

Observation Summary Paper 1: Toddler Age 3

Introduction

A three-year-old should be in preschool and should be able to speak in sentences of five to six words and starting to speak in complete sentences. They should also be able to know the difference between shapes, they should be able to tell their colors, shapes, and names. They should also be able to put together a puzzle with time and should be able to remember during out their day. By this age they can move around all by themselves, they can now run, jog, jump, climb, go down, bend their body more, and hold position for a longer time. They should also be able to hold tools by themselves and start writing, drawing or coloring. By the age of three they are learning how to share toys, crayons, books with other kids, and they are also learning how to get out of their comfort zone and interact with other people.

The Setting

The setting for this observation is going to be in a daycare/preschool classroom. In the classroom there are different sections which are labeled with their names such as the dramatic play section, water and sand fun, art section, puzzle section and so on. This is to help the kids know what section they are on or to tell the teacher what section they want to be in when it's time to play. There are books, color pencils, markers, crayons and scrap paper all over the room for the kids to color or read when they feel like it. This classroom is like a regular high school classroom size. They have one big table and 2 little tables for the kids to eat their breakfast, lunch and snack. They also use this table to play with their table toys.

The Child

Today August 22, 2018 around 3:00 pm after nap time In the Daycare/Preschool Center I work in I did an observation on a girl name Mary who is 3 years old. We were in the head start classroom which is usually kids from ages 2 to 3. This room is full of toys and activities for the kids to entertain themselves and get to play and learn with each other. At the time of the observation there were 14 kids along with the group leader teacher, and her assistance teacher were there along with me. Mary tends to be by herself and do her own thing, but I did see her try to engage like 2 times while I was observing her. She has her curly hair up on a high bun with a big navy-blue bow to match her school dress which is also navy blue with a light blue shirt underneath.

Cognitive Development:

While watching Mary play in the Dramatic play section which is where the pretend stove, sink, refrigerator, food and the babies' doll with their clothes and accessories are, I saw that she is a very observant kid. She was playing along with 4 other kids, 3 girls and one boy who are also all 3 years old. Mary was really invested in using her imagination and pretended she had a baby and was going food shopping to cook for her friends. She grabbed the shopping cart we have in the classroom for them to play with and she was going around the section picking up things she would need to bake a cake and make a soup. She also even grabbed a bag for her to carry around like it was a purse, and she used her prior familiar knowledge from what she sees her mom do when she goes food shopping. While she was baking her strawberry and chocolate cake she saw and heard one of the girls and the boy fighting over a pizza slice. This show how even though her play was an imaginary play, she followed through it and didn't get out of

character. Her ability to socio-dramatically play show that she is developing her cognitive abilities as a typical 3-year-old would. She showed higher level thinking skills through her play.

Language Development:

When Mary talks you can understand what she is saying or talking about. She also knows how to describe things that she is familiar with. When it comes to Mary learning or saying new, long or unusual words she might mispronounce it, but she does try to say it the correct way. When it comes to her telling a story she lacks-many details and lacks knowing how to put the story in chronological order when retelling a story. She has a very good expressive language but her ability to listen is very different and cannot retell short stories.

Emotional Development:

Mary does not really show her emotions as much as her classmates do. But today she has shown her emotions to her friends. Mary showed her emotions when she got upset because a group of classmates where in the dramatic play section and they told her she couldn't come and play with her. She got upset that she stomped her feet and crossed her arms and told the 3 kids that she is not their friend anymore. "you not my friend, you not coming to my house" shows how she got her feelings hurt when they said she couldn't play with them. This shows how she can express her feelings. Besides this she usually just stays on her own and is struggling to have a relationship with the teacher, I say this because she usually goes to this one girl name Mary to tell her how she feels or tends to only play with her. Mary does follow the rules, and routines with reminders from the teacher to follow them, and she is now beginning to look at situation differently.

Social Development:

Mary is a quiet and shy girl compared to her classmates. Most of the time you will see that Mary is isolating herself from the rest of the children's in her classroom. At times she does interact with the teachers or her friends by talking to them. There is one friend who she has this trust connection with that is who she interacts with the most. Her friend's name is Amy. With Amy she opens up by playing with her and trying to sit next to her when it is time to eat. She interacted with me while she was baking her cake by asking me to eat her cake, she also was telling me that her grandma makes this cake and that she loves it. Compared to her classmates I will say that her social development is not as high. She is more on the shy side compared to them; she is having a hard time to have that trust connection with people who surround her.

