

Child Final Case Study

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ECE 311-1700

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Background Information

Child's name: Alicia

Gender: Female

Age: 4

Child's name: Dylan

Gender: Male

Age: 4

Child's name: Maggie

Gender: Female

Age: 4

Child's name: Jacqueline

Gender: Female

Age: 5

Child's name: David

Gender: Male

Age: 5

Child's name: Jesus

Gender: Male

Age: 5

Physical Development (Presence and Gesture) Objective**Observation/Anecdotal record**

In the video “Playing in the Yard” of the Physical Development Pre-school Fieldwork, Alicia was pointing her finger in different directions and talking with the other child. I did not know what she was talking about, but she maintained good communication with others. Then she said, “That’s not funny.” On the playground, while Alicia used her one hand to grab and push the swing, she fell down, at this time, she tilted her head to one side, and agilely avoided the rotating swing. Then the teacher asked her “Are you ok?” Alicia nodded her head, stood up quickly and continued to push the swing. After a while, she stopped running and pushed the swing, she said “tired” to the other girl sitting on the swing. In the classroom, she was sitting on the teacher’s lap, using her finger to point at the book and read the title of the book. She said, “The snowing day.” Then the teacher opened the book and said, “Let’s see, what is she doing?” Alicia said, “Making hopping.” After the teacher turned to another page of the book, Alicia pointed her finger point to the book with different direction and said, “Look at that, what is that?” Then the teacher said, “Footprint, that is making footprint.” Then Alicia pointed to these footprints on the book and started to count. She said, “One, two, three, four, five...., thirteen.” When the teacher asked her, “What does she do with the stick?” Alicia raised her arm and said, “Raise up.”

Physical Development (Presence and Gesture)

Descriptive Reviews

Alicia was about four years old; she was of tan complexion. She had black hair, it was tied up, and she had black eyes. The little girl wore a purple shirt, striped colorful pants, and a pair of white and black sneakers. The girl pointed her finger in different directions and held the spoon with her left hand to eat ice cream, while doing so, she was talking and pointing her finger at the other boy. In outside activity, Alicia was able to grasp and push the swing toward and back, used the strength of her upper body to pull and bend her legs up, swing the other girl while running, which demonstrated her gross motor skills. In addition, she was able to run at a fast speed, kept her balance while running on the playground and did not fall down. In the class, Alicia was sitting on the teacher's lap, reading a book with her teacher. she was reading the title, pointing out each word with her finger and naming them. These demonstrated her fine motor skills. When the teacher turned over the second page of the book, she was able to stop the teacher with her hand, and turned to the origin page, using her finger to point out the word again. She read aloud with the teacher, raised her arm to do the same movements as her teacher. In sum, Alicia was reading a book and identifying each part of the book. Overall, Alicia has reached the appropriate gross and fine motor developmental skills necessary for children of her age. For her gross motor development, she was able to climb playground equipment with increasing agility, walking, running, and maintaining her balance as well. For her fine motor development, she was able to show hand preference and turns with hand easy.

Cognitive Development (Problem Solving) Objective**Observation/Anecdotal record**

Dylan was able to use his memory, put the corresponding food toys on the food cardboard, he was looking and matching the toys before he put them on the cardboard. Also, he was able to identify and try to match the parts of cardboard through his cognitive development, he was very focused on distinguishing the direction of the cardboard and placing it in the correct position. One thing I noticed was that he took out the cube toy from his basket, and said, "what is it?" Then, he thought for a few seconds, and finally placed it on the corresponding board. When he picked up the crown toy and placed it on the cardboard, he began to doubt himself and began to think about whether they were the same, he discovered that they were not the same, he picked up the crown back to his basket and took out the other toy that fit the cardboard pattern. After he finished all these toys, he picked up all the toys and put them back in the basket and started to pack the cardboards.

Cognitive Development (Problem Solving)

