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ECE 110: Analysis and Commentary Paper

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I chose the preschool observation summary paper, which is to observe the video "Cameron and Alexis play building blocks." The child's name is Alexis, who is four years old. Alexis has long brown hair and ponytail, fair skin and black eyes. She is wearing a yellow shirt and dark blue dress. I chose this child, because her stage developed like the four-year-old children usually expected. Through the video, I can see Alexis' cognitive development, social interaction and emotion, language and communication, and the development of small muscles.

For several developmental domains, I observed Alexis' language, emotional (self-regulation), social (interaction with adults/peers), and fine motor skills. First of all, when Alexis was talking with her classmate Cameron, that showed her language skill. She understands the power of words and can express her views and share her emotions in words. Also, she can tell others in complete sentences. For example, when her classmate Cameron was playing with two toy lions, he messed up part of Alexis's building. Alexis immediately shouted to Cameron "Stop! Stop, Cameron! I do not like that." Second, Alexis could express his emotions through words and actions. Also, she can adjust her reaction according to her emotions when her classmates react. For instance, when Cameron held up the toy lion in front of Alexis' building, it seemed that Cameron would mess up Alexis' building. Alexis grabbed the building blocks in front of Cameron with both hands and said: "No! No!" She expressed her feelings and took action to quickly grasp the building blocks. Afterwards, Alexis heard Cameron saying and she responded to him by smiling. The next development area is society, which is Alexis' interaction with adults

and her classmates. I saw her display more self-confidence, and she enjoyed playing together with her classmates. She was capable of expressing her feelings verbally. For example, when Cameron didn't respond to Alexis and tried to take action to make Alexis angry, Alexis tried to tell the teacher. Then, the teacher let Alexis tell Cameron to stop doing that. Thus, Alexis said, "Stop! I do not like it when you mess up my blocks. Keep my blocks safe." Then, Cameron stopped. Lastly, Alexis showed several fine motor skills and processes while building blocks. Alexis held several building blocks of different shapes in her left hand and a square just picked up in her right hand. At the same time, Alexis walked a few steps forward with her knees. Then, she turned right, put the square in her right hand on the carpet in front of Cameron and said, "Here!" She turned around and continued walking on her knees.

Alexis's cognitive development is a four-year-old child. She can keep her attention for her work in the center of the block. She remembers what kind of building she wants to build. In addition, Alexis understands concepts such as big, small, tall and short through building blocks. These can relate to Piaget's theory that when children are interacting with the environment, they will constantly reorganize their own information, and knowledge is an active process. Also, children construct knowledge by choosing and interpreting information in their environment. Moreover, Alexis's social-emotionalness can display more self-confidence. Also, I observed Alexis enjoy playing together with her classmates, and she is capable of taking turns, sharing and cooperating. She is able to express her feelings verbally. In Erikson's theory, he described social-emotional maturation as an interactive adaptation of both the child and the societal structures of his/her cultural environment. Both positive and negative results may appear, depending upon how to solve the social emotional challenges at that stage. I can see these thoughts in the video, Alexis can clearly express her feelings and thoughts with her classmate. She would share the

building blocks with her classmates, play with toys in turn and play together. In Vygotsky's sociocultural theory, he explained that situated learning occurs when students are given meaningful tasks in realistic contexts and settings, and cognitive apprenticeship is learning occurs in the present and is influenced by more skilled adults and peers. Those thoughts showed in Alexis' expression and actions in the video. I observed that Alexis knew what she wanted to build, which connected her life. On the other hand, according to Gardner's theory of multiple intelligences, it is also related to Alexis' expressions and movements. For example, when Alexis played building blocks in the block center, she developed linguistic intelligence, spatial intelligence, interpersonal intelligence, and intrapersonal intelligence. For the development of language, Alexis can have quite a lot of conversation with her classmates, use complete sentences, and she uses words to express her views. This is related to Chomsky's point of view, that is, children are born to learn language by using language in meaningful contexts. When Alexis talked with her classmate that developed her language rule systems. For the cultural influences on development, there are six aspects of culture that impacted me when I was a child, that are family composition, traditions, education, neighborhood, gender. For family composition, when I was a child, I and my cousin lived with my grandparents. Because parents are always busy, they only pick us up on weekends. However, my grandparents' home is very close to my parents'. Therefore, I spent most of my childhood living with my grandparents. According to my family traditions, we eat a family dinner every weekend. At the time, my grandparents always prepared a lot of food. Moreover, when I am eight years old, the only birthday gifts I receive are books. Therefore, I received many books as gifts. My grandparents are Buddhists, but my mother is a Christian. Because I was influenced by my grandparents since I was young, I also believe in Buddhism.

In order to compare the development at different ages groups, I observed Alexis in the video. At the age of four, she can express her views and feelings with complete sentences composed of understanding words and descriptive words. Also, she learned that words are powerful, and she would use polite words to ask for help that can help Alexis learn positive social language. In contrast, three-year-old children can speak a complete sentences of 3 to 5 words. Others will understand most of what they have said. They can answer questions instead of just "yes" or "no". Three-year-old children express their thoughts and feelings in words, and they can understand more thoughts in one word.

This principle of language development reminded me of Vygotsky's socio-cultural theory. Construct scaffolding tasks and the surrounding learning environment, so that children's requirements can be properly challenged. According to the children's current needs and abilities, the teacher adjusts the tasks and the surrounding environment. For example, according to the video "Cameron and Alexis play with Blocks." Teachers set up a block center where Cameron and Alexis can play together and develop their social emotional and language skills. This is also related to Gardner's theory of multiple intelligences, such as language intelligence, spatial intelligence, body kinesthetic intelligence, interpersonal intelligence and introspection intelligence. The other observation is 5 year old girl in the vedio "5 year old twins play in Cuesta Park in Mountain View, CA." She is one of a pair of twins. When she played in the outdoor stadium, she would try to explore and imitate other children's behaviors to play with sports equipment. In case of difficulties, she will take the initiative to ask adults for help and express her feelings. Even if children live in different environments, they can still express their feelings and ideas through oral language.

In sum, as an observer, by observing children of different ages, I better understand that educators create a good learning environment to make children of different ages interested in learning. The teacher 'guiding method can also make children have more motivation to learn. This has something to do with Piaget's theory, which is the principle of constructivist learning. Children learn and update knowledge information through the interaction of different environmental knowledge, thus building knowledge. This theory influences me to think about improving motivation and interest in my classroom, which can support children construct knowledge and develop different skills.