Physical and Motor Development:

Mary knows how to control her movements when she moves from section to section without being all over the place or tripping or running around the classroom. I noticed that when she is drawing or writing things on her paper, she uses her whole hand, but she also uses her whole arm movement to make big marks or to put more force into the shading or color. This shows how she is developing her fine motor skills; she is using her small muscles such as her fingers, wrist, hand to hold the pencil correctly and write with it. She also is developing her motor skills when she is balancing. She is using her entire body when it comes to her doing flexible activity such as dancing mostly when it's the song Hold Still by You Gabbababba.

Activities of Daily Living:

The teachers of Mary have a daily schedule that they follow every day. They usually start their day by having their breakfast, Mary can hold the spoon and fork on her own, she is also able to carry her bowl or plate and scrape the garbage of it. She stays in school from 8:30 in the morning till 4:30pm. She usually likes to be on her own doing her own thing but at times she does want to be included in group activities mostly when it comes to painting a large paper.

Conclusion:

I do not really have any new insights about toddlers because I have been at that daycare/preschool for about two years now. I also have a baby niece and a few infants and toddlers' cousins that I babysit at times. This observation connected to what I have learned in ECE 110 because I did get to see the connections of how they are still learning how to develop their language skills and I also got to see that Mary is having issues to trust her second childcare and letting go of her primary child care which are both of her parents. She still has not developed that trust bond with her teachers or with all her classmates, but it is trying to communicate more.

Observation paper #2: Infant (8 months old)

Introduction

By the time your baby is 8 months old, not only is she getting around, she's also probably getting into everything! Babies are especially curious at this stage because they are becoming more aware of their environment. Most babies are already crawling and moving around by this age. The baby I did an observation on is standing by herself and holds on to things around her to take tiny steps. She still goes off balance at times, but she doesn't give up. I got to do a home-visit observation on this 8-month-old baby girl.

The Setting

I got to do the observation at a house in queens. This observation occurred on a weekend around in the afternoon and it went on till like four. I got to see how this baby is around with new people, with her parents and how she reacts to certain things. The observation mostly took place in living room and in a bedroom, who was her grandparents' room. During the observation the mom, grandmother, uncle where there. In the living room there are 2 couches one vertical and one horizontal, there is a big tv stand with a 65-inch tv. In the tv stand there is a section in the bottom with an Xbox 360 with the games and 2 controllers. There is also a lamp table with a lamp and some photos with frames with a tiny pink stool in the bottom. Next to the couch there is a unicorn horsey with a house for it to be inside of, there is also a training walker along with a rug and playmates. In the grandparent's bedroom there is a queen size bed, with a big dresser full of perfumes and lotions on the top with a mirror. The room has three doors, one for the restroom, the other one is for the walk-in closet, and lastly the door you use to go in and out.

The Child

The baby girl who I did a home visit observation on is named Kaylee. She is 8 months old now and was born on January 24. During the observation there was many times where she had to be changed. She is a chubby baby but healthy, she is tall for the age average to other babies her age. She has short curly hair, brown eyes, and two tiny teeth in the bottom. During the observation I did get to notice she does not like wearing shoes or things that cover her feet. She is a very loving baby, but she can get cranky. Kaylee is a very curious baby and adventurous. She is always trying to stay active by either playing or trying to find something to do.

Cognitive Development

Kaylee had many toys to entertain herself with. She has a teddy bear whose name is Sis, she had a ball that rolls around, she had two different type of drums that light up and make sounds, she has a play fish tank with fishes, a crab and an octopus, she also had 2 plastic books, a box that she can squeeze and open up, inside it has many other little things that she can pull or bite or play with. She has a little fake old version telephone that rings and says thank you for calling when she hangs up the phone. Along with many other toys. Kaylee really likes to grab her small toys and hit them against the floor or wall or against another toy and then dances to it while she is sitting down making a beat. Kaylee see that her grandmother is playing with the toy phone answering the calls and saying hello and hanging up, she sees the way she holds it up to her ear to talk. After watching her do that a few times she wanted the toy for her. She kept grabbing the phone and putting it up in her grandma face for her to talk, she would hold the phone backwards

at time, but she started to get the way to use the phone. She didn't want the grandmother to put it in her ear to talk she would move her face away and take the phone away.

