster would always make sure to make eye contact with the caregiver, feeling secure in their presence, whether they were doing something wonderful or scooting off to explore another area of the room. The observation shows that there are many secure and good interactions between the youngster and the caregiver. Having faith in the caregiver and making sure the child and the caregiver have a good rapport. The child repeatedly turned to face the caregiver during the play session, hoping to get her attention and validation. The youngster reacted with laughter and squeals of excitement when the caregiver made playful and caring gestures towards her, such as generating amusing noises. These affirmative responses showed that the child could feel and show happiness when his caregiver was there. This observation highlighted the child's emotional development, as evident through his positive emotional responses, seeking of the caregiver's attention, attempts at emotional regulation, and

display of separation anxiety. The strong emotional bond between the child and the caregiver was apparent throughout the play session, demonstrating the child's growing attachment and emotional connection.

The baby showed overt social development during the observation play session in the living room as she interacted with her caregiver. The baby's face brightened with a broad smile as the caregiver spoke, and she joyfully kicked her legs. Her prompt and happy reaction demonstrated her awareness and strong emotional bond with her caretaker. The baby enthusiastically participated in social interactions with her caregiver during the play session. She tracked the caregiver's movements and facial expressions, maintained constant eye contact, and responded with cooing and happy vocalizations. The infant's social engagement was further encouraged by the caregiver, who smiled, made eye contact, and spoke in a comforting yet lively tone. By taking turns with the caregiver, the baby showed off her developing social skills. The baby imitated the caregiver's fun gestures and sounds and created her vocalizations in response. . This back-and-forth interaction demonstrated the infant's ability to engage in early social exchanges and to take cues from her caregiver's actions.

Eleven-month-old babies seem to have more gross motor skills, such as standing and hand movements. They are also getting better at grabbing things and playing with them, throwing things, and speaking in short, meaningless bursts of words. We can tell that Zoe's mother has strong bond attachments because of their playtime in a secure environment. The baby's attention and listening to the mother, as well as both of their faces when playing in a secure

environment, show how well they get along. In the video, I also noticed that Zoe had strong eye contact and used meaningful words or sounds to express herself. In the video, I am able to feel Zoe's emotions through her smiles during speech and her mother's constant observation of any negative events. A child can benefit from having positive parents because they will be able to play and communicate much better and will form strong, genuine relationships. Because Piaget argues that people acquire knowledge through interaction and experience, his theory of cognitive development is also known as the constructivist theory of cognitive development. Playing with Zoe helps her acquire new abilities and pick up new words and sounds.

According to the New York Early Learning Guidelines, it states, 'Responds to familiar words in the home language (e.g., clap"—the child claps) and attends to sounds in English (e.g., lap"—lookstheards speaker)'. 'In time, the infant will add coos, babbles, and smiles to his repertoire and find that they yield even more responsive results than his cries or first gestures did. This is one of the things that we see the infant do in the video. The New York Early Learning Guidelines also state, 'Makes sounds or gestures that let others know that he/she is experiencing pain, pleasure, or discomfort or to express needs (e.g., cries when upset, coos and squeals when content)' when we see the baby in the video express happiness through a smile or making severe eye contact with its caregiver. We are observing signs of language development. In the video, the caregiver will call the infant's name, and the infant will respond by making eye contact and smiling. We can observe the caregiver speaking to the toddler, saying, 'Look, get that,' and the infant would respond by taking the directions that were given. The New York Early Learning Guidelines discuss the way taking small directions can help the infant develop

better language and social skills. 'Follo gives single-step directions (e.g., "Please bring me the ball"). In observation, we can observe the baby wandering around her environment and exploring with her caregiver's supervision. She trusts her caregiver, which in the New York Early Learning Guidelines covers trust and the way it's important to build trust with the infant.

One of the theories that are illustrated with Zoe is Erikson's Trust vs. Mistrust. Erikson held the view that a child's social and emotional development is influenced by early patterns of trust. A youngster will feel safe and secure in the world if they can properly create trust. His thesis holds that a parent fundamentally molds their child's perspective and potential relationships. This is shown because Z can trust the caregiver by allowing her to guide her in different directions in the room.

I saw the connection between this section of object observation, which was centered on Zoe, and Vygotsky's Social-Cultural Theory of Cognitive Learning. This theory explains how humans learn through the social processes of human society and culture by recognizing a child's development in a variety of ways in order to recognize their potential and allow them to gain experience through learning. Zoe was experimenting and learning about the various sounds when she pressed the various buttons that produced monkey sounds while she played with toys that produced different kinds of music. When Zoe was grinning, laughing, and dancing, she was interacting with the parents.

