

Videos for Final Project

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According to the video “The Playdough Table,” a girl was about four years old; she was of medium white complexion. She had black hair, black eyes and wore a cartoon long sleeve. In this video, a group of preschoolers demonstrates a variety of fine motor, manipulative, imaginative, social, and communication skills. First of all, the girl was my target, her most obvious advantage is in her physical, language and social-emotional development. In the beginning of the video, she demonstrated her fine motor skill by the process of playing playdough. She was sitting in front of the playdough table, she used her right hand to pick up the rolling pin, and asked her classmate, she said, “Can I have this?” Then, she used the wood rolling pin roll in out on her playdough. She used her two hands and fingers to crab the sides of rolling pain, then press on her playdough and move up and down. By doing so, she demonstrated her hand and expert flexible skills.

She was continuing rolling her playdough and wanted to make it into an oval shape. When the boy dropped a blue mold on the ground, she bent down and picked it up, and put it on the table. While doing so, she was laughing and pointing her finger to the boy, she seemed to be laughing that the boy dropped the mold on the ground. These demonstrated her social-emotional skills as well. Not only that, but she also got up and took a wooden stick to the front of the table, and then inserted it on her classmate’s playdough. Then, she stood up and move forward of the table, she got a red butterfly mold and put it on her playdough, she pressed it with her palm, and pressed out a butterfly-shaped playdough. Based on these details, the girl has reached the appropriate gross and fine motor developmental skills necessary for children of her age. She demonstrated her physical development- gross motor skill by when he was sitting on the chair, she was easy to turn back and forth, and kept her balance as well. She was not only can she sit steadily, but she can also bend down to pick up things that on the ground. In addition, she was

able to use her fine motor skill, she was able to use her hand and finger to roll on her playdough, she was able to show hand preference and turns with hand easy.

Moreover, she demonstrated her social and communication skills by the conversation with her classmates. When she was playing on her playdough, the boy who was in fair complexion, had short black hair patted her shoulder, he said, "Look." He wanted to show her his work, then the girl looked at his work, she laughed, she continued rolling her playdough and said, "Haha, I gonna to make it into my house and the tv, like the movie. Not the movie, like the cookie." Then, she stood up and asked the classmate who was sitting across from her, she pointed of the different shape of molds, and said, "Can I have the butterfly?" Her classmate handed it a flower shape to her, she used her finger pointed to the butterfly one and said, "No, the butterfly, that's not the butterfly, that's a tree." Then her classmate pointed to the blue color mold, and said, "This?" She used her finger pointed to the butterfly one and said, "No, the red one." Finally, she got the butterfly mold. Based on these details, I could see that she had knowledge of shape and color concepts, she knew shape, color and could named it, which indicates her cognitive skills.

There is no doubt that she had good communication and social skill with her classmates. She has reached the appropriate language, cognitive, social and communication skills necessary for children of her age. For her cognitive development, she had scientific concepts in her minds. She had simple descriptions of scientific phenomena; use of scientific vocabulary; use of complexes and concepts. She knew simple scientific concepts based on observable world (colors, plants, shape, animals). For her oral language, she was able to speak the whole sentence or more than three words. Her phonology and semantics were well developed, she had the ability to pronounce words and to understand speech sounds, understanding word and sentence meaning.

Her syntax well developed as well; she was able to use the rules of grammar to produce sentences, she was able to speak types of words using adjectives. She was able to speak while using more complex sentences. She was able to communicate with her classmates and understand what her classmates was talking about. Her pragmatics, the ability to engage in effective and appropriate conversations with others were good develop as well.

Furthermore, she demonstrated her manipulative and imaginative by the playing process of playdough. Because she could use her hands to make playdough into different shapes through her own ideas, such as the shape of a butterfly, round, flat, rectangular, oval, etc. In the article “Chapter 12 Symbolic Thought: Play, Language, and Literacy in the Preschool Years,” by Jeffrey Trawick-Smith, the author indicates that children of different cultural backgrounds and different socioeconomic status have different play abilities. The children from low socioeconomic status or those from nontechnology societies play less and less well. In the “best way” for children play in the early childhood, parents, caregivers, and teachers should broaden the definitions of play to create a wider range of “in and out” of classroom activities. As an author states, “An implication of cross-cultural play research for professionals is that home and classroom environment should be planned with great sensitivity to cultural differences” (P 227). I agree with it, it help you understand about children, I learned that children from different cultural backgrounds can use different kind of toys, choose different types of play themes, and sometimes integrate work and play. In addition, there is no doubt that study early childhood development is essential for educator to understand the children in the class. As an educator, we should create various activities and curriculums that are challenging to improve children’s development domains. As the article “Chapter 1 studying Early Childhood Development in a Diverse World” by Jeffrey Trawick-Smith, she indicates that “Overlooking developmental

characteristics can lead to an inappropriate curriculum, or what Elkind (2007) calls "miseducation" and Sutton-Smith (1999) refers to as "cognitive child labor" (pp.10). I agree with it as well, because the educator should provide appropriate learning materials to meet the learning goals of children. And should be able to identify developmental milestones that belong to child's specific age group.

What is more, the girl's most obvious advantage is in her physical development. For her gross motor development, she was able to sit, move toward and bent down while maintaining her balance as well. For her fine motor development, she was able to show hand preference and turns with hand easy. In addition, in the classroom, she was sitting on her chair, using her finger and hands to play on her playdough. These demonstrated her fine motor skills. 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. She has reached the appropriate gross and fine motor developmental skills, social-emotional and language skills, cognitive development necessary for children of her age.

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.

