

ECE 110 S – Site Visit:

Date: Thursday, March 6th, 2020

Time Begin 9:00 am through 2:50 pm

Program Pre-k for All


Room 32 B


Your Name **Tiffany Onody**


People	Objective Observation
<ul style="list-style-type: none"> • How many children are in the room? • What ages? • How many staff? • Anyone else? Who? • Briefly describe the people. 	<ul style="list-style-type: none"> - In the classroom, there are 18 children. - The classroom is a Pre-k for all settings, all children are ages either age 4 or turning 4 years old. - In the classroom, there are three staff all together. All three staff ain't together at the same time during the pre-k hours. There are two staff in the classroom at all times, but children have 3 teachers just during different hours of the day. - The lunch aid, she comes in for two hours a day, five days a week. She helps in the classroom when the head or assistant teacher is out for lunch. - <u>The head teacher</u> is the main teacher in the room. The head teacher is in charge of making the lesson plans of the topics they will be discussing that week. The head teacher is also in charge of phone calls and emailing parents of important information that needs to be shared. - <u>The assistant teacher</u> is the helper. The assistant teacher interacts with children, such as helping with centers, dress up and bathroom time. Helps prepare snacks for each child. Helps headteacher cut, and prepare materials for activities throughout the day or that following week coming up. The assistant also takes over headteacher when headteacher is on lunch everyday of the week from the hours 11am through 12pm. - <u>The lunch aid</u> comes two hours a day, five days a week. Lunch aid helps cover lunch breaks for the head and assistant teacher for one hour each. Lunch aid prepares lunch meals and transitions children into nap time after. During those two hours being there, lunch aid helps with bathroom trips for children. Lunch aid also helps children put their bed sheets on their beds for nap time. Lunch aid walks around the room and makes sure children are safe on their beds. She helps assist children with their needs during lunch and nap time.
Environment	Objective Observation
<p><i>Guidelines</i></p> <ul style="list-style-type: none"> • List all the furniture & equipment you see. • What is on the walls? • How materials are displayed, organized, & stored (toys, learning 	<ul style="list-style-type: none"> - The classroom is a very big squared room. The room has no windows to see outdoors, but they do have a glass window next to the door you enter from to see into the hallways of the building. In the classroom, it is a very well organized room. Everything is labeled with a clear font and a picture of the material/toy. There are 12 centers all around the room, each center is labeled in how many children can play there. Centers can either have 2-4 children at a time depending on the center and space. Around the room there are 11 squared tables, with 26 chairs all around the room. There are 24 children chairs and 2 teacher chairs. Each center has one or more tables and chairs. There are more chairs than tables, because children can explore around the room of where they want to play. Centers are divided with center dividers. There are a total of 4 divides to break up the room. The block center is one of the biggest parts of the room. It has a big colorful square rug with numbers and letters on it. The rug has one center divider on each side, which means there are 2 dividers all together in the block center. In the center dividers for blocks there are buckets of each toy with a picture label for children to recognize where the item/toy has to go. In the block center, it has trains, cars, people, and different shaped blocks. There are two different type blocks for children to play with, hard or soft. In each center you will find a caddy with paper, crayons, and pencils. Also a bin of books on the theme of the center. For example the block center will have all building books. The next center is a stand up center, that is known as music. Music center has no table of chairs. It's more for children to have music and movement with a friend. Music center has a lot of instruments to play and also a radio for