Language Development

Since Kaylee is just 8 months old, she hasn't developed her language as much. She does say a few words to describe who she wants or what she wants. These are the words she says "agua (water), tata (bottle with formula milk), mum (mommy), dada (daddy), eta (Erika), no, hi"

Kaylee loves saying no to people and when she says no she tends to move her head and with her tiny index finger moving at the same time like that people can understand she is saying no. Her mother was telling me that she does that because when Kaylee's grandmother was teaching her how to say yes and no, she would move her head and finger according to the word, and she just memorized it like that but doesn't really say yes as she says no. When her mom and grandmother tried to put on her high white converse on, she kept saying no and crawling away from them.

They put them on because they want her to practice using shoes because she is starting to take little steps and she tends to fold or twist her ankle. After they struggles to put her shoes on, she went to the floor and started to rub her two foots together trying to take off her shoe, it took her about a minute to take one shoe off, but she was so happy she did she started dancing and sort of swinging the shoe around from the shoe lace. When she gets hungry, she tends to become cranky and starts crying and rubbing her eyes if she is hungry and tired. When she is extremely hungry, she starts jumping crying and saying tata. When she is tired of playing on the floor, she will crawl up to the closes person and grab on to their clothes most likely their pants to stand up and then with one hand pull the persons shirt and when the person looks down she starts jumping while still grabbing herself like that people can carry her and pick her up.

Emotional Development

Kaylee has controlled of her emotions and the way she expresses herself at times. Most of the time she just cries for a little bit when she is hungry or want to get up from the floor and want someone to carry her. She understands when people say shh, at times she would use her whispering voice and talk low, or if she is in bed she lays down and pretends she is sleeping for a few seconds before she sits and starts laughing. She understands when people tell her no or tell her and show her to not put certain things in her mouth. She also understands when she is eating her little crackers, and someone tells her to chew and after seeing how people chew, she starts chewing her cracker.

Social Development

Kaylee is a very sweet playful baby. She likes to be included in everything and she likes to be carried. If someone is carrying her and she sees that they are using their phone she twists, her neck like that she can see what is going on in the screen and she takes the phone away and swings it around like is a toy. She likes too each when she sees someone eating something, at times she shares her food with people. She had a cracker in her mouth, but she realized that she had a bigger one in her hand, so she took out the one she had in her mouth and grabbed the one in her other hand. After she put that one in her mouth, she grabbed the other one and gave it to me. This was a way of she is sharing or telling me she didn't want it. Not quite sure which one it was but it was one of those. She likes to argue with people she will really sit and scream in her baby language and then turn around and give you your back, when she gets bored or tired, she

will just go to another person. When someone plays peek a boo with her, she starts looking for you if you hide yourself for too long.

Activities of Daily Living

Since Kaylee is just a baby, she doesn't really do much activities besides play, eat, sleep, and showers, crawls, walks a bit with the help of someone. Four days of the week she gets like 15 minutes of just dancing. Her mother puts her favorite song which is Baby Shark and from there she starts dancing. Since she doesn't want her baby to spend time in front of a screen, she connects her phone to the Bluetooth and Kaylee quickly stops everything the moment she hears the sharks and tries to look where is coming from. Every other day they give her organic fruits or vegetables for her to eat. The mom makes her food and it must be organic, no matter what it is. She loves to eat strawberries, but it gets very messy. Her other favorite fruit to eat is red apples.

Conclusion

After spending so much time with Kaylee, she has made my passion for becoming an infant-toddler teacher become bigger. I still find it amazing and crazy how you can learn so many things from a baby or a kid. I did see that even though her mom does read her books and try to teach her words and names of things she lets her play most of the day when she is awake and when she reads, she tends to make it short and quick to not bored her. She also has foam books where she can take out the shapes, so she plays with her while teaching. After reading and talking about how important play is, I was glad to see that she is not in a rush to teach her baby to learn all these things so soon and destroy her play time.