Comparing Development

Infant and Preschooler

I'll be contrasting Zoe and Jasmine's growth to see how their circumstances and ages affect them differently. The baby might be beginning to pull himself up to stand, crawl, and take a few assisted steps. Their fine motor skills, which are needed for self-feeding and object grasping, are still developing. Most likely, the baby is babbling and uttering a few simple words. They might be able to react to their name and are starting to comprehend basic instructions. The baby is investigating items and their characteristics as they grow more inquisitive about their environment. They are beginning to comprehend object permanence, which holds that things exist even when they are hidden from view. The baby is starting to show symptoms of separation anxiety and is starting to form attachments to known caregivers. Jean Piaget's theory of the Stage (birth to 2 years old): Infants learn about the world through their senses and motor actions. They develop object permanence and the ability to coordinate their senses and motor actions. The child's ability to distinguish between themselves and their surroundings marks it. By then, they will use their senses to gather information about their surroundings and themselves. We can see the way the infant wanders around the environment sensing her toys and sounds.

Gross motor skills, including running, jumping, and climbing, have been developed in the child Jasmine. She can write, draw, and tie shoelaces because they have the fine motor skills for such tasks. The young person can use sophisticated sentences and speak with ease. She is able to hold conversations and have a vocabulary of several thousand words. The child's cognitive development has advanced considerably. She possesses the ability to reason logically, solve

problems, and comprehend cause and effect relationships. She are able to count, identify shapes, and comprehend fundamental ideas like space and time. The child is able to engage in peer interaction and play, sharing and taking turns. They can comprehend social norms, empathize with others, and demonstrate greater independence in tasks like getting dressed. In conclusion, the 5-year-old child has made considerable developmental progress in every area when compared to the infant Zoe. The New York Early Learning Guidelines state that children can become persistent and attentive with time, support, and encouragement. The New York Early Learning Guidelines state that preschool-aged children's cognitive development is crucial for a variety of reasons. It supports the growth of the child's communication, comprehension, and thinking skills. It also fosters the child's imagination and aids with memory. One of the theorists that I observed was in Jean Piaget's Preoperational Stage (2 to 7 years old): Children develop symbolic thinking and the ability to use language to represent objects and ideas. They also develop egocentrism and have difficulty understanding the perspectives of others. The children in the preoperational stage are highly imaginative and creative. They engage in pretend play, use symbols to represent objects and ideas, and develop language rapidly. They also begin to understand the basic concepts of time and space. In this video, we can see how the young girl uses her imagination and creativity throughout her play time at the park

Zoe, who is eleven months old, speaks in an expressive manner. She squealed and glanced at the various parts before placing a cupcake on top of a teacup. She gives the woman a quick glance before turning back to stare at the pieces once more. She then takes another cupcake and tries to fit it into the teacup, but it doesn't fit and falls out. Subsequently, the infant let out a "oh" sound,

and the man being recorded exclaimed, "Oh oh." Then, the woman used her right arm to pick up a piece and placed it beside the teacup. However, the infant later removed the cupcakes that she had previously placed in the teacup. The woman asked, "Where is your cupcake?" after the baby made a "oh" sound.

Jasmine engaged in imaginative play in the classroom and showed obvious indicators of emotional growth in their relationships with one another. The preschool girl showed deep emotional ties and awareness of one another's emotions as she played. Pretend mom Positive nonverbal cues like smiling, nodding, and maintaining eye contact showed that she was interested in and enjoying each other's presence. She created a lively and engaging play atmosphere by laughing, exchanging ideas with classmates, and acting out her parts with vigor. She removed the money from the register when one of the females went to grab money from the drawer she saw what she was doing. Another instance would be when the string of beads got tangled and fell to the ground. Jasmine took it up and attempted to untangle it, while another found sunglasses and said to the classmate, "Look sunglasses." The girl's emotional maturity and capacity to control their own emotions while recognizing and addressing those of others were exhibited by this act of empathy and comprehension of her friend's feelings. Throughout their imaginative play as moms buying things, the girls displayed a range of emotions that mirrored real-life experiences. She showed excitement and enthusiasm when discovering new items, such as pretend fruits or toys... Her face lit up with joy, and she expressed her happiness through laughter and animated gestures. Overall, the preschool girls' play session provided ample evidence of their emotional development. Her ability to express a wide range of emotions, navigate challenges, regulate emotions, show empathy, and respond to non-verbal cues all

signify significant growth in her emotional development. These skills lay a foundation for building healthy relationships, understanding and managing emotions, and developing social competence as they continue to grow.