<p>materials, supplies, personal items, etc.)?</p> <ul style="list-style-type: none"> • Where do the children sleep & eat? • Can you identify "areas" in the room? • Draw a map of the room (separate paper). • Are there windows? • Where do the doors lead? • What else do you notice? 	<p>children to listen to. The art center has 3 tables and 6 children chairs. They have a cabinet with different size drawers for art materials. In the art center they have jumbo pencils, crayons, markers, color pencils for children to draw. They have 2 types of paper. White and colorful paper. They have 4 scissors, and 4 rulers. Glue and glue sticks to glue pom poms, yarn, glitter, and etc. Art center has 4 tools for each child that plays there. Next is the math center, the math center has 1 table and 2 chairs. They have a divider with lots of math tools and toys to play. In the math center they have bear counters, number puzzles, math books, a caddy with paper and jumbo writing tools. The science center is kinda like the math center, just different toys. The science center has 1 table and 2 chairs. They also have a divider with toys. The toys are puzzles, mirrors, magnet tiles, books, nature bins with acorns, leaves, and sticks they found from outside. In the back of the room there is a light table with 2 chairs. In the light table there are letters and numbers that are transparencies. Children also have a remote they can use to change colors of the light table. Next is the writing center. The writing center has a writing area with 2 chairs. They have 2 of each supplies such as jumbo pencils, markers, crayons, dry erase markers and boards, number and letter to stamp and an ink board. The writing center has tons of paper with or without lines. Children have access to their names on a tag with their picture if they want to practice writing their name. Between the writing center is a rug that has a library for children to read the theme books of the month. There are 2 comfortable couches to sit. The library has a bin with soft stuffed animals to read too. The dramatic play is the second largest center in the room. The dramatic play has 4 tables with 8 chairs. Children have a kitchen area they can play in. The dramatic play is where children dress up and play in the kitchen. This center has lots of furniture. Around the tables and chairs there is a closet which has all the dress up costumes. There are six different costumes that both girl and boy can wear. There is a chief, cop, mail person, a doctor, vet, and a dress. The dress up area has accessories like a bag, hat, sunglasses. Dramatic play has a stove to cook on, a sink to clean the dishes in and a refrigerator to put the foods away in. They have even a cashier and play phone. Under the sink there is a cabinet to put all dishes, cups, forks away. In the refrigerator there are four shelves which on each shelf there is a basket which the teacher labeled all the fruits, dairy products, bread and vegetable's in. Under the stove there is a cabinet in which the children put all the pots and pans away. There is an area in dramatic play where it's a holder for the broom and mop. There is an easel and two sensory tables. The easel can have two students at a time painting. They have lots of paint cups with the labels of each color. They have a paint brush for each paint cup. Lots of white paper, and two smocks that children will put on when painting. In between the easel there are both sensory tables on each side. Each sensory table can have two friends to play together. One sensory table is a water table which has connecting pipes to build a water pipe. The children also love to have their cups in the water table as well as boats. The other sensory table is a sand table this month which has people inside and shells and buckets. Also, with the water table the teacher loves when children have a smock on just, so they don't get wet. In the back of the room there is a cubby for each child to put their book bags and jackets. Next to cubbies there is a safe place. The safe place is for children to go when they just need some time alone. In the safe place there are books, a ball, sensory bottles, stuffed animals to hold and a chair for children to sit on. In the safe place there are 3 walls around where the child sits. On the walls the teacher put sky blue bulletin board paper. She painted on the paper a large rainbow with clouds and a sun. On the bottom there are painted flowers and grass. On one of the walls in a safe place is a sensory wall. Children can use their fingers and write or draw. They also have a breathing step chart to calm the children down. Children feel safe there when they have their own little light they can turn on. On the walls there are bulletin boards in each center. On the bulletin boards there is children's art work such as paintings, writing