

Observation Summary Paper: Preschool Child

Introduction:

I went to a preschool at 25 Market Street in Manhattan. The preschool name is Metro kids preschool to do my observation paper. On the first floor they have one office, six different sizes of classroom, and one playroom. The class I went to is the children are in their last year in preschool and ready for kindergarten. There are 12 students and 2 teachers. In the classroom there are four tables but the teacher combines them as two. Also, there are wood lockers for the children to put their bags. In addition, there are 12 blue folding beds for them to take a nap. Also, there are little reading areas with different books for them to read. Emily is my target for observation. She was born in March 2015. She is an Asian girl with black hair wearing a pink dress and pink sandals.

Cognitive development

In the class Emily was sitting on the chair drawing, and talks to the teacher while she is waiting for her friends to come. While she is drawing, she will share with the teacher about the drawing. "Such as at the front of the tree there are three people who are her friends." On the weekends they went to park together. And they had ice cream on their hands. She really wants to get the teacher's attention and opinion on her drawing, because when the teacher is organizing the class materials she would keep asking the teacher to look. Also, during the reading circle or movie time, she will act like a "leader". For example, when the teacher is reading a book if other

children are chit chatting Emily would make a sign and tell them to “shush.” In addition, when is the movie time, she would tell “everyone to be quiet if they are always talking. It is hard to let other classmates watch the movie.”

Language development

Emily was born in the United States, but her parents are from China. So she speaks two languages, English and Chinese. Today Emily is the third child to walk in the classroom. She came to school with her mommy and daddy. When she walked into class, she would say “zao an lao shi”(which means good morning to the teacher.) And as she said good morning to the teacher, Ms. Sarah will ask her “good morning, Emily. How are you feeling today? Are you ready for today’s fun lessons?” Emily told “Ms. Sarah that she is ready for it.” In the meantime, Emily hugged her parents and said, “goodbye to them and told them she will see them this afternoon, when they picked her up from class.” And she walked to her friends and said hello to them. In the conversation, Emily told her friends she brings a new blanket into school today for the nap. Also, there is one of her favorite Disney characters on the blanket, that is Elsa. In addition, Emily told her friends the blanket is her auntie gave to her as birthday gifts. She really likes it because it not only has her favorite character and is also in the pink color.

Emotional development

When she walks into the classroom, she will say hi and good morning to the teachers and her friends. After the teacher has a conversation with her parents, she will say bye to her partner and hug them. During the covariation time, she would ask her friends what they did yesterday. Also, during the reading circle time she will read books to her friends and example to them if

they do not understand. When during lunchtime, she will help the teacher give out lunch to her classmate. She remembers who has Allergy to what ingredients and not give that to them. And she will be like a “little leader” told the classmate after they finished the meals. They can put the bowls and spoons on the trays.

Social development

Emily has great social skills. During the class they have a science magic that adds some liquids into a mountain and a few seconds later it becomes a colorful volcano. Emily’s group is the first one who fished it. When her group finishes, she will look around to see if other groups need help. However ,she wouldn’t do it for them, she would teach and tell them what to do. I walked up and asked her why, Emily told me because she wants everyone to get the chance to try, and she wants them to learn how to do it. During the class, if everyone needs help, she will always be the first one to help them.

Motor development and sensory processing

She walked into the class with her parents and she said good morning to teacher Ms. Sarah and her classmate. During the reading circle time, she will read books and explain to her friends if they don’t understand. Also, during science project work she will help the classmate by telling them what to do. When the classmates are chit chatting when they are supposed to, Emily will tell them to shush. In addition, if during the class she hurt someone by accident she will say sorry immediately.

Activities of daily living

In the class, she will say hello to her teacher and classmate. Also, in the school when she sees another teacher who taught her before, she will say hi to them. She likes to share her things to her friends. She likes to read books and help others. In addition, she will always help the teacher give out lunch and snacks to classmates. When she is in the playroom, she likes to play with her friends and share toys together.

Conclusion:

What struck me about Emily is she really cares about her classmate. When she helps them, she still wants them to do it, because she thinks that is one way for them to learn. She thinks if she did it for them they still wouldn't be able to get it. She likes to read books and examples to her classmates, because that's what the teacher does. I observe the new insights for her as she wants to become a teacher. And she is a great helper to the teacher. For example, organize the room, help teachers to give out lunch and snacks. This observation gives me a visual Aid and connects to what I learn in ECE110, and I found out there are big differences between Infant / Toddler and Preschool Child. The Preschool Child is more developed than a toddler or infant.