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**Final Video Analysis**

## The Playdough Table

### Abstract

According to the video "The Playdough Table," an Asian girl is my observation target that she is a four-year-old girl with black medium length hair, black eyes, and fair skin. She wears a red and white long shirt and playing playdough with her peers at the playdough table. At the beginning of the video, she uses both hands to hold the wooden roller to roll the playdough on the tray; she also communicates with her classmate, a boy sitting next to her. They were communicated about the playdough they are made. Then, this girl smiles and tells the boy: "I am gonna make it like in my home, like the TV..... cookies." The boy responses to what she said, and she responded to him back: "No, it is cookies."

Furthermore, the girl bent down and used her left hand to pick up a blue star-shaped plastic mold from the ground on the left. She has a conversation with the boy, and they agree that the star-shaped plastic mold they had is the same, no matter the color and shape. She laughed and used her finger of her left hand to point the boy, then gave the wooden roller to the boy and took his roller to give it to the girl who sits at her right side.

Additionally, she asked a girl who sits on the other side of the table for a red butterfly-shaped plastic mold, "Can I have the butterfly?" and answer the girl, "not this one, the red one." When she got it, she put it in front of her on the table and use both hands to hold the mold on top of the playdough to get a butterfly-shaped playdough cookie. Later, she uses her right hand to place the blue-shaped mold on the playdough and press on it but get a circle-shaped cookie. She bent down and got a dark blue Gingerman-shaped plastic mold from the right side of the ground.

She kneads the playdough with both hands, then stood up and rolled the dough into the tray with a kneading pin in both hands.

### **Physical Development (Presence and Gesture)**

As we know that each child's growth is different and unique in their preschool ages, so we need to observe and foster them somehow. First of all, every child grows in the same way, but their physical development is better than their cognitive development. Second, there are not only do their height and weight is not growing the same in their preschool ages, depending on the different cultural background groups, the children's sizes are also different. In the video "The Playdough Table," an Asian girl is my observation target that she is a four-year-old girl with black medium length hair, black eyes, and fair skin. She wears a red and white long shirt and playing playdough with her peers at the playdough table. At the beginning of the video, she uses both hands to hold the wooden roller to roll the playdough on the tray; she also communicates with her classmate, a boy sitting next to her. During playing, she is very independent and outgoing. She could use her hands to hold the roller, uses her left hand or right hand to grab, to take, to pick up objects. It shows that her five motor skills are good enough for her age. Furthermore, she can stand up so that we could also see that her gross skills are good.

### **Cognitive Development (Modes of integrating information from experiences and problem solving)**

According to the video "The Playdough Table," an Asian girl is my observation target that she is a four-year-old girl with black medium length hair, black eyes, and fair skin. She wears a

red and white long shirt and playing playdough with her peers at the playdough table. At the beginning of the video, she uses both hands to hold the wooden roller to roll the playdough on the tray; she also communicates with her classmate, a boy sitting next to her. They were communicated about the playdough they're made. This girl is an outgoing girl that she is always smiling and expressing her feelings, and communicating with her peers. She plays the playdough with her classmates in the playdough area and shares her experiences with her classmates while playing the playdough. She can describe and explain what she did fluently when problems occurred because she could identify what her peers are meaning and answer it incorrectly. Such as she smiles and tells the boy: "I am gonna make it like in my home, like the TV..... cookies." When she was using the roller and different colors, she shaped molds to make cookies like what she saw on the TV. She could also ask for a butterfly-shaped plastic mold from her classmate, sitting on the opposite side of the table. Such as "Can I have the butterfly?" and answer the girl, "not this one, the red one."

During my observation, the child can identify and solve her problems, such as identifying the use of hands to hold, grab, pick up, and take objects. She can also identify and understand what her peers are asking and respond to her classmate correctly. She can solve her problems in playtime and directs her classmates to solve her problems. Thus, she can solve the problem by thinking and demonstrates problem-solving abilities. So, she does not need a unique curriculum and extra help to foster her needs in her age's learning process.

