

# Observation Summary Paper 1: Infant/Toddler

ECE 110

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Infant/ Toddler

## Introduction

This observation focuses on Infant/ Toddler female.

## The setting

It looks like it is between morning and afternoons in the classroom, the observation took place in the classroom with other children, the children got a lot of toys, puzzles to play with, there's big and small chairs, tables on the side with colors on top of it and some toys in the floor. There were two female teachers there playing with the kids.

## The child

She is white and blonde female, she looks between 2-3, the child is wearing a batman black shirt with blue jeans, she has a lot of energy to play and move things with her teacher.

## Cognitive Development

In these videos we see that human development is made up of a sequence of phases that lead to significant improvements in a child's cognitive and physical development. She likes playing but hates it when the teacher tries to help or play with her, she pretends to cry to get something like a toy, she also cries so the teacher could hold her, she likes playing a lot inside the tube. For the skills I chose Object Permanence when she moved the tube from the first place to the second

place to play with it. and for Cause & Affect her teacher took her to her seat to feed her so she cried to get off from it

### Language Improvement

She always cries to try to communicate with the teacher if she wants something or makes eye contact with her, and her facial expressions changes when she got mad and cried, she also points at the things she wants so she could get them. Because children this age cannot talk so she only cries loud or laughs. for the skills I chose Verbal Communication, and she was making sounds that means she is happy when her teacher gave her the huge toy to play with it and non-Verbal Communication, she was making Facial Expressions to her teacher that she is mad the toy did not work for her.

### Emotional Development

There was not a lot of emotion in the observation, but she laughed and smiled a lot on the slide. she experienced feelings such as anxiety, humiliation, empathy, envy, remorse, and shame in the video. Your toddler is already coming to terms with a major new emotion: anger. When she does not get their way, she apt to become angry and scream, shout, or lash out. For the skills I chose Temperament that she was active the entire day and wanted to take all the toys and play by herself. and Emotions her behavior changed the minute her teacher took the toy from her to feed her.

### Social Development

When she wants to play with other children in the classroom, she always shouts or points at something, she cries a lot if the teacher does not listen to her by any way. She takes the big toys from other children in the classroom. For example, when she got her food, she so excited and ate it. For the skills I chose Gross Motor she used

her large muscle to take the Tupe and close it by herself without her teachers help and fine motor she used her small muscle to reach or the book inside the closet.

### Motor Development

When she got the big toys, she tries to close as hard as she could and open again, when she got her food in her chair, she was moving a lot because she was excited about it, she like to walk and move a lot in the classroom and try new things or play with her teacher. For the skills I chose 8 senses because she was Tasting And touching her food before eating it when the teacher gave to her and for the Body states she was hungry, so she was pointing for the food, so her teacher give it to her.

### Activities of Daily Living

There were few obvious indicators of the child's adolescence. But she waited for her teacher to give her the toy and did not take it herself at the beginning.

### Conclusion

One point that impressed me about the observation is that she is always self-sufficient. she prefers to do it on her own, without the assistance of anyone. I understand that not all babies mature at the same pace. Some of them taking their time talking, walking, and so on. This observation relates to what I learned in ECE 110, where we learned about the various phases of child development.

Observation Summary Paper 2: Pre-K Observation

ECE 110

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## Pre-K Observation

### Introduction

This observation focuses on Pre-K female

### The child

She is 4 years old she was wearing pink t shirt and navy-blue jeans with gray sneakers, she is white. She had long blonde hair in a ponytail, blue eyes, and she is Kinda shy and likes to play by herself.

### The setting

It is a typical classroom is not quiet or calm, but it should have a sense of organization. It also has a favorable layout including a learning center with designated areas for activities such as math and reading. The National Association for the Education of Young Children suggests assigning locations for building, dramatic play, reading puzzles, and art projects. To avoid chaos and limit accidents. Also, there must be a space for students where they can store their personal items. Some daily activities at a kindergartner can experience in 3 the classroom is bubble painting, marble painting, craft a story together, read to self, and work with a partner.

### Physical and Cognitive Development

The child tried solving the puzzle game with her classmates, and the shapes her teacher showed her it was hard for her at the beginning, but she knew after it by

her classmates help, at the beginning she was playing by herself with the shapes, she tried showing her classmates her skills when she finished building the shapes. Two of the skills she used were · Learning Schemes when she was watching her teacher build the shapes first and then copying her and doing it herself, and the second skill is by using her knowledge she figured out the shapes her teacher showed her.

### Language Improvement

The child is shy a bit when the teacher says repeat after me what color you see she said "green, yellow and white", and when her friend did a trick with shapes she said “wow.” When it be loud in the classroom she goes to any corner and play by herself, the skills she used here were first Laughing when she was playing with her classmates with the shapes and colors, and she used Facial Expressions that she is happy and excited with her teacher and classmates when they were sitting in the floor guessing the shapes. And she shouted “stop it” to one of her classmates when she got mad.