According to the New York Early Learning Guidelines, children's relationships with their classmates become more significant as they get older. Generally speaking, well-socialized kids are loved by others and have lots of chances to develop social skills, including cooperation, bargaining, respect for the rights and demands of other kids, and the capacity to occasionally set aside their own needs and desires to satisfy those of others. In the observation, we can see the way that Jasmine connects with her classmates, helping her develop her social skills and communication skills with others. The New York Early Learning Guidelines speak about emotional development and the way a youngster must be able to communicate all of their feelings healthily and appropriately, including happiness, sadness, frustration, and rage. During the early years, self-regulation is gradually acquired. In the video, Jasmine shows many different kinds of emotions, especially while taking care of her baby doll. The milestones shown in this observation are the following: 1. Plays side-by-side with another child, at times 2. Observe and imitate another child's behavior or activity.

Zoe and Jasmine development are very different since they are of different age . Zoe is trying to learn everything that Jasmine already learned . Zoe is starting to express her emotions through smiling and hand gestures while Jasmine is old enough to be able to speak

and express herself that way . Zoe has difficulty standing for a long time , she's starting to crawl and sit down and learn about herself as she goes . In the other hand Jasmine already have those milestones and is running around being able to hold multiple things and understand the movements of others .

Both observations' environments appear to be distinct from one another while also being similar. In terms of Zoe's configurations. Because there was a fireplace and plenty of space, the observation was made in a house's living room. However, it was off. In addition, there were various toys in the living room, including cars and other plush animals. One adult and Zoe were seated on a rug there as well. There was the baby, a multicolored and shaped carpet toy on the floor, and a woman sitting and playing with Zoe. Additionally, at the time of the observation, there was a single guitar on a shelf in the living room that was coupled with

The setting for Jasmine seems to be a little different; it seems to be a classroom with lots of tables, lots of activities, and lots of super markers. She works at several different jobs. She acts as though the classroom is their universe. Because Jasmine will be working and living with their babies at the daycare, she was able to carry on a conversation with the teacher when she asked for their phone number. I think this is very responsible of her age to take into consideration rather than just leaving the baby lying around. Jasmine has a ton of activities that she can do in the classroom and is surrounded by other children her age.

Jasmine and Zoe's setting both show signs of educational development and activities. To help them develop their social , physical , cognitive , emotional development. There are indications of educational growth in both Jasmine and Zoe's environments.

Culture is a broad and complex concept that encompasses various aspects that shape the beliefs, values, customs, behaviors, and traditions of a particular group of people. There are 13 aspects of culture which are age, dis/ability, education level, ethnicity/nationality, family composition, gender, geographic region, language, race, religion/spiritual practices, resources, sexuality, and socioeconomic status. Understanding these aspects is crucial for appreciating and respecting cultural diversity. This paper aims to explore six key aspects of culture and the way they have affected my development, language, religion, social organization, customs and traditions, arts and literature, and cuisine.

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A major component of culture, religion offers people a set of moral principles, spiritual rituals, and beliefs. It affects several facets of people's lives, such as social conventions, ethical values, and rituals and ceremonies. Religion frequently has a significant impact on how a community is shaped and how individuals feel that they belong and have a purpose in life. Growing up with my Christian grandma had a profound impact on my early growth and perspective on life. I've always had the view that there are things you should never do, that you can't drink or go out and that you should always act morally. That's what happened to me when I was a little child. But when I got older, I understood that no one is flawless and that everyone makes errors, but that God still loves you despite everything. God can be approached in a variety of ways. Some Christians behave in highly disobedient manners. It has nothing to do with your attire or activities. Your heart is involved. What is important is who you are on the inside.

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cohesiveness and cultural heritage preservation in addition to strengthening a person's sense of self. You will notice certain transitions everywhere if you are a Dominican. ever since I began visiting the US on vacation. It was customary for us to clap each time the plane touched down on our trips to the Dominican Republic. This is to express our gratitude to God for our safe arrival and for the thrill of returning to our native country.

