

Observation Summary Paper 1: Pre- k Observation

ECE 110

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Introduction

The child I observed was a small pre-k school aged girl around the age of 4.

The Setting

The day or time that the observation occurred was around daytime. The observation took place in a classroom, full of toys that every child could play with. The classroom's environment was significantly large, there was a good amount of space for every child in the room. The type of materials that were in the space were small kitchens, blocks, toy cars, and a type of rubber puzzle and also books and many more. These toys were positioned in a very organized way besides the things that the children were playing with. A lot of small young boys and girls were present in the same classroom. Teachers were present as well.

The Child

The child was around the age of 4. She had light skin with light brown hair. She was wearing a pink shirt with dark blue leggings and gray shoes. She seemed like very serious girl but eventually she outgrows and gets involved with everyone.

Cognitive Development

While observing the Child, she started interacting with the rest of the kids. She used face expressions every time she saw something unusual. The child started playing with blocks and building them up. Eventually one of the teachers came with toy cars and blocks and the child started to play with the cars in a pretend way. The child's behavior was in a happy exciting way.

After she was done playing with the toy's she then had rubber puzzles, that is when she had to use her critical thinking skills on how she was able to create a circular shape out of it, then also starts to spin the object around which she was enjoying doing. She then was moved to a different table and started to play with small dinosaur objects in a pretend way and realizes it has different colors.

Language Development

While observing the child, I observed that she was trying to verbally speak out her words but they weren't so clear, so she was using her expressive skills to express her words . There was a point where a little boy approached her to give her a toy block and she said " No" so she was able to express herself with some simple words. While playing the rubber puzzles she tried to pronounce the colors of the puzzle but her words were not clear but she did try to repeat some words that her teacher was saying., she also started to build the puzzle in a circular shape with the teacher and says "Yay" and claps her hands because they were able to do the shape. There was at one point when she starts playing with the toy cars and she starts to expressing the situation by saying "oh" many times. She definitely listens and knows her receptive and expressive skills.

Emotional Development

In the observation there was a few types of emotions, for example in the beginning she had the ability to understand the teachers and her fellow peers in the classroom when they were talking. She emotionally expressed herself what she wanted and what it was convenient for her. She used her emotion at one point when she had the rubber puzzle and her classmate took it away and the child starts to emotionally whine about it, which gives a sign that she didn't want her toy to be taken away from her. The child also makes a face expression with her face to show that she was

bothered because she realized that the teacher was recording her at the beginning of the observation, she showed her reaction in a very clear way.

Social Development

While observing the child she interacted with the teachers and children in a nice mannered way. She started playing the toy cars with the teacher and starts copying her, eventually the child also starts making car noises and starts playing with the blocks and toy cars with a little girl that joined her. The child then moves to where there group of kids and starts engaging and participating in what everyone was doing. She interacted without verbally speaking but she used some of her skills to communicate with her colleague's and with her fellow classmates.

Physical/Motor Development

The child uses her motor development skills in many different ways. She uses her bigger part of her muscles like her arms and hands to help her get up when she is sitting. She uses her legs to walk around the classroom, her back to bend when she dropped the blocks on the floor. She also uses her knees to help her get back up when she lost her balanced and fell backwards.

She uses her Fine motor Development which are her smaller muscles. At some point she uses her hands and fingers to grab certain items, she also uses her mouth and lips for face expressions, her wrist to spin the object which was the rubber puzzles when she was sitting with the group of kids.

Activities of daily Living

While looking at the observation and observing the child some the activities of daily living that she was doing was playing toys throughout the video. She also controlled her body while standing up because that is one thing we do in a daily day basis. Communication is one of them, the child used it throughout the observation she communicated when she wanted to express what

she wanted like her puzzle that was taken away and also she used it to verbally talk with her colleagues.

