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### **Capstone Project- Child Portfolio**

Throughout my semester I have gained a lot of knowledge when it comes to observing children and how to respond in certain scenarios. This semester I was able to intern at a site and observe toddlers at the age of two. Interning at this site has helped me tremendously when working with little ones because it showed me how to be patient and interact with the children. I was able to understand them a bit better when they are uncomfortable or have trouble opening up in the classroom activities. I feel more confident after being able to experience observing children in bringing this knowledge into further internships and my career in the near future. In this observation I observed a two-year-old girl named Addyson in the blue room.

My first day walking into the blue room I met four other children before Addyson walked into the room that morning. The reason why I chose Addyson to be my focus child and continue to observe throughout my experience was because Addyson reminded me a lot of myself when I was younger. I was very too myself and kept myself close to one teacher, I enjoyed arts and crafts and one on one conversations with my teacher. As I watched Addyson come in that morning wearing a light blue jean denim with a pink headband scarf like material and pink booties with polka dot socks, I noticed that she seemed a bit uncomfortable stepping into the room as if it was her first time meeting the other children. She stood by the corner of the door looking around the room and I figured why don't I give her a minute by having her take a seat and introducing myself. We sat down waiting for breakfast. Addyson does not like breakfast, one of the teachers told me that she knows the routine and I will notice that Addyson gets fussy during breakfast time, so we try and get her to sample the food by telling her "Show me how you eat the bread, I don't know how. Can you show me how you eat the bread?" And she picked up her right hand and grabbed the bread as she looked at me. The teacher said show me how you eat it. Addyson began to take a bite of the bread and eventually ate it on her own as she tried sampling other foods on her plate.

Addyson walks around the room as if she is the only child in the room and she is not sure what she should do next. Once Addyson looks at the arts and crafts table, she goes for it and takes a colored paper and her choice of crayon or marker to draw. Addyson seems very comfortable and happy when she is at the Art table. She gave me a paper to join her, so I asked her what are we doing today? She looked up at me and grabbed a crayon for me. I asked her are we drawing? She looked up and nodded her head yes. Addyson's tone of voice was very friendly and low pitched. She whispers when she is not sure what to do next but when she is excited and comfortable around you, she is high pitched and loud but very friendly with lots of enthusiasm in her tone of voice. In certain scenarios Addyson is quiet and too herself and tends to sit alone or stand alone in the corner until someone approaches her with an activity. She looks uncomfortable as she nibbles her fingers or looks around the room. For breakfast, nap time or lunch time Addyson is fussy and expressed herself by crying and nibbling her fingers as she makes an uncomfortable face. Addyson uses smaller movements when she's drawing and uses bigger movements when she's picking up different materials. She tends to be more still in the morning because she is a bit uncomfortable but then throughout the day as we get into different activities she moves around more and seems more comfortable in interacting in the activities whether they are indoor or outdoor.

As these past couple of weeks have passed by I noticed that Addyson does well when she is working around art it seems to sooth her and she is very focused in her work as opposed to when she is working with others she seems very tempted and too herself or stands in a corner not knowing what she should do next until she is approached by another teacher to get her into an activity for the day. Addyson is very friendly and once she starts to open up and begin to feel comfortable with you, you see how excited she is to get into an activity and when she's not so excited to get into an activity.

When Addyson does not like an activity, she pouts and starts to cry as she stands in a corner or sits on a chair. The teacher approaches her and asks why is she crying? You know the routine already mama and were a big girl. Big girls don't cry. I think I would've approached the situation in another way maybe saying let's take a deep breath, do you feel that? Do you feel that heaviness on your chest? That's your heart which means your heart is hurting and that's not okay because we want you to stay healthy because your health comes first, and we don't like it when we feel like that.

Addyson is adept when she is at the art table, drawing, painting, using different materials that pertain to art. She dives right into the activity and uses all the

materials in the area to create her art as she smiles and looks very focused because she doesn't pay any attention to the noise in the background while she is drawing, painting, or using the messy table with a tub of water, foam, paint, and toys. She starts smiling and screaming with excitement. She looks up around the room smiling from ear to ear asking for more materials and foam to add on as she continues to splash.

Addyson is mostly engaged in art. Drawing, coloring, and painting. She frequently returns to the art table where she smiled as she grabbed the clear tray of crayons and focused on her drawing and coloring. As lunch approached Addyson was not interested in the food so she began to cry, shake her head, rub her eyes as her face expression looked unhappy. As she winds down, she started playing with her fingernails and touching her mask. The teacher said why are you crying? You don't need to cry. Why don't we try the banana? The banana looks yummy. Can you peel the banana? Addyson nodded her head as she looked at the banana. The teacher said why don't you show me how to peel a banana and then she did. Addyson ate the banana and tried some whole wheat bread. Addyson favorite material seems to be crayons. Specifically, the yellow and red crayon. I think what attracts Addyson to the crayons is the color and how the color appears on paper.