Observation Summary Paper 3: Age 6 years old

Introduction

This observation is going to be based on a 6-year-old girl whose name is Kali. I got to do the observation in the playground of her daycare. During this observation she is in the playground most of the time she is playing along with two boys and another two girls. They are in the jungle gym and the slide. The playground has about 4 bicycles that the kids can use, they have a bench and they also have balls and hula-hoops that they can play with. In this observation there are about twenty kids and two teachers.

The Setting

This observation took place at the playground of her kindergarten in a private school. The playground was behind their classroom, so they had to go through a door to get to it. The playground had a jungle gym and 2 slides. It also had bicycles that the kids can ride, they had soccer balls and basketball balls for them to play, along with the basketball balls they had a hoop like that the kids can shoot the ball, they had a bench and a gateway around the playground to keep the kids inside and not going out the building. The playground was surrounded by trees outside the gates. There were two teachers and about twenty kids but in today's observation I will just be focusing on Kali and the way she interacts with the four other kids she is playing with. This observation occurred a bit before lunch time, so it was a little bit before noon.

The Child

Kali is a girl who is a mixed baby. She was born here but her parents are black and Puerto Rican, I am not quite sure which parent is which. She is six years old and she is a very kind, outgoing

person. She is not a shy kid; she will talk to you without even knowing who you are. She is also the kid that tries to take the leadership role. Kali is friends with everyone in the classroom but has her little groups of “besties” as she calls them. Kali is wearing her uniform which is a baby blue shirt, white stockings, with a grey skirt and a grey cardigan, she is wearing black school shoes with this. Kali is always smiling and in a happy positive mood, she is the kid in the classroom that everyone knows. I noticed that she is also the child that talks and participates the most from the rest of the kids. She has very good language development, social development, motor development, cognitive development and emotional development, she is however working on her language development because they talk way too much and at times at the wrong time.

Cognitive Development

Kali has very goof cognitive development, she uses her imagination and lets other kids be an apart of this imagination with her. While playing on the jungle gym with her four besties she was pretending that the path that is somewhat like a tiny bridge was a pool. She was pretending it was a pool because she had gone to Florida a week before for vacation. She has told her friends “this is the pool, let’s go” Her friends just went along with it and some even said “no this is the beach” after pretending they were in the pool, she said okay guys, let’s go home. Some of the friends said no let’s stay here and one of them said “let’s play tag”. Kali kept this make-believe play and said, “am hungry, let’s go home my mommy made sandwich” Her pretend house was the bench and they all sat there and pretended to eat their sandwich. Kali was pretending she was still in Florida in her vacation. Reacting some of the things she did over there. When I was there no issues really happened where she had to show her problem-solving skills but like I do know her personally I can say she does try to solve problems. There was time where one of her classmate

was crying because she didn't want to be in school and she wanted to go with her mom and Kali stepped up and went to the little girl and told her "Is okay, mommy is going to come back" when she saw that didn't work she asked her if she wanted to sit next to her and if she wanted to paint with her. Kali was trying to distract the little girl from crying and giving her options on what to do.

Language Development

Kali's language development is very good compare to her classmates. She is the children that the teacher pair up when they are trying to get other children to talk to because she will make them open. She communicates with full sentences; at times she uses big vocabulary and she doesn't really think before talking she just goes ahead and says what is in her mind. Kali is a bilingual learner so at times I did catch her speaking in Spanish and then going back to English. She talks to her teachers in English and to one friend she talks to her in Spanish. She does know more words in English than in Spanish, but she is able to determine which language is which. Her Spanish words she says it with an accent because English was her first language. Kali can recognize certain voices such as her mothers and teachers.

Emotional Development

Kali can understand and control her feelings, she is also able to tell someone else feelings and emotions based on how they are reacting. If she sees a classmate crying, she understands that they are sad, and she tries to go over and cheer them up or asks them if they are okay. Kali is always in a positive mood but at times she gets mad when people don't share things with her, this is when she expresses her feelings the most. She will not talk to her friends, she will raise

her tone to the person who is not sharing with her, and when she has something that they want she will push away from them and try to be alone. She will wait for an apology before she can let it go. She also showed her emotions when she was excited, she can tie her shoelaces all on her own. She came to me and said look bestie I can tie it, and showed me after she did it I showed her that I was proud of her by saying “oh my god you did it, you are such a big girl yayy” and clapping after I did that she said give me high five and clapped for herself.