Conclusion

Something that struck me from the observation is that she tried her best to communicate in many different ways. Some children have their own way of communicating but she had the ability to use different types of forms to communicate which made her interesting in a observing way. Some new insights that I have about infants is that they start developing new communication skills, they engage more with there peers in a well mattered way. This observation connects to what I am learning in ECE 110 because it showed us the many different ways children develop.

Observation Summary Paper 2: Infant Observation

ECE 110

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Introduction

This paper will be describing Cognitive Development, Language Development, Emotional Development, Physical Development and activities of daily living for an Infant toddler.

The Setting

The day or time that the observation occurred was around the daytime. The observation occurred in a classroom which was full small toys. Some of the materials that were in the classroom was mostly a cotton play tunnel, mats, balls, play mat, and just smaller toys that they were able to grab and play. They were positioned all around the room so that every toddler can get a chance

to play with it and it was also organized. There was around four colleagues in the room helping each other.

The Child

The child seems to be a year a two year old because he was able to walk around the room. He was wearing a gray shirt with a batman logo, he had light gray jeans and black shoes. He had light skin and light white hair.

Cognitive Development

While observing the child, he was playing with the cotton tunnel he was crawling back and forth. After that he walked and went to get a ball and just started to bounce it on the floor, but eventually her colleague sat him on a chair and gave him a small rubber toy. He started to play with it and he was using his thinking skills because he was figuring out what he was supposed to do with it until he saw the small girl in front of her that she was putting it on her mouth and he figured it out and did the same thing. When he was doing that he seemed very happy and excited.

Language Development

While observing the child he seemed to be communicating with her colleague non-verbally while trying to play inside the cotton tunnel and especially when she added a ball every time she said “go get the ball” the toddler went in and got it. He was also communicating with her when he had the bouncy ball because she started to say “you have a ball?” And the little boy said “ball” so he was able to communicate on a verbal way. Later in the video when he went to sit on the chair he was mumbling some words about the rubber toy so that also shows some Language development skills.

Emotional Development

In the observation there were a few types of emotions, he had the ability to understand her colleague when she was talking to him about the car toy in the tunnel and the little boy went to get the car inside the cotton tunnel and when she also told him then she asked if he wanted to sit on the chair and he extended his arms so that she can sit him on the chair. He was also able to express some of his emotion's when he was on was sitting on the chair, for example he showing emotion that he was happy and smiling in that moment.

Social Development

The child did not interact with any other child in a verbal way but he did look and observed the other children and her colleague on what they were doing. He uses hand signals and mumbles when he wanted her more water on the plate. He mostly interacted with her fellow colleague with hand signals, and mumbling. He did not interact with any of his classmates besides looking and glancing at what they were doing.

Physical and Motor Development

In the observation he was able to use the bigger part of his muscles, for example he used his legs, arms and hands to crawl out of the tunnel he also used his legs and hands to get up, he also used his arms to lift up the cotton tunnel. He also used his smaller part of his muscles for example like his fingers to grab the rubber toy to pour it on the water he used his mouth, lips to put the toy on his mouth and he used his feet to balance himself when he was walking.

Activities of Daily Living

While observing at the video the young toddler, used his Social and development skills because he was able to communicate with the colleague and he was able to understand when she told him

about the toy he had so he knew what she was specifically saying. These skills are developed and used in our daily living.

Conclusion

Something that struck me from the observation was how the toddler was able to understand and use his skills in many different ways without using verbal communication. Some insights that I have for toddlers is how they are able to use their communication skills in many different ways and how they are able to understand at a very young age. This observation connects to what I have learned in ECE-110 Lecture because it gave us the different types of ways toddlers can learn and develop.

Observation Summary Paper 3: Young School Aged children

ECE 110

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Introduction

This paper will be describing Cognitive Development, Language Development, Emotional Development, Physical Development and activities of daily living for a Young School Aged child.

The Setting

The day or time that the observation occurred was during the daytime. The observation took place at the park. Some of the materials that were on the playground was monkey bars, slides, swings, bars and sand. The person that was present in the observation was her two other siblings, her father.

