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ECE311-1700

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Final Case Study Portfolio Project

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**Background Information**

Child name: Alicia

Gender: Female

Age: 4 years old

Child name: Dylan

Gender: Male

Age: 4 years old

Child name: Kyrill David

Gender: Male

Age: 4 years old

Child name: Jacqueling

Gender: Female

Age: 4 years old

Child name: David

Gender: Male

Age: 4 years old

**Physical Development Observation**

Alicia is a four-year-old girl; she has light brown curly hair, brown eyes, and dark skin. At the beginning of the video, she has not to smile and is communicating with the other students, and waves her left hand to point at someone. Alicia is an active girl during snack time and uses her right hand to grab a white spoon to eat yogurt while she shakes her body. During playtime, Alicia and her classmate are playing with a swing, and she uses both her hand to grab the handle of the swing and run around it while her classmate is sitting on the swing. She also held the two sides of the swing with her hands and used it as a point of strength to support her whole body to lift her legs and press her body on the swing. Alicia is strong, she did not cry when she falls on the playground.

**Physical Development (Presence and Gesture) Descriptive Review**

During reading time, she is not very independent, she sits on her teacher's leg, and the book she read is holding by her teacher. When her teacher is telling the story to her, Alicia points at the book and moves her head back to ask her teacher and has a conversation with her teacher. Additionally, during the storytelling, Alicia can be identifying what the book is trying to tell the reader because Alicia can follow her teacher's requirement and waves her right hand to act. Moreover, Alicia can express her feelings by using her voice, her movement, and her facial expression. She identifies the meaning of the book, runs and jumps when she wants to go onto the swing, she grabs a spoon when she wants to eat her snack. Alicia can make her own choices, talks to her teacher, and her classmates in class, and she reads a book and sits on her teacher's leg on the carpet and identifies the meanings of the book, and eats her food by herself.

## **Cognitive Development Observation**

(Modes of integrate information from experiences and problem solving)

According to the video "Dylan and the Matching Board," a brown short hair, white skin, and wears a green shirt playing on the grey carpet in front of wooden cabins. He is sitting on the carpet and he is playing the matching board games, putting different objects in the right places on the picture map. As I can see, he seems to have a clear understanding on how to play the matching game because he uses his right hand to grab things and compare the items with the picture on the map or not, then places the objects in the right place. He is thinking because he holds the objects for a while before place it in the right place on the board. He also tends to be slower in movement because during the playing time, he always sitting on the carpet and he does not stand up and run. He pays more attention to the matching game and he doesn't play with his other classmates. Overall, he is seen to be very quiet in the play time.

## **Cognitive Development Descriptive Review**

During my observation, the child can solve his own problems, such as identify the right place in the matching board to put on the objects he holds. He also can make things by order and clean up after he finish playing. For example, when he going to play the matching board with many objects in the red box. First, he takes the board out and put it on the carpet smoothly. Then, he uses his hand to grab objects one by one, and compare it is the same to the picture on the matching board before put it on. During the time he plays with the matching board, he thinks the methods to solve the troubles when it happend. It seems he 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, he can solve the problem by thinking. In conclusion, the boy demonstrates problem-solving abilities, and his knowledge becomes more integrated and more

logical thinking. Specifically, he demonstrated this knowledge by matching the objects with the board. Basic Concepts, Math Concepts, Color Concepts, and Scientific Concepts are the curriculum areas his knowledge fit into.

### **Anecdotal Cognitive-Problem Solving**

My child has short brown hair, white skin, and a green shirt playing on the grey carpet in front of wooden cabins. He is sitting on the rug, and he is playing the matching board games, putting different objects in the right places on the picture map. As I can see, he figures out problems by observing by his eyes, comparing the items with the picture on the board, then placing it in the right place on the board. He pays attention to play the matching game, and with a high degree of focus/ concentration, he makes connections between different things related, such as the sizes, the colors, and the shapes. He demonstrates that he remembers things he just did, finished one matching board, and then played another one using the same base concepts. He sorts objects by comparing the items in his hand and the picture of the objects on the board by more property. He did not use language to help him think through a problem or expand on an idea in relation to thinking. However, he does use resources for problem-solving such as comparing the objects that look like in fact and the picture. He uses his hand to hold the items and uses his eyes to observe the object's truths are the same as the picture. He did not record the learning spontaneously through drawing or writing, but he uses his memory to remember the matching game concept. He describes what he has done in a way that demonstrates thinking sequencing, which is he seems to have a clear understanding of how to play the matching game because he uses his right hand to grab things and compare the items with the picture on the matching board, then places the objects in the right place.