### **Language Development**

As the author writes: "Unique behavior, language, and learning patterns of children of a particular cultural group are acquired for a reason" (McLoyd, 2006; Quintana et al.,2006; J.

Trawick-Smith & Lisi, 1994). This sentence is meaningful to me because, as we learn from this section, children come from different family cultural backgrounds, so that their language, religions, etc. We should be respectful and study to meet their particular needs in their development process. In the video "The Playdough Table," an Asian girl is my observation target that she is a four-year-old girl that has medium length black hair, black eyes, and fair skin. She wears a red and white long shirt and playing playdough with her peers at the playdough table. At the beginning of the video, she uses both hands to hold the wooden roller to roll the playdough on the tray. She was also communicating with her classmate, which is a boy sitting next to her. They were communicated about the playdough they are made. Then, this girl smiles and tells the boy: "I am gonna make it like in my home, like the TV..... cookies." The boy responses to what she said, and she responded to him back: "No, it is cookies."It shows the girl's language development is well being, and no trouble to communicate with others.

On the other hand, through the conversations with her peers in the video, as we can see, her understanding, verbal ability, and language development are enough for her age. She is in the verbal communication stagy and has enough conversational skills to use her oral skill instead of gestures to communicate with her classmates. Thus, she does not need extra help to practice communicating with others.

### **Social and Emotional development**

The girl's social and emotional development is good enough for her age, and developing on the right track. In the video"The Playdough Table," an Asian girl is my observation target that she is a four-year-old girl that has medium length black hair, black eyes, and fair skin. She wears a red and white long shirt and playing playdough with her peers at the playdough table. She can

communicate with all her peers by speaking, presence, and gesture. In the video, she can also show her happiness and joy by using her hand to hold objects through facial expressions and body gestures. She could communicate with her peers by getting a red butterfly-shaped plastic mold from her classmate, who sits on the table's opposite side. Therefore, there is no doubt that her social and emotional development is progressing well.

Furthermore, she can show awareness of her own emotions by making facial expressions. For example, she smiles and tells the boy: "I am gonna make it like in my home, like the TV..... cookies" and responds to the boy: "No, it is cookies." Besides, she could show her happiness and joy, and her emotional development is related to her age and being on the right track. She also has a conversation with her peers. Additionally, the girl can be identifying different shapes, sizes, and colors.

Moreover, she can express her feelings by using her voice, movement, and facial expression. She grabs a roller or plastic mold when she wants to make cookies. She can make her own choices and her classmates in class, and she sits on the chair and do things individually.

## **Conclusion**

In the video, all domains of the development of the girl are on the right track. Her physical development, such as fine motor skills and gross skills, is good enough for her age. Her social and emotional skills are developing and enough for her age because she can express her feelings through body gestures. Her cognitive development and the ability to solve the problem are enough for her age. She can integrate information from experiences and explain and respond. Furthermore, her language development is also good because she can deal with her problems by

asking and communicating when she needed. Moreover, she can say and explain in sentences clearly so that she does not need a particular curriculum to foster her to meet her needs.

As Haywood & Getchell mentioned: "Because physical growth is most often governed by genetics and maturation, preschoolers across cultures are more alike than they are different in motor development" (2014, Pearson Education, Inc, 2018). In other words, children come from different cultural groups; their language, cognitive, and physical development are growing different. Every child has their growing speed, depends on their genetic, the environments they live, the ways to play, the diet they eat, and the nutrition absorption. So, as an educator, we should be created an appropriate, exciting curriculum that encouraging the children's movement to meet the growth needs.

On the other hand, to be sure, adults providing support to the children in the ECE environment is essential. As the author notes: "Do not let worries about doing, it right get in your way"(p144). The quote does meaningful and helps me understand that no matter when, as an educator, We should be no worries about anything for observing the children because the action is always better than do nothing. Furthermore, this sentence is also meaningful to me about how to observe the children, no matter how to observe the children in the class, the end of what we want is to figure out the children and then to help them to meet all domains development, so that does not care too much about the way to observe them. Thus, this assignment is essential for supporting children who are faced with similar challenges, as depicted in the video clip.