Social Development

Kali is a very outgoing kid; she likes to communicate with whomever is surrounding her. She is not a shy kid; she can talk to you for five minutes nonstop. She has no issue being the children in display and she likes to participate a lot and try new things. She interacts more with adults then with kids her own age, she is always asking questions thing related to the topic or at times she relates her personal life with topics that the teachers are talking about. As soon as she walks into the classroom, she says good morning to all her teachers and classmates. She is also very friendly when it comes to playing with her friends or working together to do an activity.

Physical and Motor Development

Kali uses both fine and gross motor development in her daily life. She used her fine motor skills when she tied her shoelaces because used her fingers and wrist muscles. She used her gross motor skills when she is walking or balancing herself when she is dancing. They get 45 minutes for their dance class in which they are learning how to dance their Christmas show at the time. Kali has a good balance overall but can sort of trip or get wobbly when she does a lot of spins or when she is trying to walk in one foot only. When is writing her name on her paper she is using

both fine and gross motor development because she is using her small muscles such as her fingers, hand and wrist but she is also using her whole arm and entire body to lean on the table and put pressure on the pencil.

Activities of Daily Living

Kali goes to school Monday-Friday, she stays in school until 2:20pm. She says she gets to school in her mom's car and that at times she takes the train home with her aunty. Kali comes to school around 8 in the morning and she starts her day by always saying good morning to her teachers and classmates, she has a daily schedule based on the teachers and the school, but she loves her dance class and she also likes reading time, mostly when is the teacher reading to her.

Conclusion

I was surprised to see how open she is, her classmates are more the shy side, but she was just participating and putting herself out there. She really made realize that even though is a new school for her, she has very good social skills and does not struggle with her communicating developments. I also got to notice that she feels comfortable being in her classroom and makes others feel comfortable being there too. Based on her age she is doing what they are supposed to do, and she knows what she is supposed to know.

Commentary Final Paper

Developmental skills and processes

The child I choose to look at more in depth was an infant student. My infant is 10 months old and at this age she should be able to recognize faces, crawl, pick their head up, say a few words not correctly, they should also be able to suck into things, roll over, they also are building a trust relationship with their caregivers and people who surround them on their daily life. They should be able to take their few first steps and jump. These are some typical skills that they should be able to do at this age. I am going to specifically focus on Cognition, Language, Social, Emotional, Motor, Sensory processing, and their activities of daily living.

Cognition

Cognitive development is the learning process of acquiring intelligence and increasingly advanced/complex thought process and problem-solving abilities, including memory. According to Jean Piaget there are 4 stages of cognitive development which are Sensorimotor, Preoperational, Concrete operational and Formal operational. Some of the cognition development that I saw Kaylee learn and process was that she would mimic her mother when she would tell her no. When she does something wrong her mother tells her no and shaking her head and moving her finger horizontal to say no like that, she can understand so Kaylee will respond saying no while moving her head and finger too. Another thing she did and was able to understand is that when she makes a beat with her drum, she related it to dancing. She can relate a sound/beat to dancing and moving around.

Language

There are two types of language. There is receptive language and expressive language. Receptive language is mostly for infant up to the age of 8 months and they get to understand word meanings. Expressive language is the production of first words by about 12 months. Since she is 10 months old, she does both to communicate with adults. Kaylee shows both receptive and expressive language when she is hungry. She cries and becomes cranky, so her parents know that there is something that is not pleasing her, she now says tata when she is hungry to express that she is hungry and let her parents know that she wants her bottle. Another way that she communicates using language is by letting her parents or caregiver at the time when she doesn't want something. She shakes her head and says no when she does not want the tata or the food that they are giving her. She also will crawl away or scream if they are not following what she wants.

Social

When it comes to social development it involves any interaction that the kids have with another person or thing. By the age of 9 months she should be able to understand more words and communicate more. She should be a little bit more independent with some of things she does such as picking up small's things, or imitating people around her. She is starting to explore her options and see what her boundaries are. When Kaylee wants to communicate with you or want you to carry her, she slaps you on the leg when she is on the floor and you are on the sofa. She starts to jump up and down like that you can pick her up and sit her next to you. She will not stop until you pick her up, she will also try to say your name or try to make sounds of words like if she is trying to talk to you. She also likes to play video games with her uncle and dad. She gets

the Xbox controller and moves around the button and presses on them even though is off. She socializes with them by playing and laughing when she sees something cool on the screen because she thinks she made it happen.

