

Commentary Final Paper  
ECE 110  
Mellisa Berrios

## Commentary Final Paper

### **Introduction**

For the observation I observed one preschooler and one school age child, they both acted differently but also similar in a way since their age isn't really far apart from each other. The preschooler that I'm observing is a little Hispanic girl named Rosemary. She's wearing a white shirt and a dark red scarf around her. The setting seems to take place in a preschool, there are other kids around her age. The child I observed is a first grader named Abigail, she is white little girl. She has long red and orange hair and is wearing a purple dress with purple leggings. The setting is inside a classroom in an elementary school, there are many other kids around sitting and writing things on paper. There seems to be only one teacher in that class with them.

### **Preschooler**

The preschooler that I observed is named Rosemary. During the time I was observing her I realized that she used a Gross Motor skill, which was when she wanted something she would tap the girl next to her and speak to her. Another skill that she used was Fine Motor skill, she was playing with a doll with her classmate when she saw that she picked the doll up and checked its fever with the toy thermometer. Rosemary didn't really show any of her emotions while playing around, she would only have a straight face and talk when it was only needed. Something that I also realized while observing Rosemary was that she doesn't communicate with anyone as much as the other girl next to her was. While other kids were talking to the teacher, Rosemary was quiet and just watched and played with her doll and her little dog. She did communicate sometimes but it was always in Spanish which makes me think that she was afraid to talk

because she doesn't English that well, since Spanish is her first language. Rosemary's cognitive skill is very good for someone her age, she already knew what she was supposed to do to check if the doll was actually sick or not, she kept taking her time with her steps and would double check with the teacher if she was doing everything correctly. She also has a very good Sensory Processing, but I believe it's because since she doesn't communicate much, she just hears things once and lets it play in her head few times so she can do it correctly.

### **School age child**

The child I observed is a first grader, she has long red and orange hair and is wearing a purple dress with purple leggings and her name is Abigail. The setting seems to take place inside a classroom in an elementary school, there are many other kids around sitting and writing things on paper. There seems to be only one teacher in that class with the students and there seems to be 13 kids in that classroom but there were only 2 more kids sitting in that group table that she was at. I realized that she was able to use fine motor skills, she was able to write things on her own and did not need help with writing things. When she is doing her work you can also see that she's talking to her classmates. One of the gross motor skills that she used was just standing up, she didn't need help to stand and she wasn't tired of it, she was able to just stand there while her classmates were sitting down and doing their work. From observing the child I realized that she wouldn't show her emotions and wasn't really social. She was social in a way but in a talking way. Abigail seemed to understand when she was speaking to her classmates but she didn't do that much talking when they were sitting in front of each other. Her Sensory Processing is much more ahead since she's older and has more of an idea of the world than the preschoolers Sensory Processing. She's also able to process things faster.

**Comparison of Development:**

Both the preschooler and school age child used gross motor skill differently because it's still the same thing. For example, the preschooler grabbed the fake thermometer and put it in the doll's mouth to check the temperature for it. While the school age child used gross motor skill she was able to write things on her own and did not need help with writing things. From these both things we can see that they do different things in their classes. They also used fine motor skills. The preschooler was tapping her friend when she wanted to ask about something or just when they wanted to grab their attention, while the school age child used fine motor skills to hand over a bag to a girl that was doing her work right in front of her. They both have in common not showing their emotions, while observing them you can notice that they both had a straight face and didn't ask for help with anything, this just gives you an idea on how they are when they don't need help, we can also see that they don't really talk to their classmates at all, but for rosemary it was because of the language barrier that was stopping her from talking to the teacher. They both have very good Sensory Processing but Abigail's sensory processing will be better than the preschooler just because she's older and has done those things before .

**PRESCHOOLER and SCHOOL AGE child's SETTING:**

The setting for the preschooler seems to take place in a preschool, there are other kids around her age around her and she seems old enough to not be going to a daycare. The setting for the school age child seems to be inside a classroom in an elementary school. There are many other kids around sitting and writing things on paper. The ages of the kids from these both settings are different from each other, because the Preschoolers are 4-5 years, and Young School age children are 6-8 years. The furniture from both these settings are very different from each

other because in the preschool classroom they can still find toys round the room and less kids to be in the classroom, while for the kids that are in the first grade, their classroom u can see only has numbers and books around the room. It's because their level of education is very different from each other. Preschoolers still play with toys, while these first graders are now learning how to read and write.

### **Aspects of Culture:**

While observing these two children, I realized that i had a lot in common with rosemary when i was younger, i grew up in a spanish speaking household and because of that spanish was the first language i learned to speak and to understand, the only reason how i started to learn english was by going to school. But it was hard to communicate because all I knew was Spanish, during classes I wouldn't ask for help because I didn't know how to speak it well and even in middle school I was still not asking teachers for help when I needed it. When I was younger I would talk to my friends in Spanish because they had the same problem. When I saw Rosemary speaking to her friend in Spanish I just knew how it felt to just be there and not know what to say or do. In conclusion, these both children do have a lot of differences even though they are very close to age in a way.