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From the moment of our birth, culture shapes our development and continues to do so as we mature. Culture has an impact on various aspects of life, such as language and values. Since I can see a positive impact on both the mother-child relationship and the culture, it appears that both parents are raising the child in this observation. After speaking fluently, Zoe gained confidence. English is the language that Zoe's parents speak, and they are attempting to teach their 11-month-old child to speak the same language. Ninety percent of the parents, based on their speech patterns, are native English speakers. In my observation, I demonstrate how this house's design makes use of the right tools to ensure the girl grows up in a secure environment. In my observation, I demonstrate how this house's design makes use of the right tools to ensure the girl grows up in a secure environment. We can see the parents' relationship and how they play various games with Zoe in the living room, which helps them learn more about her. Kids like Zoe learn through playing and interacting with other people.

As an observer, I found this project to be incredibly enlightening and educational. Through comparing the development of infants and young children, I gained a deeper understanding of the remarkable progression that occurs during the early years of life. I learned about the intricate and multifaceted nature of child development, encompassing physical, cognitive, language, and social-emotional domains. What struck me the most was the rapid and transformative nature of growth in children, from the early developmental milestones of an infant to the advanced skills and capabilities of a 5-year-old. This experience has underscored the importance of early childhood development and the critical role it plays in shaping a child's future. As an early childhood professional, this experience will impact me by reinforcing the

significance of providing nurturing and stimulating environments that support and foster the holistic development of young children. It has further highlighted the importance of ongoing learning, observation, and understanding of child development to inform my practice and positively impact the lives of children in my care. The observation process also emphasized the individuality of children's development. The children displayed unique personalities, strengths, and challenges, highlighting the importance of acknowledging and supporting individual differences in development. It underscores the need for a personalized approach to education and care that recognizes and responds to each child's unique needs and strengths. The most interesting element of this assignment was witnessing the diversity of children's developmental trajectories and how their strengths and challenges manifest in different ways. It was fascinating to observe how each child had a unique developmental journey, highlighting the importance of individualized support and recognizing the variability in developmental progress. Overall, this assignment has provided a deeper understanding of the complexity and richness of young children's development. It underscored the importance of supporting both social-emotional and language development and acknowledging individuality in developmental progress. Children's social and emotional well-being is a window of opportunity for learning, according to the 2019 NY Early Learning Guidelines. Children migrate between their home and school social contexts. For children to establish a sense of self, they must feel as though they belong everywhere. A child's language development consists of three basic components: speaking, listening, and understanding.

Karelin Rodriguez

Ece 110

Commentary Paper

The baby in this video is 11-month-old Z has a fair complexion, short blonde hair, small ears, and a nose. She has rosy cheeks. Her clothing has some obscure pink lettering that is difficult to make out. This remark was made in her parents' living room. Stuffed animals, Cuppa Tea's little carts, Elmo, Minnie, and numerous other small figures are all around her to aid in her understanding and development. In the space where Z was playing, there was some sort of furniture. They weren't even close to her, though. Most likely, they were encircling her. I can see a table with a basket filled with all of her belongings, plus additional playthings and animals. Z's playing on a sizable pink, gray, and white carpet, which aids in her ability to distinguish between the many colors of the teacups and use the block toys to comprehend what belongs where. As we can see, Z has a lot of toys and is surrounded by many different things that will keep her occupied and aid in her growth. In the video's background is a brick wall with a position alarm for toys, many tiny cars, and more plush animals. In this observation, I can see the mother trying to communicate with the child, ensuring that Z always utilizes protective equipment, and interacting with Z. In the New York Early Learning Guidelines, Children use manipulating objects, asking questions, forming predictions, and drawing generalizations to explore the natural world. During the observation, I observed the way the infant explored different objects and tried to figure out how to play with certain objects; for instance, with the piano, she figured out how to play the piano.

As I observed the baby, I witnessed a great deal of emotion in the infant child as she smiled and made hilarious faces. The youngster would always make sure to make eye contact with the caregiver, feeling secure in their presence, whether they were doing something wonderful or scooting off to explore another area of the room. The observation shows that there are many secure and good interactions between the youngster and the caregiver. Having faith in the caregiver and making sure the child and the caregiver have a good rapport. The child repeatedly turned to face the caregiver during the play session, hoping to get her attention and validation. The youngster reacted with laughter and squeals of excitement when the caregiver made playful and caring gestures towards her, such as generating amusing noises. These affirmative responses showed that the child could feel and show happiness when his caregiver was there. This observation highlighted the child's emotional development, as evident through his positive emotional responses, seeking of the caregiver's attention, attempts at emotional regulation, and display of separation anxiety. The strong emotional bond between the child and the caregiver was apparent throughout the play session, demonstrating the child's growing attachment and emotional connection.