Emotional

Kaylee is starting to understand her own feelings and the other person's feelings by now. She is a feisty baby when it comes to expressing her feelings. She will crawl away from you when she gets mad and becomes cranky if she doesn't get what she wants when she wants it. When her mom tells her no with a mad face she will respond back with an angry face and with an angry tone saying no. She will stick out her lips and tighten her forehead, so you can know that she is mad. She also shows emotions when she throws her toys across the floor when she is bored of them and grabs another one or just walks away from them and finds something else to entertain herself.

Motor

There are two types of motor. There is fine motor development and gross motor development. Fine motor is the small muscle movements of the wrist, hands, fingers, feet, toes, lips and tongue. Gross motor is when you are using large muscles movements of the trunk, arms, legs, feet, and entire body. Kaylee shows fine motor when she is playing with the controller of the Xbox because she is using movement with the muscles on her fingers, wrist, and hand. She is using these muscles when she is holding the controller and moving the buttons around. She shows gross motor when she takes a few steps because she is using her entire body to balance and move around.

Sensory processing

There are 8 main sensory which are Tactile, Olfactory, Oral, Auditory, Visual, Proprioception, Vestibular, and Interception. Kaylee is starting to realize body awareness. She knows that she doesn't fit behind the couch like how she used to before. She tries to go but when she noticed that she will get stuck she goes back and finds a new place where she thinks she will fit. She likes going around the couch and doing a turn. She also uses her tactile development when she feels and touches the texture of the baby cookie before and after she puts it in her mouth. She likes to mash it in her hands and play with it when she doesn't want it anymore.

Activities of daily life

Since Kaylee is just an infant, she does not do much. She does have an eating schedule and her parents are trying to make her have a sleeping schedule because she doesn't sleep at the same times and struggles to sleep when is her bedtime. She tends to play with the same toys even though she has a whole bucket of other toys. She likes to play with her puppy and her play phone, her drum and like 2 teddy bears that sing and light up. She only eats organic fruits and vegetables or organic cookies and yogurt melts.

The Child's Aspects of Culture

Kaylee is a mixed baby. Her father is from Puerto Rico but was born in the United State and her mother is Mexican. They speak both English and Spanish. There are a few aspects of culture that can have an impact on development because they are things that aren't the same or an agreement with. Some of the aspects of culture that I believe she is going to struggle with are language, race, religion, and family composition. I think she is going to struggle a bit with language

because her parent talk to her in English most of the time but when she is with her grandparents, they only talk to her in Spanish. She is learning how to talk in Spanish, but her dad wants her to learn English. But since her grandparents from her mother's side is always taking care of her at nights, she is only teaching her Spanish. Ethnicity might be an issue because even though she was born here she is mostly being showed the Mexican culture and not much of the Puerto Rican since the father was not born there. Kaylee is just going to get used to the Mexican style and not really get to know about her Puerto Rican side. Religion still is not an issue because she is young, but the father is not religious, but her mother comes from a catholic family. The mother of her father is Christian when it comes to religion so that might mix her up when it comes to explaining religions and her learning about them or her picking which religion, she is going to involve her daughter with. Family composition is a big one because for Mexican people family is not your parents and siblings is also aunts, uncles, grandparents, cousins, niece, nephew and anyone you can think of, but for her dad family is just Kaylee and his wife.