## Making “Black Muck”

### Abstract

According to the video “Making Black Muck,” a White girl is my observation target that she is a four and a half-year-old girl with gold-brown hair with a ponytail, and fair skin. She wears a red skirt, a brown long sleeve shirt, and a pair of light-colored shoes. She is playing with her peers in the sand area. At the beginning of the video, she holds a red bucket and puts the sand into her bucket. She asked Shiely: "Do you want to help me?" when a girl who wears a white and blue shirt and white skirt throws what Shiely put on her blue bucket.

Nevertheless, another girl wearing a pink shirt and colorful shorts joins her behind Shiely in the same sand pool. She uses her left hand to hold the bucket and her right hand to grab the sands into it. She is also communicating with her classmate, which is a girl who shares the same red bucket with her. The girl seems very happy because she is smiling and laughing during the playing time. Furthermore, the girl uses her both hands to hold the red bucket from back to front, where Shiely and her partner dig the hole of the sand pool and use her hands to pull all the sands out of the bucket, and talks to her classmate that: "Step on it" when her classmate use the blue plastic shovel to dig the hole. Later, she tells her classmate: "let us clean our hands up, do not mess others, I will wash my hands," and then run away from the sand pool. Besides, she walks quickly to join the girl's conversation, which is about their ages. In the end, Shiely said: "I am four," she said: "I am four half," a blue and white shirt girl said she was also four half years old. And her partner said she was five years old.



**Physical Development**

According to the video "Making Black Muck," a White girl is my observation target that she is a four and a half-year-old girl with gold-brown hair with a ponytail, and fair skin. She wears a red skirt, a brown long sleeve shirt, and a pair of light-colored shoes. She is playing with her peers in the sand area. The girl's physical development is developing well because, based on my observation, she can use her five motor skills, which are her hands, to hold a red bucket by herself. She can grab, pull, and take sand from the sand pool into her bucket. Her gross skills are also developing well because she can walk, run and jump at the sand pool. Therefore, the girl can demonstrate coordination and control of small and large muscles, demonstrates an ability to use fine motor skills, and demonstrates personal care and hygiene skills (10-11, The New York State Prekindergarten Learning Standards).

**Cognitive Development** (Modes of integrating information from experiences and problem solving)

According to the video "Making Black Muck," a White girl is my observation target that she is a four and a half-year-old girl with gold-brown hair with a ponytail, and fair skin. She wears a red skirt, a brown long sleeve shirt, and a pair of light-colored shoes. She is playing with her peers in the sand area. Her cognitive skill is good because she can ask questions, think and uses tools and materials to design and build a device, such as she putting water and sand into the red bucket to make black muck by thinking. She put the mix of sand and water into the hole instead of on the top of the sand pool and let her partner dig the hole deeper for it by communicating.

Furthermore, she knows that she needs to wash her hands not to mess her classmates after created the muck. She is an outgoing girl because she invited her classmate to make black muck rather than play alone. She can identify and understand how to make the black muck, which is using sand with water to make it. As we can see, she seems to have a clear understanding of making black muck because she uses both his hands to grab sand into the red bucket and use a tool to get some water mixed with the sand. She thinks because she holds the buckker and places it in the hole on the sand pool. She also tends to enjoy movement because she is always community with her partner during the playing, standing up, and running.

So, based on my observation, the child can solve his problems, putting water and sand to mix up for black muck. She also can make things by order because she knows to put black muck into the hold instead of putting it on the ground, and she needs to wash her hands after making the black muck. It seems she knew the basic concepts of big/little, tall/short, long/short, high/low, wide/narrow, thick/thin, deep/shallow, on, next to, in, outside, inside, down, and up. Thus, she can solve the problem by thinking and demonstrates problem-solving abilities, and her knowledge becomes more integrated and more logical thinking. Specifically, he demonstrated this knowledge by making black muck. Scientific Concepts is the curriculum area her knowledge fits.