The baby showed overt social development during the observation play session in the living room as she interacted with her caregiver. The baby's face brightened with a broad smile as the caregiver spoke, and she joyfully kicked her legs. Her prompt and happy reaction demonstrated her awareness and strong emotional bond with her caretaker. The baby enthusiastically participated in social interactions with her caregiver during the play session. She tracked the

caregiver's movements and facial expressions, maintained constant eye contact, and responded with cooing and happy vocalizations. The infant's social engagement was further encouraged by the caregiver, who smiled, made eye contact, and spoke in a comforting yet lively tone. By taking turns with the caregiver, the baby showed off her developing social skills. The baby imitated the caregiver's fun gestures and sounds and created her vocalizations in response. . This back-and-forth interaction demonstrated the infant's ability to engage in early social exchanges and to take cues from her caregiver's actions.

Eleven-month-old babies seem to have more gross motor skills, such as standing and hand movements. They are also getting better at grabbing things and playing with them, throwing things, and speaking in short, meaningless bursts of words. We can tell that Zoe's mother has strong bond attachments because of their playtime in a secure environment. The baby's attention and listening to the mother, as well as both of their faces when playing in a secure environment, show how well they get along. In the video, I also noticed that Zoe had strong eye contact and used meaningful words or sounds to express herself. In the video, I am able to feel Zoe's emotions through her smiles during speech and her mother's constant observation of any negative events. A child can benefit from having positive parents because they will be able to play and communicate much better and will form strong, genuine relationships. Because Piaget argues that people acquire knowledge through interaction and experience, his theory of cognitive development is also known as the constructivist theory of cognitive development. Playing with Zoe helps her acquire new abilities and pick up new words and sounds.

According to the New York Early Learning Guidelines, it states, 'Responds to familiar words in the home language (e.g., clap"—the child claps) and attends to sounds in English (e.g., lap"—lookstheards speaker)'. 'In time, the infant will add coos, babbles, and smiles to his repertoire and find that they yield even more responsive results than his cries or first gestures did. This is one of the things that we see the infant do in the video. The New York Early Learning Guidelines also state, 'Makes sounds or gestures that let others know that he/she is experiencing pain, pleasure, or discomfort or to express needs (e.g., cries when upset, coos and squeals when content)' when we see the baby in the video express happiness through a smile or making severe eye contact with its caregiver. We are observing signs of language development. In the video, the caregiver will call the infant's name, and the infant will respond by making eye contact and smiling. We can observe the caregiver speaking to the toddler, saying, 'Look, get that,' and the infant would respond by taking the directions that were given. The New York Early Learning Guidelines discuss the way taking small directions can help the infant develop better language and social skills. 'Follo gives single-step directions (e.g., "Please bring me the ball"). In observation, we can observe the baby wandering around her environment and exploring with her caregiver's supervision. She trusts her caregiver, which in the New York Early Learning Guidelines covers trust and the way it's important to build trust with the infant.

One of the theories that are illustrated with Zoe is Erikson's Trust vs. Mistrust. Erikson held the view that a child's social and emotional development is influenced by early patterns of trust. A youngster will feel safe and secure in the world if they can properly create trust. His thesis holds

that a parent fundamentally molds their child's perspective and potential relationships. This is shown because Z can trust the caregiver by allowing her to guide her in different directions in the room.

I saw the connection between this section of object observation, which was centered on Zoe, and Vygotsky's Social-Cultural Theory of Cognitive Learning. This theory explains how humans learn through the social processes of human society and culture by recognizing a child's development in a variety of ways in order to recognize their potential and allow them to gain experience through learning. Zoe was experimenting and learning about the various sounds when she pressed the various buttons that produced monkey sounds while she played with toys that produced different kinds of music. When Zoe was grinning, laughing, and dancing, she was interacting with the parents.