The Child

The child was about 5 years old and the child was wearing a red sweater with pink sweatpants and red and pink shoes and she also had black hair. She seemed very active around her sister, and she was able to talk in full clear sentences. She liked the company of her father, and seemed to be enjoying her time with him and her sister at the park.

Cognitive Development

While observing the child, she started playing at the playground especially in the beginning when she was trying to go on the bars by herself. She also starts to hang on the bars but then eventually she realized she wasn't able to hold on anymore and she was making face expressions that indicated that she was afraid to fall and wanted to get down. The girl also used her skills and had the opportunity to explore and figure things out when she was either on the monkey bars or just hanging on the bars in general. She also used her skills when she was playing with the sand, she was figuring out the concept on how to build a sandcastle.

Language Development

While observing the child, she verbally communicated with her sister and her dad. In the beginning of the observation she starts to spin on a bar and when she got off, she tells her dad that she is "dizzy" and expresses how she feels. After that she goes on and on the bars, she then goes and sees that she can't hold herself anymore and yells "daddy" so that he can come and help her. Jasmin which was her name, uses small simple words when she wants help. She also calls her dad to help her on the monkey bars because she wasn't able to do it on her own. Jasmin expresses how she felt according to the weather because she say's "I am hot". Overall Jasmine pronounces her words and uses her language to express how she is feeling in the current moment.

Emotional Development

In the observation, I realized a few times where Jasmin uses this type of skill. She has the ability to understand and regulate her emotions. She expresses them to her dad for example when she starts going on the bar and she is afraid of falling with that she starts to show her fear and expresses her emotions with face expressions and verbally as well. Jasmin also had the ability to understand certain situations for example when she was going on the swing with her dad she sits on his father's lap and her father tells her to sit like before and she listens and grabs herself on the swing which showed how she was able to understand the current situation.

Social Development

While observing, Jasmine interacts more with her father than anyone else in the observation, but she also interacts with her twin sister as well. In the observation she starts interacting with her father verbally when she needed him, she also communicated with her little sister when playing at the playground. Towards the end of the observation she is swinging on her stomach with the swing and starts communicating with her sister that is trying to push her and Jasmin tells her "I want daddy to do it" which shows how she is socially communicating with her sibling.

Physical and Motor Development

Jasmin was able to use all of the bigger part of her muscles, For example she uses her arms and hands to hold on the bars at the playground she also uses her legs and knees to bend and to get on the playground. She uses her hands and uses balance to grab on the swing. Some of her Fine motor skills she used was her fingers and palms to pick up at the sand.

Activities of Daily Living

While observing at the video the child uses her Social Development Skills and her Motor Skills in the observation. The child engages and interacts with her sister and her father throughout the

video, especially when she needed help or had a comment to say she will start communicating and these skills are used in our daily day lives.

Conclusion

Something that struck me from the observation was how she was able to use the bigger parts of her body, especially when she was hanging on the bars with her arms and hands. Many children can't do that especially at that age. Some new insights I have about young Aged children from the observation is how they have different types of ways to show their social skills and their communication skills. This Observation connects to what I have learned in ECE-110 because it Showed us how children have different types of social skills and how they their Motor and Fine skills are developed throughout time.

Commentary Section

Developmental skills and processes

I chose the Pre-k observation because this is the age I would like to work with. I would like to continue to learn about this age group and their milestone.

Cognition

In the Observation there has been cognition. When the child started to build her puzzle she used her cognitive skills. She was also problem solving which helped her understand and regulate how it was supposed to be done. She also was observing and exploring each station for example she was playing with blocks from there she moved to the puzzles and then to a table with dinosaurs. She explored and used her thinking skills, she pretend play and learned new techniques in the observation.