### **Language Development**

In the video “Making Black Muck,” a White girl is my observation target that she is a four and a half-year-old girl with gold-brown hair with a ponytail and fair skin. She wears a red skirt, a brown long sleeve shirt, and a pair of light-colored shoes. She is playing with her peers in the sand area. The girl's language development is good enough to ask her peers' questions and

communicate with her peers in sentences. She mixes black muck with sand and water in the sand pool with her partner in the video. During the play, she can identify the rule of making black muck by mixing water and sand. It presents that her understanding, verbal ability, and language development are good enough for her age.

On the other hand, based on the observation, the girl is in the verbal communication stage. She has enough conversational skills because she can use her oral skill and gestures to respond and communicate with her peers. For example, she asked Shiely: "Do you want to help me?" when a girl who wears a white and blue shirt and white skirt throw what Shiely put on her blue bucket. However, another girl wearing a pink shirt and colorful short joins her behind Shiely in the same sand pool. Thus, she does not need extra help to foster her language skills.

### **Social and Emotional development**

Based on my observation in the video "Making Black Muck," a White girl is my observation target that she is a four and a half-year-old girl with gold-brown hair with a ponytail and fair skin. She wears a red skirt, a brown long sleeve shirt, and a pair of light-colored shoes. She is playing with her peers in the sand area. Her social and emotional development is well-being because she can communicate with her peers by speaking and use her body language. Furthermore, she can also show awareness of her own emotions by facial expressions and using her body language. For example, when she is making black muck and putting it into the hole, she asks her partner to dig a hole and step on it after placing the water muck in it.

On the other hand, during the playing, the girl shows her happiness and joy. Therefore, her emotional development is related to her age and being on the right track. Moreover, she has

good communication with her peers, so that she might not need extra help to improve her social skills because she is outgoing that loves to communicate with her peers during playing time.

## **Conclusion**

In the video, all domains development of this girl are developing on the right track, such as physical, cognitive, language, social and emotional, are on the right track. Her physical development, such as fine motor skills and gross skills, is good because she can grab, hold objects by hand, walk and run by feet. Her cognitive development and ability to solve the problem are enough for her age because she can integrate information from experiences, such as watching it from TV, her environment, and she can also solve her problems by thinking and making sense of the world. Specifically, she showed this knowledge by making black muck with different materials such as water and sand. Math Concepts, Color Concepts, and Scientific Concepts are the curriculum areas her knowledge fits. Her language development is good because she can speak and communicate with her peers in the play. Her emotional development is also developing and enough for her age because she can show her feelings by expressing and speaking. She does not need a particular curriculum to foster to meet the needs.

Moreover, it depends on Early Childhood development-Chapter 14; there is a connection between the brain and motor ability, and motor development as an outcome of brain maturation—a physical sign that synapses and nerve cells were forming. As the author writes: "Dynamic systems theory (Hadders-Algra, 2010; Thelen & Smith, 1994; van Dijk & van Geert, 2015; W. H. Warren, 2006) is based on research suggesting that motor action, cognitive development, and behavior are all part of a single, dynamic system in the brain. From this perspective, all these components influence one another. Movement can foster brain growth,

cognitive development, and learning, not just the other way around. This theory holds that physical play and exercise are critical, in part, because they promote learning and academic success." In other words, the development of children is comprehensive. So when we find development delay, we cannot only focus on the signal domain.

Meanwhile, adults providing support to the children in the ECE environment is essential. As the author mentions: "family engagement works because research has shown that family engagement is related to Increased student achievement—decreased disciplinary issues. Improved parent-teacher, teacher-student relationships, and improved school environment. Increased trust, respect, and social capital for families. Increased likelihood of a child succeeding in school, graduating and going to college or a career. Increased family buy-in and parental involvement. To work towards child or family goals" (Kylie Rymanowicz and Jodi Schulz, 03/04/2021). In other words, adults providing supports could guide, motivate children on the right track, and provide long-term benefits for them in their school life and adult life. Also, as an educator, when we design our activities, the activities need to include all domains to improve children's development comprehensively. Thus, this assignment is essential for supporting children who are faced with similar challenges, as depicted in the video clip.

## Reference

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