Comparing Development

Infant and Preschooler

I'll be contrasting Zoe and Jasmine's growth to see how their circumstances and ages affect them differently. The baby might be beginning to pull himself up to stand, crawl, and take a few assisted steps. Their fine motor skills, which are needed for self-feeding and object grasping, are still developing. Most likely, the baby is babbling and uttering a few simple words. They might be able to react to their name and are starting to comprehend basic instructions. The baby is investigating items and their characteristics as they grow more inquisitive about their environment. They are beginning to comprehend object permanence, which holds that things

exist even when they are hidden from view. The baby is starting to show symptoms of separation anxiety and is starting to form attachments to known caregivers. Jean Piaget's theory of the Stage (birth to 2 years old): Infants learn about the world through their senses and motor actions. They develop object permanence and the ability to coordinate their senses and motor actions. The child's ability to distinguish between themselves and their surroundings marks it. By then, they will use their senses to gather information about their surroundings and themselves. We can see the way the infant wanders around the environment sensing her toys and sounds.

Gross motor skills, including running, jumping, and climbing, have been developed in the child Jasmine. She can write, draw, and tie shoelaces because they have the fine motor skills for such tasks. The young person can use sophisticated sentences and speak with ease. She is able to hold conversations and have a vocabulary of several thousand words. The child's cognitive development has advanced considerably. She possesses the ability to reason logically, solve problems, and comprehend cause and effect relationships. She is able to count, identify shapes, and comprehend fundamental ideas like space and time. The child is able to engage in peer interaction and play, sharing and taking turns. They can comprehend social norms, empathize with others, and demonstrate greater independence in tasks like getting dressed. In conclusion, the 5-year-old child has made considerable developmental progress in every area when compared to the infant Zoe. The New York Early Learning Guidelines state that children can become persistent and attentive with time, support, and encouragement. The New York Early Learning Guidelines state that preschool-aged children's cognitive development is crucial for a variety of reasons. It supports the growth of the child's communication, comprehension, and thinking skills.

It also fosters the child's imagination and aids with memory. One of the theorists that I observed was in Jean Piaget's Preoperational Stage (2 to 7 years old): Children develop symbolic thinking and the ability to use language to represent objects and ideas. They also develop egocentrism and have difficulty understanding the perspectives of others. The children in the preoperational stage are highly imaginative and creative. They engage in pretend play, use symbols to represent objects and ideas, and develop language rapidly. They also begin to understand the basic concepts of time and space. In this video, we can see how the young girl uses her imagination and creativity throughout her play time at the park

Zoe, who is eleven months old, speaks in an expressive manner. She squealed and glanced at the various parts before placing a cupcake on top of a teacup. She gives the woman a quick glance before turning back to stare at the pieces once more. She then takes another cupcake and tries to fit it into the teacup, but it doesn't fit and falls out. Subsequently, the infant let out a "oh" sound, and the man being recorded exclaimed, "Oh oh." Then, the woman used her right arm to pick up a piece and placed it beside the teacup. However, the infant later removed the cupcakes that she had previously placed in the teacup. The woman asked, "Where is your cupcake?" after the baby made a "oh" sound.

Jasmine engaged in imaginative play in the classroom and showed obvious indicators of emotional growth in their relationships with one another. The preschool girl showed deep emotional ties and awareness of one another's emotions as she played. Pretend mom Positive nonverbal cues like smiling, nodding, and maintaining eye contact showed that she was

interested in and enjoying each other's presence. She created a lively and engaging play atmosphere by laughing, exchanging ideas with classmates, and acting out her parts with vigor. She removed the money from the register when one of the females went to grab money from the drawer she saw what she was doing. Another instance would be when the string of beads got tangled and fell to the ground. Jasmine took it up and attempted to untangle it, while another found sunglasses and said to the classmate, "Look sunglasses." The girl's emotional maturity and capacity to control their own emotions while recognizing and addressing those of others were exhibited by this act of empathy and comprehension of her friend's feelings. Throughout their imaginative play as moms buying things, the girls displayed a range of emotions that mirrored real-life experiences. She showed excitement and enthusiasm when discovering new items, such as pretend fruits or toys... Her face lit up with joy, and she expressed her happiness through laughter and animated gestures. Overall, the preschool girls' play session provided ample evidence of their emotional development. Her ability to express a wide range of emotions, navigate challenges, regulate emotions, show empathy, and respond to non-verbal cues all signify significant growth in her emotional development. These skills lay a foundation for building healthy relationships, understanding and managing emotions, and developing social competence as they continue to grow.

