

Keyla Jimenez

ECE 311-1100

Professor Janice Szarko

November 29, 2021

“Child Study Project”

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Background Information:

My observation took place in at Grand St. Settlement in Brooklyn New York. I was place in what they call the “one room” which is the first room once entering the building. In the classroom it consists of twelve children that comes from different background and stages. Once I enter the classroom there is three rectangle table each table have four chairs. There are thirteen cubbies, there is a reading center next to the reading center is the bathroom. There is three cubby storage that have various toys for play time that have labels such as blocks, puzzles, a village, and more. There is also a dramatic play that have kitchen center that have a small square table with two chairs. A big rug and in the middle of the rug there is a small computer to listen to music and reading outloads.

The child I chose to observe is Melissa, she is a four-year-old little girl. She is African American. Her family comes from Jamaica

1. Physical Development:

Name of Child (Initials or Alias): Melissa

Age: 4 years old

Center/School: Grand St. Settlement

Developmental Area: Classroom

Observer: Keyla Jimenez

Observation 1: In play time, there are different center such as dramatic play, dance, blocks, and building box. Melissa would always choose dance; she uses a lot of her fine and gross motor skills. For example, when the teacher plays a music, she listens to the words and watches how the person dancing, she would follow the steps. Melissa would jump, set, clap her hands, move her hips, run, walk, she would use her small muscles. However, there are somethings that she would struggle to do for example trying to keep her balance. She loves using the sensory platform to jump on top of it and watch it move every time she steps on it.

Date:12/2/2021

Setting: Classroom

Observation 2: Almost all the children join the dance activity in the rug area. All the children got a sensory mat to stand on it. Each child was able to stand in one foot and moving around and keep their balance. Melissa was not able to keep her balance, but she never gave up on herself. She looked very sad, but she keeps on trying.

Date: 12/2/2021

Setting: Rug

Description Review:

Melissa showed a lot that she is able to use her fine motor skills by using her large muscle. Using her legs, arms, hips, balancing, and crawling. She was able to use gross motor skill, by using her body movement when she was dancing. She used her muscles of her body to perform an everyday function. Which was jumping, sitting, and moving her hands and fingers. In article “NAE10 Cognitive Development” it stated, “In play children develop a more complex hierarchical system of immediate and long-term goals.” (Page 7) Melissa was trying to reach her goals by trying to keep her balance.

2. Social and Emotional Development:

Name of Child (Initials or Alias): Melissa

Age: 4-year-old

Center/School: Grand St. Settlement

Developmental Area: Social and Emotional

Observer: Keyla Jimenez

Observation 1: Melissa showed a lot of reaction to negative emotions such as fear, anger, and sadness. At the rug center I noticed that she was bit quiet, she always an outgoing child. When the teacher was reading the book, I noticed that she was not reacting with any emotion. However, when the teacher was done reading the book, she asked the children some few questions. Melissa was the only one answering the question, we all noticed she seemed a little down and asked her “Are you okay Melissa? Is there something wrong?” She responded back “I miss my mom.” We all gave her a big hug.

Date: 12/2/2021

Setting: classroom rug

Observation 2: In art class Melissa showed positive emotions such as happiness, joy, and curiosity. The children were learning how to create a tree and grass by using their fingers only. She was very excited that she accidentally got paint on her face and started laughing and said “I got paint on my face” when I was cleaning her face I said “Ooo no you have paint on your face?” she responded back “Your silly” and started laughing and continue doing her work with a smile on her face.

Date: 12/2/2021

Setting: Classroom table

Description Review:

Melissa was able to use her social and emotional development by reacting to negative emotions like fear, anger, and sadness. It is an amazing way to see if the child is feeling down, to help them out and be comfortable to talk to someone how they feel. She also reacted to positive emotions like happiness, joy, and curiosity. The child will develop a self-confidence, empathy, and have the ability to have a good friendship. In the article “US DHHS Social & Emotional Development” it states that “progresses in responding sympathetically to peers who are in need, upset, hurt, or anger; and expressing empathy or caring for others.” (Page 84) Melissa has showed a lot of emotion that she cares for others and would ask questions.

3. Cognitive Development:

Name of Child (Initials or Alias): Melissa

Age: 4-year-old

Center/School: Grand St. Settlement

Developmental Area: Classroom

Observer: Keyla Jimenez

Observation 1: During play time Melissa was playing with puzzles she was using her problem solving. When she was playing with the puzzles, she was trying to figure out where to start first.

I gave her a small hint by starting with the face of the monkey, she started figuring it out where the ears go and checking if it fixes in right.