Language

In the observation I realized and observed that the child was able to express what she wanted and what she did it in a verbal way, but sometimes she used her hands and used gestures to show what she wanted in a non-verbal way. For example, There was a point where a little boy approached her to give her a toy block and she said “No” so she was able to express herself with some simple words and While playing the rubber puzzles she tried to pronounce the colors of the puzzle but her words were not clear but she did try to repeat some words that her teacher was saying. That is when she used her Language skills.

Social/ Receptive and Expressive

In the observation I observed her receptive and expressive skills. She used her receptive skills formally, for example she was able to understand her colleague when figuring out the colorful puzzles because she was telling her to do it a certain way and she understood. She also used her expressive skills because when she saw she needed one more puzzle she was able to put her thoughts into words and use it in a sentence to be able to tell her peer to pass along the missing puzzle.

Emotional

Some of the behaviors that I observed in the observation was. She emotionally expressed herself what she wanted and what it was convenient for her. She used her emotion at one point when she had the rubber puzzle and her classmate took it away and the child starts to emotionally whine about it, which gives a sign that she didn't want her toy to be taken away from her. The child also makes a face expression with her face to show that she was bothered because she realized that the teacher was recording. This demonstrates how she showed emotional development.

Motor

In the Observation the child has a gross and fine motor development. They were both shown differently because she was able to either using her bigger part of her muscles like her arms and hands to help her get up when she is sitting and her legs to walk around the classroom, her back to bend when she dropped the blocks on the floor. The child was also able to use her smaller muscles when she uses her hands and fingers to grab certain items, she also uses her mouth and lips for face expressions, her wrist to spin the object.

Sensory Process/ Gross and Fine

The behavior and skills that the child demonstrated was that she was able to use her fine motor development and had the ability to make movements using small muscles which was when building the puzzle, she used her hands, fingers, and wrist for that. This demonstrates how she used her critical thinking and her gross motor development skills. The child also used her gross motor development skills because in the observation she was able to get up with her legs on her own use her arms when needed and do whole body movements.

Your Aspects of Culture

Three aspects of culture of my life is language, ethnicity and family composition. These aspects have impacted my development because English was not my first language and It was very challenging for me when I had to speak and write but eventually I got good at it. Ethnicity and family composition affected me in a positive but also negative way as well and I think many people has gone through or has a aspect of culture that they can relate to.

Comparison of Development

The comparison of the two children I observed was the Infant toddler and the young school age child. Their cognitive and emotional development were similar because both children have used their skills to figure out new activities and items in the classroom which is part of their

cognitive development. They both also used the same way to express and they were able to understand what the colleague was asking or saying about the item or activity. Two other specific ways their developmental is different is on how the school aged child uses the bigger parts of her muscles, she was able to walk without wobbling and for the toddler he mostly used his smaller parts of his muscles but he wasn't able to walk correctly it was more of crawling. Another way that they were both different was on how they both used different ways of their language development skills. The young school age child was interacting with her peers in full sentence and was very clear on what it was said, but in the infant observation he used one word answers to describe a item and it wasn't clear.

Setting Comparison

In the first observation, the setting was in a large classroom, and in the second setting it was in a smaller classroom. In the last observation it was at the park. The settings were similar in some type way because they all had different items and tools that every age group child was able to use and the environment did not only take place in a classroom, it was also in a outside environment. The settings might of impacted the child's behavior because when it comes to their surroundings they tend to want to explore and touch everything they see. If the children see that there so much going on and especially if they see children act in a different way then, that might impact the child's behavior. The settings might of impact the child's development and their behavior depending on the other children's behavior is or how they environment tends to look like.

Conclusion

My experience as an observer was amusing because I was able to detect and visualize how this age group was able to use their skills and how they were able to develop in their own way using different types of processes and developmental skills. I learned how children use many different

ways to communicate for example verbally or non-verbally and how they are able to socialize with others in their own way. Something that struck me from this experience is how children are critical thinkers. They find ways to figure out how or what the object is. This experience will impact me as an early childhood professional because now I have the knowledge that would be useful for the future that I would be able to use with children.