### Making Black Muck

In the video “Making Black Muck,” a girl was about 5 years old; she was in fair complexion. She had light yellow hair, she was in blue striped short sleeves, a white skirt, and wore a pair of purple sneakers. In this video, a group of children plays together in a large sandbox demonstrating a range of social, communication, problem-solving, motor, cognitive, and imaginative play skills. First of all, her most obvious advantage is in her physical, language and social-emotional development. In the beginning of the video, the girl squatted in the sandbox with both hands playing in the sand, then she picked up the blue shovel on the sandbox and used it to shovel sand. At the same time, when the girl opposite her put a leaf in a yellow bucket full of sand, she stood up and picked up the leaf with her left hand and threw it away. She seemed did not like putting leaves in bucket, so she threw them away. Then she stood up and squatted down, used her both hands to hold the shovel and used the power of her arm, continued to put the sand into the bucket with a shovel until it was full. Then she used her hands to dig a hole in the sandbox, she dug a big hole and put the sand into the bucket with a shovel again. When the bucket was very full, she patted the sand with her hands. Based on these details, I could see that she has reached the appropriate gross and fine motor developmental skills necessary for children of her age. Such as walking and standing, squatting, and maintaining her balance as well. For her fine motor development, she was able to show hand preference and turns with hands easily.

Moreover, she demonstrated her social and communication skills by the playing process with her classmates. When her classmate put a leaf into a bucket, her classmate said, “A leaf is here.” She said, “Don’t put it.” Her classmate said, “Can I have a shovel?” She said, “Sure, I am making black muck.” Her classmate said, “I am making black muck, too. Do you want to help me?” She said, “Do you want to help me? I want to help you.” When she used her hands to dig

hole in the sand, she said, “Yes, the treasure, there is the muck.” When she and her classmates dug a big hole in the sandbox, one boy wanted to jump into the hole, she said, “Just don’t step in it. Don’t step in it, Jack.” While talking, she walking to her classmates with a bucket of sand. Then pour her bucket of sand on another bucket. Based on these details, her pronunciation was accurate, and she was able to use vocabularies to express what she wanted to say. Overall, she has reached the appropriate language and communication skills necessary for children of her age. For her oral language, she was able to speak the whole sentence or more than three words. Her phonology and semantics were well developed, she had the ability to pronounce words and to understand speech sounds, understanding word and sentence meaning. Her syntax well developed as well; she was able to use the rules of grammar to produce sentences, she was able to speak types of words using adjectives. Shen was able to speak while using more complex sentences. She was able to communicate with her classmates and understand what her classmates was talking about. Her pragmatics, the ability to engage in effective and appropriate conversations with others were good develop as well. However, I did not see any details of her written language

Meanwhile, she demonstrated her cognitive development and imaginative play skills by problem solving. When she was playing in the sandbox, she wanted to fill the yellow bucket with sand. At first, she put the sand into the bucket with a shovel. But after most of the flowing sand on the sandbox was put into the bucket, she began to dig holes in the sand with her hands to form flowing sand. Then she put the flowing sand into the bucket with a shovel. When the bucket was full of sand, she patted off the extra sand on the top of the bucket. In addition, in the making black muck process, she knew how to make black muck, which is made with sand and water. Therefore, she put the sand in a bucket first, and then poured it into a blue bucket with water. For

her cognitive development, she had scientific concepts in her minds. She had simple descriptions of scientific phenomena; use of scientific vocabulary; use of complexes and concepts. She knew simple scientific concepts based on observable world (sand, water, animals, plants, seasons, and weather, etc.). And she was able to problem solving by the process of making black muck. In addition, she was belonging to preoperative stage in Piaget's theory. In the article "Chapter 4: Jean Piaget," by Carol Garhart Mooney, the child's cognitive development enters the preoperative stage, which extends from the second year of life to seven or eight years old. In the preoperational stage, children form ideas from their direct experiences in life. They will start to use symbols, language, and drawings to represent objects and events, their language will accelerate, and their knowledge will be based on what they can see.

Further, she's most obvious advantage is in her physical development. She is very active outdoors. For her gross motor development, she could show proper body awareness when she runs, walks, moves in different spaces 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, she was able to pick up a shovel-to-shovel sand, dig sand, carry bucket, pour sand into the water, which demonstrated her gross motor skills. In addition, she was able to walk at a fast speed, kept her balance while walking in sandbox and did not fall. 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 peers. Overall, she has reached the appropriate gross and fine motor developmental skills, social-emotional, languages and cognitive developments necessary for children of her age.

In addition, in the article "Chapter 3 You as Observer" and "Chapter 4 Guidelines for Effective Observation," the author indicates that the thing that would be most helpful in getting



to know a child in order to plan to support them effectively is an observation. When we are observers, we begin interacting with a child based on this script, which will influence how the child reacts. We can know the developmental areas where the child is weak or develop delay. In addition, observation offers us the opportunity to support the children's learning in the best way. Moreover, when we involve culture, individual temperament, interests, feelings and our professional knowledge and experience for observation, we will get more insight into children, and our relationships will be authentic. In my opinion, the one thing from these chapters I believe would be most helpful in getting to know a child in order to plan to support them effectively is effective observation. In other words, effective observation is observed over time, watching children in varied situations, keeping track of what we observe in and out of the action. After observing over time, we are able to see the growth and progress of the children. Also, observing in different situations (such as social setting, time of day, individual preferences, degree of choice and level of competence), can provide us with a more complete understanding of the children and what they know and what they can do. Moreover, recording our observations will help us obtain more detailed information about the children and keep track of the children's development over time. In short, we must observe and record while participating with the children and reflecting on the action and take some notes after the fact.

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

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Reference

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