pieces, family trees with children's pictures of their family. There is also a big clock for children to look at the time. I saw lots of papers on bulletin boards that were just for parents. The parent board has lots of information such as dates coming up, lunch menu, and the teacher's lesson plan for that week. The main rug there is a big wall which has the calendar, classroom helper which is jobs. They also have hanging up the schedule of the day which has an arrow to keep track of the day which a child moves. The schedule has pictures for children to look at in case some children don't recognize words yet. The picture helps the children get a better understanding. Each of the art works hung up has what the child said about their work and their picture, so the children know it is there. Children also have self-portraits that they did this unit which was "about me." Children recognized themselves as a unique individual having his/her own abilities, characteristics, feelings, and interests. The classroom is so colorful and well organized. The teacher also has a computer for herself to work on throughout the day. The classroom also has their own mini kitchen with five cabinets which has the teacher's paperwork and supplies for the room. They also have one cabinet which is just for first aid. Next to that cabinet is a fire alarm and fire extinguisher. One of the cabinets has all kitchen stuff. Like forks, plates, cups, bowls, spoons, pitchers, for lunch time. After lunch time children transition into nap time. Each child has their own bed cot with their picture and name on it. The cots are placed in the back of the room next to the cubbies and safe place. During nap time the lunch aid helps put the beds down. All the beds are placed around the whole room to fit all 18 children. Each child has their own bed sheet and blanket that they bring from home. Every Friday they take home their bed sheets and blankets to be washed and be brought back Monday morning clean and ready to use again. That is mainly the lunch aid cabinet. They have two doors with one exit sign near one of the doors. One of the doors is an exit to the hallway of the building. The other door is a closet for the teachers to put their personal stuff in. There are no windows in this classroom. The classroom is in a basement. The room is well organized. It has many labels and pictures for everything in the room.</p>
<p>Area Observation</p>	<p>Objective Observation</p>


<p>Choose an area of the room that seems busy.</p> <p>Observe that area for 5 minutes.</p> <p>Record what happens.</p> <p>Use descriptive words.</p> <p>Be objective.</p>	<p>- The busy area I chose was the block center. I picked the block center because it's always a busy area for children to play in. Especially since four friends can play in that center at a time. This center has lots of different toys for children to play with. The four friends that play here have different imagines and imaginations they come up with to make a great activity. The teacher put all kinds of things in the block center to keep them busy during center time. The day I went I saw children use their fine motor skills. The teacher sat with the children and introduced them to something new, tape. The tape helped children make tunnels, hold things together such as buildings, house. The toys in blocks the children used were trucks, trains, train tracks, different shape and size blocks, and also had different cultural people to play with. In the blocks area the teacher has a bin which contains books to teach the children how to build many different things with the toys being provided in the block center. The children used the caddy which contained paper to draw and jumbo pencils and crayons to write with.</p> <p>When recording in the block area, there were four children and the head teacher. She was introducing children with tape. SHe allowed each student to have their own tape roll. She explained that the tape was stinky. It will help hold the train tracks together, building or houses. The teacher explained that this will help your fine motor skills when ripping the tape to get a place.</p> <p>Friends in the block center were helping each other out and giving a helping hand to a friend. Children that day were making a tunnel. They took out all the train tracks, and cardboard boxes to help give support. They first had an idea that they should build the train track first. When building the train track they took up the whole carpet. The carpet was a big square. It had lots of room for the children to be creative with their ideas.