**Language Development Observation:**

In the video "Kyrill Toasting," a short brown hair white skin boy who wears an orange outfit is playing a pretending game with his peers in the kitchen area, he can identify the rule of setting up the table for other peers to pretend to have lunch or dinner, however, he cannot speak out when he wants to communicate with his peers. It seems his language development is not good enough for his age so that he needs extra help for developing his language skill.

Furthermore, when he gives the dish of grape to his female peer and wants her to start to eat with the fork and knife, but he uses his body language to let the girl understand what he wants her to do instead of telling her by speak out. The boy needs extra help for practice to speak out, he seems to get confused when another boy grab back the bowl when he is playing but he still not say anything about it. Additionally, the boy's vocal cords are fine because he makes some sounds during play, but he cannot speak words or whole sentences.

**Language Development Descriptive Review**

Based on the observation, the boy's language development is not suited to his age. He always uses his body language and communicative gestures to respond and communicate with his peers instead of speak out, and he is not in the verbal communication stage yet. He has not enough conversational skills at his age. Furthermore, his phonology, semantics, syntax, and pragmatics are not showing in the video because he does not speak any words. However, during playing time, he can respond to his peers appropriately by doing the action. For example, when he gives the dish of grape to his female peer and wants her to eat with the fork and knife, he uses his body language to let the girl understand what he wants her to do. On the other hand, he seems to get confused when another boy grabs the bowl when he is playing, but he still does not say anything about it. Additionally, the boy's vocal cord is suitable because he makes some sounds

during play, but he cannot speak words or whole sentences. Thus, he might be a dual language learner and needs extra help for practice to speak out. Therefore, he needs extra help in language development.

**Emotional Observation:**

In the video "Table Blocks," I can observe that there are three kids playing blocks together, and they are communicating with each other while playing with the blocks and use those blocks to build a house. The only girl who wears a purple and blue interlaced plaid skirt is playing with two boys is my observation target. Jacqueline's emotional development is progressing well, and she is laughing and has a big smile on her face. Furthermore, each child can show awareness of their own emotions by making facial expressions and using their body language. For example, when Jacquling was building the house using the blocks with her classmates, they are delighted because they smile and have an excellent conversation. However, for a minute, when David takes a one-piece of blocks away, Jacqueline looks angry and uses her finger to click on David's body. Besides, when the teacher asks her questions, she seems to understand what the teacher asks for because she can respond. On the other hand, each child can show signs of emotional regulation because, during the playing, Jacquling shows her happiness and shows her sadness and anger. Therefore, their emotional development is related to their age and their cultural background.

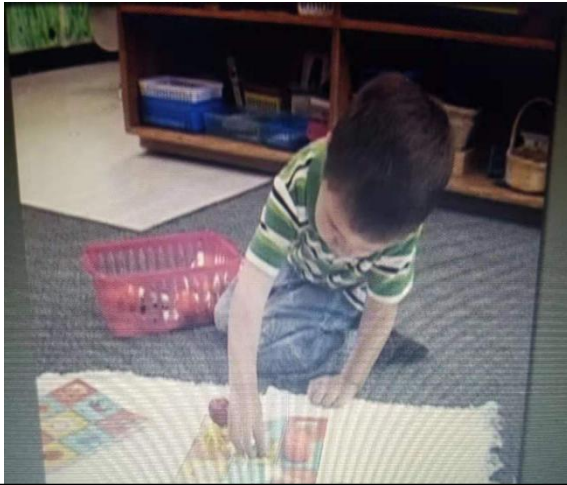


### **Social Development Observation**

In the video "Table Blocks," I can observe that there are three kids playing blocks together, and they are communicating with each other while playing with the blocks and use those blocks to build a house. The only girl who wears a purple and blue interlaced plaid skirt is playing with two boys is my observation target. The girl named Jacqueline has light brown skin and black hair. The boy named David wears a grey shirt and has a tan complexion and short black hair. The boy named Jesus wears a white shirt, has a fair complexion, and short brown hair. From what I can observe, they can communicate with each other very well and having a good time with the block play. Jacqueline and David had a great talk when they looked to the other side of the classroom or about the block play. Jesus is focusing on the block play. These three children were playing together having active communication and interaction with their peers and their teacher.