According to the New York Early Learning Guidelines, children's relationships with their classmates become more significant as they get older. Generally speaking, well-socialized kids are loved by others and have lots of chances to develop social skills, including cooperation, bargaining, respect for the rights and demands of other kids, and the capacity to occasionally set aside their own needs and desires to satisfy those of others. In the observation, we can see the

way that Jasmine connects with her classmates, helping her develop her social skills and communication skills with others. The New York Early Learning Guidelines speak about emotional development and the way a youngster must be able to communicate all of their feelings healthily and appropriately, including happiness, sadness, frustration, and rage. During the early years, self-regulation is gradually acquired. In the video, Jasmine shows many different kinds of emotions, especially while taking care of her baby doll. The milestones shown in this observation are the following: 1. Plays side-by-side with another child, at times 2. Observe and imitate another child's behavior or activity.

Zoe and Jasmine development are very different since they are of different age . Zoe is trying to learn everything that Jasmine already learned . Zoe is starting to express her emotions through smiling and hand gestures while Jasmine is old enough to be able to speak and express herself that way . Zoe has difficulty standing for a long time , she's starting to crawl and sit down and learn about herself as she goes . In the other hand Jasmine already have those milestones and is running around being able to hold multiple things and understand the movements of others .

Both observations' environments appear to be distinct from one another while also being similar. In terms of Zoe's configurations. Because there was a fireplace and plenty of space, the observation was made in a house's living room. However, it was off. In addition, there were

various toys in the living room, including cars and other plush animals. One adult and Zoe were seated on a rug there as well. There was the baby, a multicolored and shaped carpet toy on the floor, and a woman sitting and playing with Zoe. Additionally, at the time of the observation, there was a single guitar on a shelf in the living room that was coupled with

The setting for Jasmine seems to be a little different; it seems to be a classroom with lots of tables, lots of activities, and lots of super markers. She works at several different jobs. She acts as though the classroom is their universe. Because Jasmine will be working and living with their babies at the daycare, she was able to carry on a conversation with the teacher when she asked for their phone number. I think this is very responsible of her age to take into consideration rather than just leaving the baby lying around. Jasmine has a ton of activities that she can do in the classroom and is surrounded by other children her age.

Jasmine and Zoe's setting both show signs of educational development and activities. To help them develop their social , physical , cognitive , emotional development. There are indications of educational growth in both Jasmine and Zoe's environments.

Culture is a broad and complex concept that encompasses various aspects that shape the beliefs, values, customs, behaviors, and traditions of a particular group of people. There are 13 aspects of culture which are age, dis/ability, education level, ethnicity/nationality, family composition, gender, geographic region, language, race, religion/spiritual practices, resources,

sexuality, and socioeconomic status. Understanding these aspects is crucial for appreciating and respecting cultural diversity. This paper aims to explore six key aspects of culture and the way they have affected my development, language, religion, social organization, customs and traditions, arts and literature, and cuisine.

Within a culture, language serves as a vital communication medium. In addition to enabling people to communicate, it also captures the distinct worldview, social structure, and historical background of a certain society. Language affects how individuals think, express their feelings, and view the world around them. It also shapes culture. I grew up in the Dominican Republic, where I was born. My only language, and the only language I ever knew, was Spanish. Being fluent in Spanish, I grew up speaking it as my first language. Since we only spoke one language, it was simple to converse with my parents. I was seven years old when I came to the United States, and after more than ten years, I still find it difficult to remember some things. To pick up the language quickly, I would converse in Spanish with my mother, while everyone else would speak to me in English.

A major component of culture, religion offers people a set of moral principles, spiritual rituals, and beliefs. It affects several facets of people's lives, such as social conventions, ethical values, and rituals and ceremonies. Religion frequently has a significant impact on how a community is shaped and how individuals feel that they belong and have a purpose in life. Growing up with my Christian grandma had a profound impact on my early growth and perspective on life. I've always had the view that there are things you should never do, that you can't drink or go out and that you should always act morally. That's what happened to me when I was a little child. But when I got older, I understood that no one is flawless and that everyone makes errors, but that God still loves you despite everything. God can be approached in a variety

of ways. Some Christians behave in highly disobedient manners. It has nothing to do with your attire or activities. Your heart is involved. What is important is who you are on the inside.

