

Commentary Section

ECE 110

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Commentary Section

Developmental Skills & Processes

I chose the school age student observation because this is the age that I would like to work with. I would like to continue to learn about this age group and their milestones.

Cognition

The boy named Quentin, is aged to be around five or six. An example of his cognitive development was through his creative ability, at one point the child was playing on plastic blocks of various colors, he used green plastic blocks to make a long strip. He found a small box to use as his shop, he used white plastic blocks as marshmallow, he pretended to be a shop owner to sell marshmallow and had classmates buy marshmallows. He pretended to eat marshmallows, he said it was delicious and made “yummy, yummy” sounds. This demonstrates his creative abilities and pretend skills.

Language

The child was bilingual, he was able to understand and communicate with the afterschool’s teacher, the teacher was speaking mandarin, and he was able to answer the question with mandarin through his learning, although he was not from a mandarin speaking background. He had good communication, he used English to communicate with the other children and his accent was very correct. This demonstrates his communication skills and understanding, learning abilities.

110 CAPSTONE PROJECT

Receptive Expressive

Social

This little boy seems to get along well with the other children in the classroom, he was playing games with one of the children, they were playing with toy cars and racing to see whose car ran faster. This demonstrates his receptivity, teamwork skills, and running abilities. He continued to play with the toy cars and asked the other children to join them, then he joined the other children in a circle, holding hands and singing as he walked in the circle. This demonstrates his expressiveness, singing skills and cooperative abilities.

Emotional

The child was able to properly and accordingly to the developmental milestones, express his feelings. When he ran with other children, he accidentally fell, he got up and rubbed her elbows, but stood up and ran again. Another example was that when the teacher signaled him to stop throwing toys, he did not seem to pay attention, so the teacher pointed the toy again and told him not to throw, he frowned on his face and stopped. This demonstrates his balance, toy play skills, and throwing abilities.

Motor

The child has reached the appropriate motor developmental skills necessary for children of his age. For example, he was able to run at a fast speed, keeping his balance when he stepped on the fallen blocks, this demonstrates his balance and running skills. The child was able to use a combination of large and smaller muscles to do things, such as move a pile of books to another table, to help other kids to open their stacked blocks. He was able to pick up his bag of blankets. Those demonstrate his physical and motor development.

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Sensory processing

The child was easily distracted and had difficulty sitting still during the class, he always shakes his body to express his boredom, this demonstrates his poor attention and concentration. He can count 1-100, knows shapes and various colors. For example, he could distinguish which were triangles and which were circles. According to the teacher's request, use crayons to fill different shapes with different colors. He was able to write numbers and letters and began to be able to write simple sentences in his class, demonstrating his cognitive, learning ability and memory capacity. He could sit at a desk, follow teacher instructions, and independently do simple in-class assignments, this demonstrates he was able to follow the rules and instructions.

Activities of daily living

There were many visible signs of the child's adl's. When he entered in class, he patiently waited for his teacher to attend the class, waited for the teacher's prompts, and then took off his jacket and school bag. Then the teacher told the children to go to the bathroom, and he washed his hands after he went to the bathroom. This demonstrates he was able to follow the instructions and routines. He was able to tell time, and days of the week in order when the teacher asked him. At noon, he slept consciously during his nap, and at snack time, he opened his snacks to eat and wanted to share them with the teacher and me. Those demonstrate his understanding of concepts like date and time, sharing abilities.

The Child's Aspects of Culture

Cultural markers like art, ethnicity, food, language, music, nationality, and religion, can positively or negatively impact a child's ability to grow under the major developmental domains. These developmental domains include cognitive, emotional, social, physical, and language development.

110 CAPSTONE PROJECT

Cognitive development refers to how we learn and think. Cultures that integrate musical performance into daily life may see the benefits of creative thinking on cognitive development.

A child's emotional development can also be impacted by their culture. Emotional development is how children learn to process their feelings. Children learn to articulate their culture and share with others by comparing interesting cultural topics with each other.