Your Aspects of Culture

I come from two Hispanic parents. They are both Mexican, but my mom is from Veracruz and my dad is from Chiapas. I came to the U.S.A when I was 4 years old not knowing any English and just learning proper Spanish. I think gender is a big impact in my development because my parents are old school, so they only let me dress in pink, purple, white, pastel girly colors and I only got girls toys such as dolls, cashier, doll house, fake stove, and dramatic play things. She even painted my room pink and purple knowing that I don't like pink. My parent will also just try to dress me up with dresses and skirts knowing that I also was not into them. Gender is a big

one for me because I was raised in a house where a girl should wear skirts, be into pink and talk or seat a certain way. I think due to therefore I am so over the whole pink is for girls type of thing. Another aspect of culture that impact my life was religion because my dad is Christian, and my mom is catholic. Since I stayed in Mexico till, I was 4 years old I lived with my grandparents from my mother's side I was raised into the catholic religion and never got to practice the Christian religion. I went once to a Christian church with my father but like I was used to the catholic believes I didn't really get to into his church. Now that I am big enough to make my own decisions, I have decided to not be in any religion but still carry on with some of the believes. Growing up in a Spanish home was difficult when it came to doing homework. Since I didn't know any English, I went into kindergarten just knowing my name and a few things but everything I knew was in Spanish. I was put in a bilingual class, but the teacher mostly spoke in English and have homework in English. Like I was just learning and so was my older sister I had no one to ask for help. Language and Education level became a big struggle for me and at times till this day I still struggle with language because being a bilingual person I confuse the accents at times or just forget to talk a language for a little while if I stop using it in my daily life.

Comparison of Development

Kaylee, who is an infant, does some similar things to Mary who is a toddler. Kaylee is 10 months and Mary is 3 years. Even though their ages are different their cognitive, language, social, emotional, motor, and sensory processing development are still similar. Both Kaylee and Mary use their imaginations to play with their toys and they both able to mimic people and use prior information to express their play. They both communicate with both expressive and recessive language and can socialize with people. Kaylee and Mary can talk and communicate with people, when they need or want something that they are not able to get or have no control over. Both

girls can express their emotions, even though Mary can regulate her feelings more than Kaylee they are both able to let someone know that something is wrong by crying or telling the adult what is wrong. They are both able to show their fine and gross motor development. They show it in different ways such as Kaylee uses her fine motor when she is grabbing a little toy or small objects and Mary is using her fine motors to hold a pencil and write or color. Based on their ages they can use all these developments but in different way because they are not able to do the same things. Their daily lives are different because Kaylee gets to stay at home while Mary who is a toddler must go to preschool. Due to this they must do different activities in their daily life, Mary needs to wake up at a certain time to go to school when Kaylee can just wake up at any time.

Setting Comparison

With all three of my observation it was a very different setting but similar in the way it impacted the children's behavior. My infant which was Kaylee I got to do a home observation, with my toddler who was Mary I got to do it at the daycare/preschool that she goes to and for my kindergarten child who was Kali I got to do it at a playground. Even though all these settings are different they all had some type of fun toy or activity that they got to enjoy doing on their free time. In Kaylee's she got to be in her living room or grandparents' room with her toys and everything else she would find, Amy got to play inside the classroom in the dramatic play section, and Kali got to play in the slides and swings, all of these are similar because they had fun and used their imagination and gross motor skills. Some of the differences between all three are their ages and the capability of things can do. While they can all talk, they all communicate differently, but get a result. They are all still learning how to develop these domains and will continue to learn them throughout their life. I think I didn't get such a realistic version of both Mary and Kali because they weren't at home, in an environment where they don't have to follow

a lot of rules that they don't have at home. I think if it was a home observation, I would have gotten to see a more open and comfortable version of them and see who they truly are.

Conclusion

In conclusion I want to start by thanking you for being such an amazing, and inspiring teacher.

One day I hope I can be an amazing teacher like you. I honestly walked in there knowing I would learn a lot from you, and I am so glad that I wasn't wrong. It was such an honor taking your class this semester you had such fun ways of teaching and getting our attention. Thank you for fighting your way in to make this a non-textbook class! Do you know how much money and back pain you have saved us all? Besides in my opinion I don't think you need the textbook, the way you taught me was perfect. Being an observer was a bit difficult for me because I am not used to it as much, and at first I thought I don't just want to sit here and stare at a child for twenty minutes to do my paper but after doing the observations it made me realize how much I can learn from them and it didn't feel like I was just staring at the child anymore but actually learning something from them. I do need to get used to them because as a future infant/toddler teacher I will be doing many observations. This experience is going to help me when I am doing observations in my future. I am currently working at a daycare as a teacher, so all the things I learned about toddlers I did get to relate some of the things and got to learn how to handle situations better and improved some of my skills while working with kids.