Descriptive Reviews

Dylan was about years old; he was of tan complexion. He had black hair and black eyes. The little boy wore a green shirt, a jean, and a pair of brown shoes. The boy was able to compare the pattern of the cardboard and the toy he held. For example, he was holding the pumpkin toy in his hand, he looked at the pumpkin toy for almost 6 seconds, and then looked at the picture of the pumpkin pattern on the cardboard for several seconds, compared several times between the pumpkin toy and the pumpkin pattern, he was observing and wondering if the two look the same. Finally, he decided to place the pumpkin toy on the cardboard. In addition, in the following toys, he did the same action as he compared the pumpkin toy before, he was looking and thinking several seconds and then placed them in the correct positions. These indicated that he was able to identify and try to match the parts of cardboard through his cognitive development. He was very focused on distinguishing the direction of the cardboard and placing it in the correct position. The boy demonstrated problem solving, paying attention and memory in this video. He demonstrated his cognitive development by using color, knowledge base, and geographical concepts. Overall, the boy has reached the appropriate cognitive developmental skills necessary for children of their age. Such as problem solving, memory and attention as well. The area of curriculum that the knowledge fit into is cognitive development. For example, he can use a knowledge base when matching object for object (one-to-one correspondence); distinguish when comparing the matching pieces before placing them on the correct position. He can use color concepts, such as they have the ability to point to a color and name it when asked. In addition, he can use geographical concepts to distinguish different directions and positions of the cardboard and matching pieces.

Language Development (Receptive and Expressive) Objective**Observation/Anecdotal record**

Maggie was able to use her language to express her understanding. She used the word "bigger" to express what she saw and what she touches in the book. For example, she said "bigger" when she saw a big green bug. Moreover, when she saw the sky and the bird in the book, she said "blue", because they were both blue colors. She was able to use several vocabularies to express her thoughts. In addition, when she saw a big butterfly, she said "big butterfly". It is true that the butterfly is very big in the book. She not only can use words like "butterfly" but also use adjectives, such as "big, bigger, green, blue" to describe her thoughts. What is more, she read a book again and she said the caterpillar is "bigger", then she turned the book to the second page and said, "and bigger". Then, turning to the other page, she said "smaller". She seemed a little confused, she quickly changed her mind, and said "bigger". Her pronunciation was accurate, and she was able to use vocabularies to express what she saw in the book.

Language Development (Receptive and Expressive)

Descriptive Reviews

Based on the observation, Maggie was about four years old, she was of fair complexion. She had short brown hair and brown eyes. The little girl wore a purple skirt, and she was able to show her understanding of what she saw in the book. For her oral language, she saw the changes taking place in the caterpillar and understanding of some words. However, she was not able to speak the whole sentence or more than three words, her semantics were developing. Her syntax was emerging because she had the ability to use the rules of grammar to produce words, she was able to speak types of words using adjectives. For her written language, she was able to use book in an appropriate way according to her book handling skill. Moreover, she was able to understand the function of print, understanding that print stands for or means something. She could act like a reader; she could show how text is read even though cannot read or decode words. In addition, she had the ability to identify letter names and the sounds letters make and read simple words. However, she was not able to tell, retell, or complete a story, recognize some letters and possibly write their name.

Emotional Development (Disposition and Temperament) Narrative

In the “Fieldwork Preschool and Kindergarten -social development,” the children were around 5 years old. The girl named Jacqueline was of tan complexion, she had black hair, which was tied up, and had black eyes and wore a purple shirt. The boy named David was of tan complexion also, he had short black hair and was in grey shirt. They were able to express their feelings according to their emotional development. The little girl Jacqueline was laughing while the teacher was talking. She was extremely happy and yelling loudly. In the video, when their blocks were built high, the other boy accidentally collapsed a building block when he put it on. At this time, the expressions of Jacqueline and David were surprised and smiling, they were laughing and saying "aaaaaaaaaaa." These indicated that they were able to show awareness of their own emotions and other's emotions. They were able to feel, describe, and regulate emotions, and had the ability to identify emotions in others. Also, when David was counting his blocks, he said, "one, two, three, four, eleven." Then the teacher said, "Eleven blocks time?" David nodded his head, and he had a good mood. These two children were playing with another child, having active communication and interaction with another child and their teacher. They have reached the appropriate emotional development skills necessary for their age, such as laughing, smiling, surprised and yelling. They have reached the emotional developmental milestones that belong to the specific age group.

Social Development (Connections with Others) Narrative

In the video "Fieldwork Preschool and Kindergarten -social development," the children were around 5 years old. The girl named Jacqueline was of tan complexion, she had black hair, which was tied up, and had black eyes and wore a purple shirt. The boy named David was of tan complexion also, he had short black hair and was in grey shirt. The boy named Jesus was of fair complexion, he was in white shirt and had short hair. They were able to communicate with each other and enjoyed their block play. The little girl Jacqueline was laughing while the teacher was talking. She was extremely happy and yelling loudly. David was counting the block. He showed his social-emotional development by the connection with his teacher. He said, "one, two, three, four, eleven." Then the teacher said, "Eleven blocks time?" David nodded his head. He was able to communicate with his teacher, and he was Dual Language Learner.