Physical development, such as how a child develops motor skills and grows, can be impacted by cultural identity. Cultural factors like dietary restrictions and lifestyle choices may improve or impede a child's growth.

Cultural norms and values may affect the display and significance of children's socio-emotional functioning. The impact of cultural context on socio-emotional development is likely to occur through parental socialization practices and, in the later years, through peer interactions.

Language is one of the many ways through which culture affects development. We know that languages forge how people think and reason. This early exposure affects the way children attend to themselves or to their relationship with others – forming their self-image and identity. Culture affects language, giving rise to words, influencing their use, and providing context.

Your Aspects of Culture

The major elements of culture are symbols, language, norms, values, and artifacts. Language makes effective social interaction possible and influences how people conceive of concepts and objects.

Every culture is filled with symbols, or things that stand for something else and that often evoke various reactions and emotions. For me, culture as a symbol, for example, when I see sushi, I think of Japanese culture. When I saw some people give red envelopes during New

110 CAPSTONE PROJECT

York, I thought of Chinese culture. Some of our most important symbols are objects, the U.S. flag is a prime example, it is a symbol of freedom and democracy.

language is crucial to communication and thus to any society's culture. We learn language from our culture, the way we communicate and speak with each other, written, oral and nonverbal. Cultural effects our religion, like what we believe and how we explain life's meanings. (death, birth, rituals, church, belief in God or a higher power.)

Culture affects our daily Life, for example, people dress, eat, and go about living and doing things every day are based on their culture. Cultural is history that we think are important to pass along to future generations. It is what happened in the past that has affected the present and shaped the way a certain place lives. Culture is an art, the way people express themselves in ways such as paintings, sculptures, architecture, dance, music, theater, and literature.

Comparison of Development

According to my other observations, they are infant and pre-k age children, For the infant child, his age to be around two years old, and the pre-k child, her aged to be four years old. They both develop cognitive development through their understanding and create abilities. There were some differences for their language development, the infant child was able to understand and communicate with the teacher and he used simple phrases, usually with two or three words, like "ha and wow." The pre-k child's language development was inferior to that of her peer, her language was unclear, and she couldn't speak a whole sentence.

For their emotional development, they were able to properly and accordingly to the developmental milestones, express their feelings. For their social development, they both get along well with the teacher and other children in the room, they both have good communication with others. For their physical and motor development, they both have reached the appropriate

110 CAPSTONE PROJECT

motor developmental skills necessary for children of their age. The infant child was walking at a normal speed, kept his balance as well, and the pre-k child she was running at a fast speed when she was running to the group playing, kept her balance when she stepped on the fallen wooden blocks. For their activities of daily living, they both listen carefully and are very focused on when the teacher is talking and follow the routines.

Setting Comparison

According to my 3 observations: school age, pre-k and infant, they both have unless one blackboard in the class, a large area which has enough space that provides children to play and run. they can run as fast as they can during the play time, it can impact children's physical and motor development. They both have some wooden lockers in the class, which have many books and toys stored on it, children can read the books and play the toys, those can help children social development and reading, create abilities. Both classes have small tables which provide students with seats, for school age and pre-k children, those settings are building a good learning environment for them, it can impact their learning, understanding, and writing abilities. For infant children, those table are building a good playing environment for them, they often use those tables to play the toys.

There are some different three classes, in infant class, there is an entertainment center which has several "play stations," including a circular play tent, which is easy to set-up, children can climb into the tent, and a big toy house and several toy carts. This is very suitable for infant children, it is a good amusement area for them, and also helps their create and climb abilities.

110 CAPSTONE PROJECT

Conclusion

Overall, it was really learned a lot in my three observations. All noteworthy behaviors I discovered while observing the child, I was able to identify development milestones that belong to the specific age group. The children at the age of their group were mostly curious, they were unique and showed a lot of personality and emotion. I learned that the quality of teachers should be very patience, understanding and good communication, making fun and joining in play, showing respect and responsibility to the students, and making children very engaged. I have learned about myself as a future educator as well as about how capable young children are. 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.