</p> <p>I remember there was an even amount of girls and boys at the center. The two boys helped the girls out, when picking up the heavy blocks and moving it to each part of the carpet.</p> <p>When they finished making the train set, they used every piece they had in the bin. They made the train set go indifferent ways. The train set had lots of high and low ramps.</p> <p>The children used the blocks to make tunnels for the high and low ramps for the trains to pass. Children used the tape the teacher gave each student. Children used the tape to hold together each end of the blocks. It was so colorful and bright there. They took about 30 minutes to set up. I recall children putting finishing touches as adding the people.</p> <p>Children used the caddy that has white paper and jumbo pencils and crayons to draw. They came up with drawing trees and taping their finished work to blocks.</p> <p>Example: They made a tree and tape it to a wooden block and stand the wooden block up. They used their imagination for ideas to draw things of items/ toys they didn't have in the classroom.</p> <p>Children worked well when clean up time, they made sure they worked together when cleaning. Children were able to find where to put everything back in the right place. Teacher had pictures and labels of the bins and the toys inside it.</p> <p>All four children took about 15 minutes to clean up. Before they cleaned up they made sure the teacher took a picture to show their family members later.</p>	
Child Observation	Objective Observation	Interpretation

<p>Choose a child.</p> <p>Spend 5 minutes observing that child.</p> <p>Record what the child does.</p> <p>Use descriptive words.</p> <p>Be objective.</p>	<p>Summary:</p> <p>During this time I changed centers, when observing, I observed new children in a different center. I transition from block center to the dramatic play area. I spend about 5 to 6 minutes observing this child.</p> <p>Description of the child:</p> <p>The child I was observing for about 5 to 6 minutes, was a girl. The girl had shoulder-length hair. Hair was curly and blonde. Her ends of her hair had a little pink to it. Her hair was half up, half down with a black ribbon to hold up her hair. She was wearing a black Harry Potter short sleeve shirt. There was yellow lettering on the front that said "Harry Potter." She was wearing black leggings with burgundy sneakers. Her sneakers had a velcro strap across the top of the sneaker.</p> <ul style="list-style-type: none"> - The girl was playing by herself in dramatic play. Dramatic play is known as the kitchen and dress up area. - During this time I recorded her during the month of March. The topic of the month of March was "Water Unit." <p>Child was playing with the pretend washing machine that her and classmates made out of a box. The box was painted white with blue and black knobs. Washing machine had a cut out hole that children were able to put dress up clothes in and pretend to wash clothes. Child was taking all the clothes off the hangers in the closet area and putting one by one clothing into an white laundry basket. Once the child was able to take all clothes off the hanger, the child had about 4-5 pieces of clothes in the white basket. Child then picks the white basket of clothes off the floor. Child was holding her two hands, one on each side of the end of the basket. Child then places the white basket full of clothes right next to the table near the pretend cabinet. On top of the cabinet there were spray bottles, detergent bottles and a red pretend phone. Child was taking one piece of clothing out at a time. Above the sink there were real detergent bottles that were empty. Child was pretending to spray the clothes as if they were dirty. After the child is done spraying each piece of clothing, the child then puts it into the white paint machine box. Child then places the white basket back near the closet by taking it to the other side of the washing machine. Child then goes back to the washing machine, and takes one piece of clothing out at a time and starts to hang each piece onto a clothing line. Child takes a pin or two for each clothing to hold onto the string line. When hanging up the clothes onto the string line, the child calls over a friend. Child gets friends' attention by saying "look what I did." Another friend comes over to dramatic play and asks the girl if he can play with her. Girl responses "of course." Children continue to play in the dramatic play.