On the one hand, Jacqueline's emotional and social development is progressing well, and she is pleased because she is laughing and has a big smile on her face. Also, while the teacher was talking, Jacqueline was extremely excited because she gave the response to the teacher, however, sometimes she also yelling and laughing loudly when she saw other children playing on the other side of the classroom. Therefore, she might need some help with her concentration. On the other hand, the boy named David was counting the block while the teacher communicates with him. He is shy but can understand and communicate with the teacher because he gave the response when she asked: "Eleven blocks time?" Even though his voice turns lower. But he said: "one, two, three, .....nine, ten, eleven." and he answers: "Me llama David", when the teacher asked: "Como te llamas?". These dialogues show his social skill is enough for his age.

## Work Samples



In this image, Dylan is playing with the matching game. The circumstances under which the work was created are at the block area, he is working alone, and no other peers around him. The cognitive domain of development is most represented by the work. And, the work says about the child's level of development in the identified domain is well developing.



In this image, Jacquling is playing blocks with David and Jesus. They are building with the blocks. The circumstances under which the work was created are at the writing table, they are working as a term. The social and emotional domains of development are most represented by the work. And, the work says about the child's level of development in the identified domain is on the right track.



In this image, Kyrill is playing with his peers at the kitchen area. He is preparing food. The circumstances under which the work was created are at the kitchen area, he is playing with other peers. The language domain of development is most represented by the work. And, the work says about the child's level of development in the identified domain is not quite well, the boy needs extra help to develop his language development.



In this image, Alicia is reading a book with her teacher. She uses her fingers to turn pages. The circumstances under which the work was created are at the reading area, she is reading with her teacher. The physical domain of development is most represented by the work. And, the work says about the child's level of development in the identified domain is well developing, she can use her fine motor skills to turn the pages by pages.

**Inconclusion**

In the video of the physical domain, the girl I observed that her physical development is enough for her age, either the gross or fine motor skill. She can grab a book and turns pages. She can run in the playground, etc.

The video of the cognitive domain, based on what I can observe, all shows the boy's cognitive development and the ability to solve the problem. Obviously, he can integrate information from experiences, which might he saw his parents did at home. It shows he can solve his problems by thinking and learning from what he saw. In conclusion, the boy demonstrates Integrate information from experiences and makes sense of their world. Specifically, he explained this knowledge by pretending to heat the pieces of bread. Basic Concepts, Math Concepts, Color Concepts, and Scientific Concepts are the curriculum areas his knowledge fits into.

In the video of the language domain, the target of my observation might need extra help for developing his language development because he did not speak out when he needed to communicate with his peers even though he is still communicated with his peers by Presence and Gesture. However, that is not enough for his age. So that, he needs a particular curriculum to foster him to meet his needs for this domain.

In the video of social and emotional domains, each child can show awareness of social skills by making connections with others because they have an excellent conversation with the teacher or their peers. Besides, when the teacher asks them questions, they can respond to her correctly. Therefore, they have reached the appropriate social and emotional development skills necessary for their age, and the social and emotional developmental milestones that belong to the

specific age group because they are able to share, respond, describe, regulate emotions, and communicating.

### **Commentary and Conclusions**

I choose these children initially because, in each video, they are the most focused ones in the videos. For example, in the video of the physical domain, Alicia is unique, and her physical development, as I observed that it is enough for her age. Second, in the video of the cognitive domain, the boy named Dylan, his abilities of problem-solving and his mental development is good enough at his age. Third, the boy named Kyrill, in the video of language domain, needs extra help for developing his language skill, which is practicing more in speaking. Fourth, Jacqueline, my target in the video of social and emotional domains, is well in the emotional development. Fifth, David is the boy in the video of social and emotional domains, is playing blocks with Jacqueline. He can communicate with his teacher and his peers. However, he is shy because the volume when he speaks is low.

Based on what I have learned for each child's interests, there are three follow-up recommendations of teachers/caregivers' activities to help support the child's continued development. I would suggest implementing Kyrill as follows. First of all, singing and storytelling are helpful, and these activities can develop a child's language skills by providing opportunities to practicing how to speak out. Furthermore, reading can be helping the child's literacy development. Second, I would suggest using all kinds of age-appropriate puzzles, pretending play, and blocks to further children's cognitive, social and emotional development because children can gather information and gain knowledge through playing with their peers. Afterward, I will provide my students opportunities to exhibit their artworks for developing their cognitive and language skills.