In addition, three of them were happy to play with blocks. When their blocks were built high, Jesus accidentally collapsed a building block when he put it on, he seemed a little self-blame, but soon he became happy again and checked where went wrong and built the block again. This indicated that Jesus could evaluate his own performance, he was able to recognize failure and begin to attribute causes. At this time, the expressions of the three of them were surprised and smiling, they were laughing and saying "aaaaaaaaaaaa." In addition, Jacqueline and David had a great connection. They looked to the other side of the classroom and talked.

In conclusion, they were communicated easy and had a good mood. These three children were playing together, having active communication and interaction with another child and their teacher. They have reached the appropriate emotional development skills necessary for their age, such as laughing, smiling, surprised and yelling. They have reached the social developmental milestones that belong to the specific age group because they had the ability to feel, describe, and

regulate emotions. Ability to identify emotions in others. They could describe basic emotions, such as happy, sad, exhibit guilt, and recognize facial expressions (sad, happy, angry, surprised, etc.).

Child Work Sample 1

In outside activity, Alicia grasped and pushed the swing toward and back, swing the other girl while running, which demonstrated her gross motor skills and social development. In addition, she was running at a fast speed, kept her balance while running on the playground and did not fall.

Child Work Sample 2

Dylan was very focused on distinguishing the direction of the cardboard and placing it in the correct position. The boy demonstrated problem solving, paying attention and memory. He demonstrated his cognitive development by using color, knowledge base, and geographical concepts.

Child Work Sample 3

Maggie was reading book; she used the word "bigger" to express what she saw and what she touches in the book. she said "bigger" when she saw a big green bug. she used book in an appropriate way according to her book handing skill. Moreover, she was able to understand the function of print, understanding that print stands for or means something. She could act like a reader; she could show how text is read even though cannot read or decode words. In addition, she had the ability to identify letter names and the sounds letters make and read simple words.

Child Work Sample 4

Jacqueline, David, and Jesus were playing blocks, they were building blocks together. They were communicating and enjoying their block play. Demonstrated their Social Development by working cooperative.

Commentary and Conclusions

Alicia's most obvious advantage is in her physical development. She is very active outdoors. She can show proper body awareness when she runs, moves in different spaces, and jumps. For her gross motor development, she was able to climb playground equipment with increasing agility, walking, running, and maintaining her balance as well. For her fine motor development, she was able to show hand preference and turns with hand easy. In outside activity, Alicia was able to grasp and push the swing toward and back, used the strength of her upper body to pull and bend her legs up, swing the other girl while running, which demonstrated her gross motor skills.

In addition, she was able to run at a fast speed, kept her balance while running on the playground and did not fall. In the classroom, she was sitting on the teacher's lap, using her finger to point at the book and read the title of the book. Her phonology and semantics were well developed, she had the ability to pronounce words and to understand speech sounds, she was able to understand words and sentence meaning. She had a great communication with her peer and her teacher, she was reading the title, pointing out each word with her finger and naming them. These demonstrated her fine motor skills. When the teacher turned over the second page of the book, she was able to stop the teacher with her hand, and turned to the origin page, using her finger to point out the word again. She read aloud with the teacher, raised her arm to do the same movements as her teacher. Alicia was reading a book and identifying each part of the book according to her language and literacy. Alicia has reached the appropriate gross and fine motor developmental skills, social-emotional and language skills necessary for children of her age. There are three-follow up activities recommendations that help support a child's continued development. I suggest reading and storytelling. These can help develop a child's oral and

written language skills, in order to enhance a child's phonology, semantics, syntax and pragmatics. Such as improving the ability to pronounce words and to understand speech sounds, understanding word and sentence meaning. The ability to use the rules of grammar to produce sentences and the ability to engage in effective and appropriate conversations with others. Moreover, I suggest counting and practicing shapes and colors, such as count to tell the number of objects, compare and contrast the objects, sort and classify objects based on the size, color, length, etc. These activities can enhance a child's math and cognitive development as well.

In sum, it was really learned a lot in my four observations. All noteworthy behaviors I discovered while observing the child, I was able to identify development milestones that belong to their specific age group. The children at the age of their group were mostly curious, they were unique and showed a lot of personality and emotional. I learned that the quality of teacher should be very patience, understanding and good communicate, make fun and joining in play, showing respect and responsible to the students, made children very engaged. I have learned about myself as a future educator as well as about how capable young children, I am really looking forward to spending more time in the classroom for my students and understanding the school's teaching strategies and steps indefinitely.