When Addyson starts drawing, she seems very focused, and I say that because i see a focused expression on her face as she draws with those colors, and she doesn't engage in other objects or distractions that are happening around the room. Her interests seem to be connected to colors and drawing. Throughout my observation on this child, I noticed that she speaks when she's around art and feels comfortable to engage on a one-on-one level instead of a group setting.

In the classroom the children have a routine of daily activities. Part of that daily activity the teachers include arts and crafts for fine motor development skills which is very important because it helps them identify shapes, color, and texture. As I observed Addyson engage in a water and foam activity with coloring in a clear container filled with two boats, a red chicken, blue unicorn, green scooper, and a small clear measuring cup. Addyson picked up the green scooper and filled it with water and foam. She than poured the mixed water with foam on the yellow boat. I asked her what does the water feel like? She responded, cold. She began to splash the water and smiled. I told her do you know that you are splashing the water? She looked up at me and smiled. How does the foam feel? She responded, cold and splashy as she continued to splash loudly. I noticed as Addyson was engaging in the activity, I was aware of how she interacted with the water and objects. She told me the color of each object and asked for more foam so she can

continue to splash. Addyson tends to work alone doing arts and crafts, but she shows a lot of interests in on one activity with a teacher using art materials.

The child is very precise and listens to instructions but tends to get a little upset when the teachers move into the next activity. One day Addyson sat down on the wooden chair to draw. She was very focused as she ignored her surroundings of the other children playing loudly. As free time was coming to an end

Addyson continued to draw by herself and started to cry because she did not want to stop drawing. Addyson is very independent and likes to work alone. When she works alone, she is open to try new activities that contain arts and crafts. When new lessons are approached Addyson is a bit cautious at first but warms up to it and ends the activity with a smile on her face. I know this because I have observed how she interacts and she is very planned in her activities because she tends to stick to the same activities that consist of drawing, painting, dancing, and playing with objects that go in water. When doing experiments, the child is very intrigued and focused, I have noticed that the child understands the instructions of the activity and tends to apply that to her everyday routine. For example, she uses what she learns in the classroom and asks questions about each object.

Throughout the day Addyson expressed a lot of emotions. In the morning Addyson is more reserved as she walks in the classroom. As breakfast approaches Addyson is not interested in the food and begins to cry but as we talk her through eating breakfast she stops crying and begins to explore more of the food. After circle time Addyson gets warmed up and ready for free time which always puts a smile on her face when she comes across the art table. I noticed that throughout the day Addyson is to herself when she is not interested in an activity and she is more comfortable when she is at the art table drawing, painting, or coloring.

Addyson is more likely to be upset in the morning for breakfast and she expresses herself by crying and rubbing her eyes and at lunch she also expresses herself with crying and rubbing her eyes and around nap time. She starts crying because she is not interested in the food she rather plays or draw then take a nap. Usually while all the children are napping Addyson is awake playing with her socks or looks around the room. Eventually when Addyson is upset, she does not stay upset for a long period of time because the teachers help her get through lunch and nap time which puts a smile on her face at the end. Addyson takes some time to warm up to new activities, but she enjoys one on one activities with a teacher and that puts a smile on her face. When Addyson completes an activity or a fun game, she shows her



work and yells out "Look Look" I did it! Or she asks questions or might even tell you what she sees or what she would like to do next when she feels comfortable with you.

After observing Addyson, I will take the observations techniques that I learned at the site and use it in the future. I came in thinking that I know how to interact and communicate with children because I've had experience with children since I was a little girl, babysitting my neighbors' children and family members. The saying that we learn something new every day is true, and I am very grateful for the knowledge that I was able to obtain these past few weeks. I know that every childhood center has a different technique when observing children and interacting with them and how that knowledge is applied to them as they obtain instructions and so on. I learned that Addyson is very independent and likes to work alone. When she works alone, she is open to try new activities that contain arts and crafts. When new lessons are approached Addyson is a bit cautious at first but warms up to it and ends the activity with a smile on her face. When Addyson starts drawing, she seems very focused, and I say that because I see a focused expression on her face as she draws with those colors, and she doesn't engage in other objects or distractions that are happening around the room. Addyson is very friendly and once she starts to open up and begin to feel comfortable with you, you see how excited she is to

get into an activity and when she's not so excited to get into an activity. After observing Addyson I feel more confident after being able to experience observing children in bringing this knowledge into further internships and my career in the near future.