

### ECE 308/311 Timesheet

This is the timesheet to record your fieldwork hours. Due to the restrictions from COVID-19 all fieldwork hours will be done via video. You will need to watch and complete the assigned activities for 60 videos to pass this class. Without completing the video observations, you cannot pass this class.

Name: Tamia Cabrera

Video-(Name or link)	Date	Take away from video
Zoom Meeting	3/3/2021	"Let's chat and learn a song in French"
Netflix Babies pt 1	4/5/2021	The first part of babies explores the science behind babies and their daily life development. Including their interactions with craving attention and stress. From researching breastmilk on how it nourishes and enriches infants.
Netflix Babies pt 2	4/5/2021	Researchers go through the development of babies and go deep into details on how babies benefit and how does it create their environment, family, their nature vs nurture, human interactions,

		and just everyday life.
Netflix "The Beginning of Life"	4/17/2021	Shows how Families around the world tend to their children from their earliest stages of birth and how over time can shape the person they will become in the society they are growing up in.
Video observation of focus child (fine & gross motor)	3/19/2021	The child's name is Mia. Mia has caramel skin, dark brown hair that was in braids and adorned with pink and white beads. Mia appears to be the age of 2 years old. She is wearing white leggings and a pink dress with white stars on them. Mia comes from the narrow hallways and makes a left turn into the living room. She walks to a small child like shelf that contained toys, Mia reaches for a

		<p>white bin with a plastic cover on top of it and grabs both sides with the tips of her fingers. She plops down on the floor sitting on her haunches. Mia struggles to pry off the lid and her caregiver came to help her take the lid off the bin. She then dumps the container and starts to reach for a red magna tile. Mia starts using her hands and arms to connect the tiles building a high structure.</p>
<p>Video observation of focus child (language development)</p>	<p>3/26/2021</p>	<p>Mia sits down on a small child chair with her caregiver sitting right next to her. Mia wears a blue t-shirt with a white heart on it with pink leggings. She walks away from the table and comes back with a white</p>

	<p>blank paper. Her caregiver also walks away and puts down a bin of markers on the table. Mia is able to use receptive language; her caregiver asks her what colors she started to use on her drawing and Mia would voice the colors out. She is also able to answer questions. After Mia draws her rainbow, she also draws figures under the rainbow. Her caregiver points to her drawing and ask her who were the figures. Mia responds with "It's you", as she also points to her caregiver. Mia is capable of using verbal</p>
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		<p>communication (when she answers her caregiver with her words), Non-verbal communication (using her arms and fingers to point), and communication skills to initiate conversations and maintain them.</p>
<p>Video observation of focus child (Cognitive development)</p>	<p>4/11/2021</p>	<p>Mia is on her knees sitting on the grey carpet with her mega blocks. The colors are pink, purple, white, blue, orange, and green. They are already scattered on the floor and she picked up her first pink block and proceeded to stack them on top of each other. Mia switched her attention to the scattered white</p>

	<p>blocks and sat one piece next to the stack of pink blocks. She stacked the white blocks just like she did with the pink blocks and her caregiver asked, "What colors did you use?", Mia responded by pointing to the set of pink blocks and said "Pink", she then moved over to the white blocks and said, "White." Her caregiver said, "Good job." Mia repeated the same routine of stacking the rest of the different colored blocks and stood up to show she was done. Her caregiver clapped and praised her on</p>
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		how beautiful her blocks are.
<a href="https://www.youtube.com/watch?v=w9XGxwtPPYw&amp;t=116s">https://www.youtube.com/watch?v=w9XGxwtPPYw&amp;t=116s</a>	3/4/2021	Lily was on her back with the pink medium sized ball on her stomach, she rolled over to her side with the ball, and she used it to get herself into a crawling position. She was propping her head on the ball as she used her right hand to pick up a toy pizza. Lily dropped the pizza, shuffled it around on the carpet and picked it up again as her gripped had tightened around the ball. Lily was on her stomach on the carpet and reached for a small red ball. She has the red ball in both hands and switched it to only having the ball in her right hand. Lily switched back to holding the red

		<p>ball with both hands and had put her mouth on the ball. She lifted her body was on her knees. Lily goes back to laying on her stomach and lifts the ball above her head to lower it on the floor. Lily puts the ball in her mouth and lowers it back on the ground once again.</p>
<p><a href="https://www.draccess.org/videolibrary/SeverinaPlaysKnockKnock">https://www.draccess.org/videolibrary/SeverinaPlaysKnockKnock</a></p>	<p>2/18/2021</p>	<p>Severina looks towards the blocks that her caregiver is holding. The caregiver is holding a long block with a door attached to it. Severina uses her fingertips to open the door and to close it after. "knock knock," said the caregiver. S knocks on the door and opens the door but closes it back. Severina continues this process over a few times before her caregiver starts to laugh, she lifted her fingers to her lips and uttered a "hush" before opening and closing the</p>



		door two more times.
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