### Emotional Development

Her ability to understand were when the boy next to her was making the shapes roll, she was looking at him and try to do what he is doing, she tries to throw the shapes she was playing with on the floor to see if her classmate would get it or not and change her facial expression from happy to sad and try to cry and said “oh oh” in a sad face, the skills she used here were Experience feelings Identify feelings like I explained what she did at the beginning.

## Social Development

She tries to point to her classmates what is the correct shape to put in when they were playing the puzzles game, she also helps by taking the puzzles from the floor to them to build it together. And when her teacher moves the small cars, she publicizes her, when she went to the boy next to her, she tells him to stop moving the cars and annoy him. The skills she used here were Helping and Cooperating.

## Motor Development

At the beginning she was trying to do the shapes by herself, but they were a lot for her, and she was building the shapes on the table with teachers they were heavy, so they fell from her to the floor so in that she used her large muscles, and when was racing with the cars and holding the small dinosaurs she used small muscles to do it. She Cruised (walk holding furniture) when she was taking the puzzles to her classmates, and these were her skills, she used.

## Activities of Daily Living

There were few visible traces of the child's Adl's, but only one when she asked permission before playing with her two classmates.

## Conclusion

They begin to build relationships with peers and family members on a social level. Morally, they continue to recognize the distinction between "right" and "wrong," as well as the fact that they have a preference. Young children continue to develop their gender identities and learn what it is to be male or female sexually. Parents

need realistic, daily information of how to care for their children and fulfill their needs, in addition to learning how young children thrive and learn during these early years. My accompanying post on their Skills for the Preoperational Level has more detail on teaching.

## Observation Summary Paper 2: Young School Age Observation

ECE 110

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### Young School Age Observation

#### Introduction

This observation focuses on Young School Age female

#### The child

She is 5 years old, she had long black hair, brown eyes. The little girl wore a Disney gray long sleeve shirt and pink long pants with pink and white sneakers on. And she was trying all the games there with her parents.

#### The setting

First, she was doing her homework at her house then she went to the park and played there, it looks like it is between morning and afternoon at the park, there was a lot of swings and slides all over the park with children playing on them with their parents helping them, also there was sand for the kids to play with, and grass.

## Cognitive Development

At one point the child was doing her homework then she went to the park and tried the slides, and she had not grasped the bar properly and slipped off, she laughed and got back up and tried them again, she successfully completed them the second time around. Another example of her cognitive development was through her creative ability, she found a small space under a bridge that connected the two slides in the park, and she pretended to be driving and had two other children sitting down on a bench, she went on and tried a new swing and it was hard for her to push it, so she told her dad to help her with it. The skills are Object Permanence as she was playing and trying new slides and swings with her dad and Numeracy when she was counting every slide she went on.

## Language Improvement

When the child went into this new game, she was telling her dad "Help me help me" because she was scared if she is going to fall from it, and whenever she goes somewhere new in the park, she calls for her dad to come with her. The skills are. Receptive Language when she responded to her dad by calling her name when she was far from him. Non-verbal Communication when she was jumping on the sand because she was excited to play with it.

## Emotional Development

While I could not hear any actual dialogue, the infant was able to articulate her emotions appropriately and according to developmental milestones. Her father had gestured in disgust and pointed at the swings, where she was jumping on. He pointed to the ground again because the girl did not appear to be paying attention, and she got down with a frown on her face and started to do something uninteresting. The Skills are Temperament that she was active in most of the



games she was playing in and when she showed emotions to her dad by shouting at him to get her out the long slide.

### Social Development

The little girl appeared to have a good relationship with the other kids at the park; at one point, she was approached by a little boy who saw her sitting on the edge of the slide and cheerfully got up and let him down the slide. They continued to play on the slide together, with both getting their equal share of turns up and down the slide. Some of the skills she used were showing her relationship with her sister by helping her to go to the slides and play with the sand together, and Social Participation by standing in the line to get in the slide next to other children.

### Motor Development

The child used her large muscles to try and push her sister out the swing because she wanted it and climbing with her sister and used her small muscles to make a house with the sand and run with her father, as an example, for the object, they were the sand she used to play with, and the swing. The child went running to the slide and by accident she pushed the boy, so she went back and tried to help him get up, and when she got bored at the end she went back next to the swing, and she was running around it before she left.

### Activities of Daily Living

There were few visible traces of the child's Adl's, but when she first arrived at the park, she politely waited for her father to arrive before removing her jacket and entering the park to play.

### Conclusion

Children continue to develop and adapt in remarkable ways as they progress from toddlerhood to school age, as this essay has shown. Around the ages of 2 and 7, small children begin to grow larger as their bodies take on more adult proportions during the Preoperational period. They learn to sprint and climb stairs on their own, as well as cut with scissors and use a writing instrument. Young children's vocabulary bursts and matures as they begin to think symbolically, which contributes to make-believe games. Children learn to articulate their own emotions and to feel reflective empathy on an emotional level.