A society's relationships and structure are referred to as its social organization. It covers a wide range of topics, including social classes, gender roles, family dynamics, and hierarchies. Comprehending a culture's social structure facilitates an understanding of its behavioral patterns, power structures, and social interactions within a group. This cultural component had an impact on my early growth and continues to do so as I continue to mature and discover my identity. Women are expected to handle all cooking and cleaning in a Hispanic home. The women must tend to the men and children. All I knew was that. I'm still working to overcome the belief that my parents instilled in me that "I would never find a husband or be able to keep him" if I couldn't cook or clean. As a young woman who began working at the age of 16. I'm going to break the taboo that says males should take care of the house and each other as much as women do.

The customs and traditions of a culture are the behaviors and ceremonies that are transmitted from one generation to the next. These rituals and practices support social cohesiveness and cultural heritage preservation in addition to strengthening a person's sense of self. You will notice certain transitions everywhere if you are a Dominican. ever since I began visiting the US on vacation. It was customary for us to clap each time the plane touched down on our trips to the Dominican Republic. This is to express our gratitude to God for our safe arrival and for the thrill of returning to our native country.

Literature and the arts are expressive mediums that capture a culture's aesthetics, ideals, and inventiveness. They include a wide range of artistic disciplines, including writing, theater, dance, music, painting, and sculpture. The way I was raised in Santiago, Dominican Republic—in a little campo. My initial exposure to music taught me my first beat. When I was a

child, my parents used to spend the weekends in the Dominican Republic drinking beer and dancing merengue and bachata. I have been dancing since I was a young child, following in their footsteps. I adore merengue and bachata dancing. I'm doing well too. When I miss home, it helps me connect with it and makes me feel at home.

A group's food and cooking customs are included in their cuisine, which is a unique facet of their culture. impact a culture's use of products, flavors, and culinary methods. I still hold several Dominican meals in high regard for their role in shaping who I am now. In the Dominican Republic, rice and eggs were described as the struggle lunch. Like, three times a day, I would eat that. But that meant everything to me. That would never grow old to me. That's all I ever knew growing up. That dinner made me thankful for everything I have today, including the ability to consume a variety of foods daily. It also helped me feel grateful for today.

From the moment of our birth, culture shapes our development and continues to do so as we mature. Culture has an impact on various aspects of life, such as language and values. Since I can see a positive impact on both the mother-child relationship and the culture, it appears that both parents are raising the child in this observation. After speaking fluently, Zoe gained confidence. English is the language that Zoe's parents speak, and they are attempting to teach their 11-month-old child to speak the same language. Ninety percent of the parents, based on their speech patterns, are native English speakers. In my observation, I demonstrate how this house's design makes use of the right tools to ensure the girl grows up in a secure environment. In my observation, I demonstrate how this house's design makes use of the right tools to ensure the girl grows up in a secure environment. We can see the parents' relationship and how they play

various games with Zoe in the living room, which helps them learn more about her. Kids like Zoe learn through playing and interacting with other people.

As an observer, I found this project to be incredibly enlightening and educational. Through comparing the development of infants and young children, I gained a deeper understanding of the remarkable progression that occurs during the early years of life. I learned about the intricate and multifaceted nature of child development, encompassing physical, cognitive, language, and social-emotional domains. What struck me the most was the rapid and transformative nature of growth in children, from the early developmental milestones of an infant to the advanced skills and capabilities of a 5-year-old. This experience has underscored the importance of early childhood development and the critical role it plays in shaping a child's future. As an early childhood professional, this experience will impact me by reinforcing the significance of providing nurturing and stimulating environments that support and foster the holistic development of young children. It has further highlighted the importance of ongoing learning, observation, and understanding of child development to inform my practice and positively impact the lives of children in my care. The observation process also emphasized the individuality of children's development. The children displayed unique personalities, strengths, and challenges, highlighting the importance of acknowledging and supporting individual differences in development. It underscores the need for a personalized approach to education and care that recognizes and responds to each child's unique needs and strengths. The most interesting element of this assignment was witnessing the diversity of children's developmental trajectories and how their strengths and challenges manifest in different ways. It was fascinating

to observe how each child had a unique developmental journey, highlighting the importance of individualized support and recognizing the variability in developmental progress. Overall, this assignment has provided a deeper understanding of the complexity and richness of young children's development. It underscored the importance of supporting both social-emotional and language development and acknowledging individuality in developmental progress. Children's social and emotional well-being is a window of opportunity for learning, according to the 2019 NY Early Learning Guidelines. Children migrate between their home and school social contexts. For children to establish a sense of self, they must feel as though they belong everywhere. A child's language development consists of three basic components: speaking, listening, and understanding.