</p>	<ul style="list-style-type: none"> - Child was okay playing by herself till she accomplished something, by hanging the dress up clothes onto the string line with a pin or two. The pin was to help support by holding the clothes onto the string. - Child was exemplary of her actions to herself. - Child was referring to her real life into dramatic play when she helps her family clean the clothes. - To get the other friends attention she used her hands by waving and calling his name. - Another friend used his words by asking if he can join and play with her. - In dramatic play, everything was labeled with clear pictures and lettering. - Children knew where all items and toys go after playing. - Teacher had signed up and she made herself. The signs said washing area/ folding. - Each different item had their own area and space where it was placed. <p>The picture below has the washing machine children made out of box. As well as detergent bottles the use to play and clean clothes.</p> 
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Caregiver Observation	Objective Observation	Interpretation
<p>Choose a staff member</p> <p>Spend 5 minutes observing that staff member.</p> <p>Record what the staff member does.</p> <p>Use descriptive words.</p> <p>Be objective.</p>	<p>Summary</p> <p>I happened to observe the assistant teacher during this time. I was observing for about 7 minutes total. Assistant teacher was sitting in the art center at the time with 4 students. Teacher was sitting in the middle of the three desks in the art center. Two children were each on the side of her. Two children were next to the teacher side by side. The other two children were across from their friends as well as the teacher. Teacher had the whole table to herself that had a purple sorting tray with different items and materials for the art activity.</p> <p>Description of the teacher: The teacher had dark brown hair, with her hair tied up in a high bun. Assistant teacher had black glasses on her face at the time. She was wearing a short sleeve plain navy blue shirt with black dressy pants. She was wearing all black flats on her feet.</p> <p>During this time of observing there was so much movement and conversation between the assistant teacher and children.</p> <ul style="list-style-type: none"> - Assistant teacher was explaining to the children what the activity they will be doing. Teacher was going over all the materials in her sorting tray. Teacher went over each material and used examples. <p>Example: " friends this is a bottle cap, we can use these as wheels or a window, whatever you guys like be creative friends."</p> <ul style="list-style-type: none"> - After the assistant teacher went over all the materials being used, each of the four children were given 2 different types of glue. Teacher gave out elmer white glue and tacky glue. Teacher explained that tacky glue was a very sticky glue to help hold heavy items. The teacher went over the 10 second countdown to hold the glue. Teacher did a demonstration by glueing 2 pieces of materials together and holding them in for 10 seconds. Teacher first grabbed 2 bottle caps and put tacky glue in the middle of both caps. Teacher then held both caps together and counted to 10. The assistant teacher started to count 1,2,3,4 and children all helped the teacher count from 5,6,7,8,9,10. One of the children was so happy how different glues work for different things. <p>After the teacher gives the instruction on the art, children begin to touch the materials and glue by making their own water vehicle. Teacher told the children I'm here if you need help, and reminded students you have your friends to help too.</p>	<p>The picture below is an art work one of the students did. A week before children did this artwork, the teacher informed parents to bring to school materials, recycling products to make a water vehicle. Students were giving a whole week, twice a day to make something. Friends were able to work together. Head and assistant teacher helped when needed. Students after finishing got to name their water vehicle by writing in black marker the name of the vehicle. This girl named her "Port." All students got to show off their artwork and were able to keep their vehicle in the block center for themselves and friends to play with for the month of the water unit.</p> 
<p>Transitions</p>	<p>Objective Observation</p>	<p>Interpretation</p>