Date: 12/2/2021

Setting: Classroom table

Observation 2: During play she loves to play with the blocks and get a lot of people attention.

She likes to stack up the blocks very high. We ask her very nicely to not build blocks way to high because she can hurt someone around them. She would also use her imagination by pretending that one of the blocks is a car, or a building.

Date: 11/2/2021

Setting: Playroom

Description Review:

Malissa used cognitive Development by using problem solving she would try to solve her problems by trying to figure it out in many form mats. Malissa also gives attention by asking her classmates question or having a communication. In the article “NAE10 Cognitive Development” it states “This development occurs as the result of a child separating the meaning of objects from their physical form. First, children use replicas to substitute for real objects.” (Page 7) she used a lot of her imagination just by using a block.

4. **Language Development:**

Name of Child (Initials or Alias): Melissa

Age: 4-year-old

Center/School: Grand St. Settlement

Setting: Classroom

Observer: Keyla Jimenez

Observation 1: When we were in the playground Melisa uses a lot of her body language. She would ask one of her classmates to come over to join her to play in the slide by using her hand and signer her classmate to come over. She would also point down to go down the slide.

Date: 12/2/2021

Setting: Playground

Observation 2: When Mellissa is playing with her classmate she would always respond to a communication with a classmate or teacher. When the teacher is reading a book and would ask her a question about the book, she would respond with a full sentence sometimes and if she is confused, she would only same one word.

Date: 12/2/2021

Setting: Classroom

Description Review: Malissa shows a lot of language development by using body language by trying to understand there feeling, making eye contact, Facial expressions, body movement, etc. she also uses conversational skill by listening to her classmate or teacher conversation and learn new vocabulary. In the article “NAE33” it states “rich language experiences during the preschool years play an important role in ensuring that children are able to read with comprehension when they reach middle school “(page 11) At a young age it is very important to have play because they have the ability to communicate with each other.

Conclusion:

Malissa is a grate student, she is always active and ready to learn every time she comes into the class. She showed a lot of her growth motor and fine moto skills, she loves to dance, skip, jump,

do a lot of movement. She is a very course child; she asks a lot of interesting questions. She will always come to school with a smile on her face and would always ask “what is your name” even if she knows you. Malissa shows a lot of her emotion happy and sad, one of the best parts is that she will always express her emotions and will always say how she feels. She is an amazing child, and a wonderful person. She may be very quiet, but she like to talk and ask a lot of questions.

Citation

Carol Copple and Sue Bredekamp, 2006, “Basic Of Developmentally Appropriate Practice” A reading from the CD accompanying Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Third Edition.

Deanna L. Nekovel and Shirley A. Ermis, September 2006 “creating Classroom That Promote Rich Vocabularies for At- Risk Learners” A reading from the CD accompanying Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Third Edition.

Elena Bobrova and Deborah J. Leong, 2004, “Chopsticks and counting chips: Do Play and Foundational Skills Need to Compete For The Teacher’s Attention In An Early Childhood Classroom,” A reading from the CD accompanying Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Third Edition.

Part 2

1. Why did you choose this child(ren) initially? What is unique about this child(ren)?

I choose Melissa initially because when I first meet her, she was the only one that say hi to me and asked for my name every morning. The most unique about Melissa is that she is very smart. When the teacher is reading a book and ask everyone an open-ended question Melissa would always shout out the answer even if she is wrong or right, she will always have an answer. She is a very course girl; she would always have a question about everything.

2. What surprises did you notice in the child’s development over the course of the semester? Use the child’s work to back this up.

What surprise me the most I notice in the child's development over the course of the semester, is that Melissa understands very well what the teacher is asking her for example when the teacher is reading a book, she would ask the student's question. Melissa would always be the one answering. One thing that surprised me the most is that the teacher would always ask the kids, what they have learned yesterday. She would remember everything she did yesterday and would explain what was going on in the book they have read.

3. How would you use this developmental information about your child to set up the physical, interpersonal, and temporal environment?

I will use this developmental information about my child to set up the physical, interpersonal, and temporal environment by having a bigger space, for those children that are active. I have noticed that there is one little girl that is very active that would run and would bump into everything. She loves using the sensory mat and would stay still the whole day, I will also provide those mats for a distraction and relax.

4. What did you learn most about young children from your experiences in the fieldwork?

I have learned so much about young children from my experience in the fieldwork is to have a lot of patience. Give all the students time to finish any activity all the students work in different ways. One of the things I learned is giving the children the love and care. The child would feel comfortable coming to school and being more comfortable with one another. I also learned that all the children learn in different ways and learn differently, and I should always keep it in mind.