<p>Describe the transitions you see.</p> <p>Use descriptive words.</p> <p>Explain what the children & staff are doing, including their interactions.</p> <p>Be objective.</p>	<p><u>Transition:</u></p> <p>The transitions in this prek setting area are very scheduled and timed. Throughout the day, each activity has its own time of day and period of when it will be happening. Students have a visual to help get through the day for those who have a rough time away from their loved ones. Each week one student helps with the schedule, as well as reminding other friends what we have next and how many more periods till the end of the day. That one student has the job to switch the arrow when it turns into a new activity.</p> <ul style="list-style-type: none"> - Transition refers to the process of the children moving from one activity to another. Children adjust to new settings and situations, as new ways of learning, new rules, and even building new relationships. Transitioning helps the prek be ready for the future in their upgrades coming. <p><u>A run around of transition</u></p> <p>Everytime when transiting into a new activity, the head or assistant teacher gives a five minute warning. The teachers sing a song to get the children's attention. After the teachers finish singing the song, children respond back to teachers by saying "okay." The teachers like when the children are aware when they have to clean up and transition into a new period throughout the day. The teacher has a timer that is children's eye level. The teacher puts a five minute clock down. The timer is a sand timer. The sand timer has a loud ring after the five minutes are up.</p> <p>When the five minutes are up, Children freeze so the teachers can get their attention. Teachers respond to children saying "alright, clean up time." Children then clean up the area that they were just playing in. Once children are done cleaning up they sit at the carpet and wait for others. Sometimes children after cleaning up they can be waiting online to wash hands. Those children washing hands either played at art, or a sensory table.</p> <p>Also when cleaning up, others who finished first can either help their friends out around the room clean up. When all the children and teachers clean up, they all head to the main big carpet on block center and go over the next thing in there day.</p>	<p>Below is a picture of the class schedule in the classroom I observation.</p> <p>The teacher used bright and clear lettering and labels. Each period she used a different color to get students not confused. She also used actual pictures of the students during that time of day.</p> <p><u>Example:</u></p> <p>During gym time, the teacher put up a picture of students playing in the gym.</p> <p>Teacher used both pictures and words to help students get a better understanding. Also you see the arrow of what time of day it is. The arrow is given to one student each week.</p> 
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Routines	Objective Observation	Interpretation
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<p>Describe the routines you see.</p> <p>Use descriptive words.</p> <p>Explain what the children & staff are doing, including their interactions.</p> <p>Be objective.</p>	<p><u>Routines:</u></p> <p>The routines in the classroom are very well organized. The teachers make sure every child understands as well as parents too. The teacher sends letters, emails, and pictures of new routines that are brought to the classroom. Teachers advise parents to keep these routines going on at the home setting too. Teachers encourage parents to help with singing songs, and do little games to help with the routine.</p> <p><u>Example:</u></p> <p>When eating a snack or their lunch, children are asked to wash their hands before and after. Teachers ask parents to do this at home as well. Teachers give parents simple routines to do with their children.</p> <p>Teachers help children with the routines, by going over and over it. Teachers also have around the room the routines are where it has to be done. The example I gave before about hand washing. Hand washing is done by the sink. The sign is hung up above the sink with clear font and pictures. Children love singing these songs and helping others sing when it's their turn too. When being in the classroom, I even saw the teachers wash their hands and sing the hand washing song.</p> <p><u>Green and red choices:</u></p> <p>Teachers point out what's right and wrong to do in the classroom. Teacher has a red and green poster or pictures. The pictures are signs of what's right and what's wrong. The teacher helps children come together and help others when needed. The classroom has the environment of friendship.</p>	<p>The routine is basically a day to day with lots of activities being done.</p> <ul style="list-style-type: none"> - Teachers want to ensure that children are getting a great understanding of what is happening around them. - Teachers make eye contact, when children are talking. - Enforce - Teachers tend to pause, five five to ten seconds to allow the wait of interruption during a routine. 
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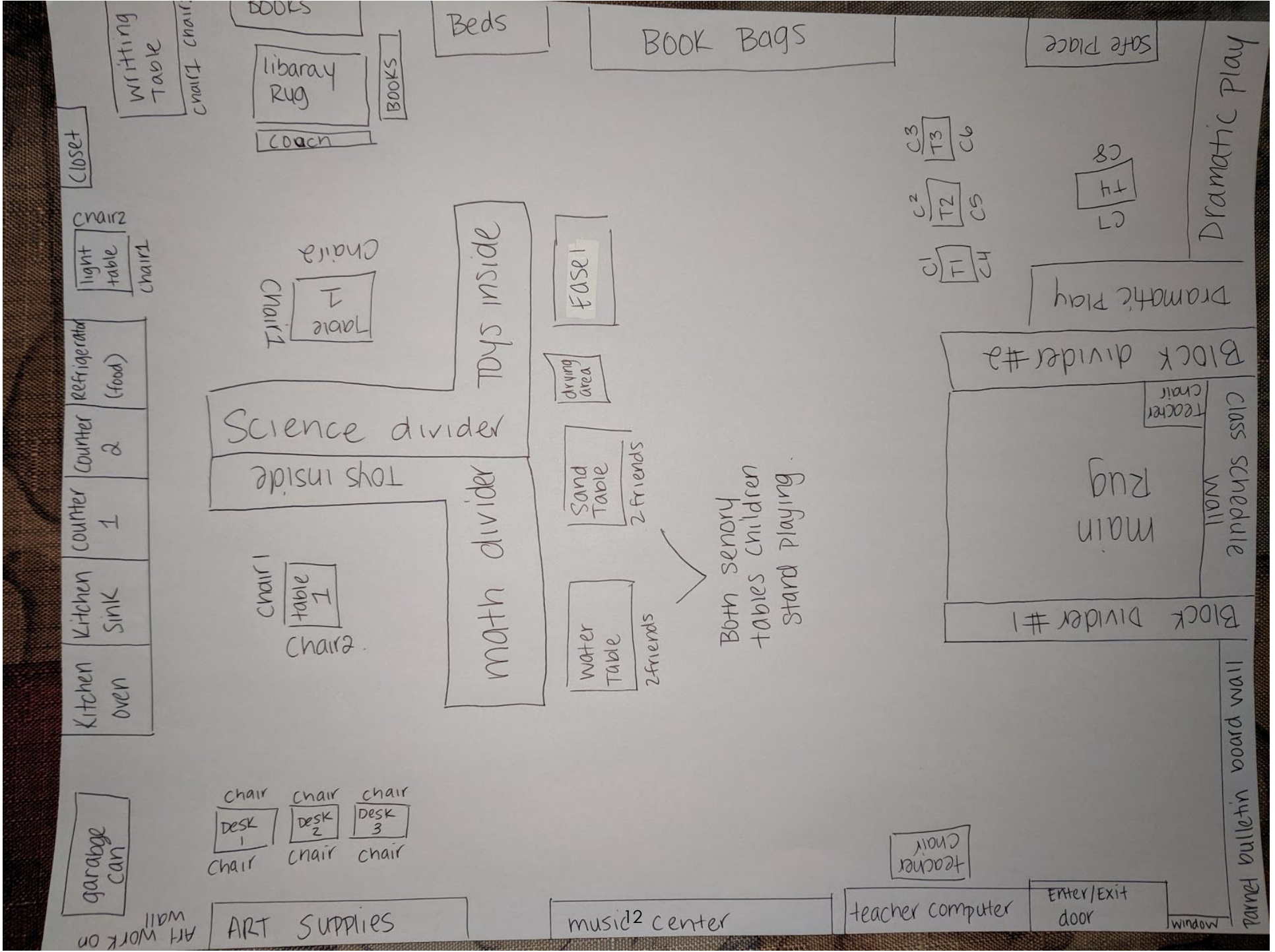
Play & Learning	Objective Observation	Interpretation
<p><i>As Guidelines</i></p> <p>Describe the play or learning materials you see in the room.</p> <p>Are there specific materials or activities out? If so, which ones?</p> <p>What materials are the children using?</p> <p>Explain what the children are doing with the materials they are using.</p> <p>What are the staff doing?</p> <p>Use descriptive words.</p> <p>How are the materials displayed & stored?</p> <p>Be objective.</p>	<p>Play and learn is important for a child. Play is an important part in a child's learning. It plays a role of how to intentionally connect learning into playing. Children can develop social and cognitive skills.</p> <p><u>Play and learning materials in a classroom:</u></p> <p>In the classroom, each center had a different way to play but had the samilariest of learning. For example in the math center, so much play and learn you see happening. The time I was in the classroom, the teacher had sorting trayings for each child playing there. The sorting trays were for the materials in math. Children had counting bears, number puzzles, counting people and legos. Each material child can get creative. Children turn playing into learning. The teacher had a thing in the math center at the time. The teacher had printed out these houses in different shapes and sizes which she lamitted. The children were able to put the counting bear in the house, and use it as how many people live in their house and who. Children used different sizes and colors of the counting bears to show who is who in their family. Children got to interact with each other as well as the teachers in discussing the number of people in their house.</p> <p>During the time, the head teacher was at the center first. Children tend to get more excited when they see one of their teachers in a center. The teacher was alone for about two minutes, till she said to some friends, "how many people live in your house?" That question got the children to come over and sit down with the teacher.</p> <p>The materials are stored very well organized. Teacher has each different toy in their own clear container. The container contains a picture of the item and a clear font of what the item is called. The label of the toy is also labeled on the center divider of what to put back the item when it's clean up time.</p> <p>Each center has enough items/toys/ for the number of children that can play there. In each center there is a children's chair for each child playing at that center.</p> <p>The teachers don't let any child feel left out.</p>	<p>Helps children gain self confidence in new experiences and environments when growing up.</p> <p>The teachers don't let any child feel left out.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"> - In the art center, four children can play there at a time. There are four of every item or tools for them to use. <p>"Play and learn is a big part of growing. It helps children develop their cognitive skills. Children have different types of ways to learn. Learning through play helps with children expressing their feelings and managing their emotions towards the people around them."</p>

Interactions	Objective Observation	Interpretation
<p>Describe the interactions between children & adults.</p> <p>Describe the interactions between adults, including families.</p> <p>How are the adults working together?</p> <p>Be objective.</p>	<p><u>Interactions between adults & children:</u></p> <p>The interaction between a child and teacher is the essential part of teaching and learning. Teachers get each and everyone of their students into participating. Even if the child is shy or nervous to answer, the teacher loves when the child makes eye contact and shows their facial expression as a response. Participation is a big part of a classroom setting. It makes sure the children are aware of what's going on. Children have a better understanding when they ask questions to either their classmates, or teachers in the room. No child has a wrong answer. The teachers in the room listen to the child, by making eye contact with them.</p> <p>In the classroom, all day there are interactions going on. The most interaction with everyone in the classroom happens in the mornings for circle time and when it's reading times on the carpet. In the morning when I observed it was a Monday morning. Monday's are the first school day of the week. The head and assistant teacher said Monday's are usually the busiest circle time. It's a fresh week and children are excited to tell their friends there weekend.</p> <p>The three interactions among teachers and children are emotional support, classroom organization, and instructional support. These interactions help in promoting children's learning and development.</p> <p>In the classroom the head and assistant teacher did lots of parallel talk. It helped the teacher see what the child is doing, seeing, and thinking of. The teacher not only talks to the children but observes them. It helps see the child's action's and describe it to the child without expecting a response for them.</p>	<p>Interacting between a teacher and child builds a strong relationship. It makes the student have trust for their teacher. The children feel comfortable being around their teacher when trust is built. It helps the child come to the teacher when they need something or help. Teachers can use a variety of strategies to build positive relationships with the children.</p> <p>The form of classroom interaction teaches the children to respect their superiors.</p> <ul style="list-style-type: none"> - Parallel play and talk between child and child. - Parallel play and talk between teacher and teacher. - Parallel play and talk between teacher and child. - Interactions happen during play, and learning. - Building relationships with one another.

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Connection to Class	Objective Observation	Interpretation
<p>How does your observation connect to what was discussed in class?</p> <p>What characteristics & qualities of working with this age group from class did you observe?</p> <p>How were those characteristics & qualities demonstrated?</p> <p>How was professionalism demonstrated?</p>	<p>My observation connects to our classroom discussions because it's all about listening to one another. We built relationships with people when listening and talking among each other. It helps us connect to familiarities. In class we discussed our personal experiences in classrooms. The experiences we hear help us in the future when observing children.</p> <p>The characteristics and qualities when working with pre-k was outstanding. The amount of excitement that the children of the age four years old brings is unbelievable. At four years old, children are coming into their first year of schooling. Pre-k is all about experiencing and getting to know each little one in your group. It's a significant reward that comes when teaching young ones. Teaching young ones brings you joy and excitement in your experience in the classroom. Not only will you have the opportunity to influence young minds and hearts, but you'll also be influenced by your children's simple, emerging faith.</p> <p>These characteristics and qualities are demonstrated by balancing between quiet listening and active, hands on. Teachers relate learning to the experiences children have already or the new experiences that are to come. Children participate by sharing their thoughts and feelings.</p> <p>Professionalism was demonstrated by respecting their peers around them. Teachers keep their side conversations towards other teachers till the end of the day. The teachers were there for the children.</p>	<p>When observing this age group it really got me thinking of what age I really want to study. After bmcc I want to do my bachelors and masters in special education program. I think teaching young ones nowadays, children have more of the imagination and thoughts when it comes to learning. Children are happy to come to school when they are young. Yes special education is any age between preschool to 12th grade. But most importantly when children enter pre-k they get tested. The testing is called states early intervention program.</p> <p>The outstanding teacher loves learning, is patient and caring. The outstanding teacher gives the struggling ones that self belief that the sky's the limit. They don't give up on their little ones. It helps them grow within their class.</p>

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Both sensory tables children stand playing.