

Capstone Project

Xiao Min Liu

ECE 311

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Child Observation Form

Observer: Xiao min Liu	
Name of Child: Student 1 and student 2	Date of Birth/Age: 4 years old
Date: April 5, 2021	Time: 1 -1:35 p m
Setting: Parks	
Observation	Interpretation
-Two girls are playing together in the park.	- S1 and S2 are very focused on building the building blocks together.
-S1 and S2 playing building the block in the park together.	-S1 and S2 enjoyed working together.
-S1 said “ You take mine apart and then I’ll take you apart”.	-S1 and S2 helping together building the block.
-S1 and S2 try to remove the block.	-S1 and S2 have a hard time to pull out the block that stuck together.
- S2 said “ But I thought this goes in there” and S1 said” I can build”.	- Teacher saw S1 and S2 had a hard time to figure out how to pull out the block and said” Can you lift the two of them together”.
-S2 sees S1 needs help and she helps her put the block on the top.	-Language; communicate using few sentences and speak very clearly during the playing.
-S1 asks S2 to help and they try to pull out the yellow block and red block because they are stuck together.	-
-S1 and S2 have a hard time pulling out the block.	-Teacher giving praise when S1 and S2 finished building the block.
-S1 said “ can you get this side ? And I’ll get this side”.	
-Teacher said to them “ Can you lift the two of them together?”	
-S1 and S2 putting the block together and finishing building the block.	
-Teacher said “ that good” to them	

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Child Observation Form (cont.)

Discussion of Behavior

1. What did you learn about the child(ren) from the observation? (Think about physical, social, emotional, cognitive, language development and the child's strengths.)

What I learn about children from the observation is that they can gain physical development while they play with the block because block play promotes the development of spatial awareness and develop hand-eyes coordinates as children reach for, lift, move and build the with blocks, strengthening their fingers, hands and arms. Children gain language development by communicating with classmates and discussing together playing building the block. Playing blocks gain cognitive skills because they learn about size and shape , balance and cause and effect as they are selected, build with , and put away blocks.

2. What did you learn that could help you in planning the physical environment? (Think about the room arrangement, materials, etc.)

What I learned that could help me in planning the physical environment is that the block area should be near the housekeeping centre but should be as far away from the quiet area as possible because playing with the block it might be very noisy so it is good away from the quiet areas. In some schools near the park it has a big block letting children to play so teachers can do some outside activity letting students playing on outside.

3. What did you learn that could help you in planning the curriculum? (Think about the child or children's interests, style of learning, etc.)

What I learn helps me in planning the curriculum is that if children are very focused on building blocks that shows he or she is very interested in playing with the block. Childrens interested in the build block I can come up with more activity related to play with the block. Ask students to build a truck, car or castle. Reading a book about building blocks.

4. What did you learn about the child or children that you can share with parents? (Think about what is unique and special about the child.)

What I learn about the child and share with the parents is that S1 and S2 are happy and joyful kids. S1 and S2 are very friendly because they are helping each other .

-The teacher asks S against “ So the water made it lighter or darker?” and S said “ darker’.	
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Child Observation Form (cont.)

Discussion of Behavior

1. What did you learn about the child(ren) from the observation? (Think about physical, social, emotional, cognitive, language development and the child’s strengths.)

What I learn about the child(ren) from the observation is that by playing with the chalk children can gain physical development because they used their hand playing with the chalk and this will be refining their fine motor skills. Children will gain cognitive development because while they are playing with the chalk they will develop color recognition. Playing with the chalk helps children gain language skills because children are curious and ask many questions.

2. What did you learn that could help you in planning the physical environment? (Think about the room arrangement, materials, etc.)

What I learned that helps me in planning the physical environment is that the school should provide some materials and toys in the school backyard playing ground so children can gain a fine motor by playing outside. Backyard playground should have some water materials or chalk letting children to play with.

3. What did you learn that could help you in planning the curriculum? (Think about the child or children’s interests, style of learning, etc.)

What I learned that could me in planning the curriculum is that if children love playing outside and I could do more outside activities. I should provides more activity relate to color helps S understand the difference between lighter and darker color. I will read a book about color and do some art activity.

4. What did you learn about the child or children that you can share with parents? (Think about what is unique and special about the child.)

What I learn about the child and I can share with parents is that S is a curious kid and he likes to explore and find out the answer that he wants.

Summary Descriptive Review:

In my observations for my field work, I had children who were developing physical development. In both of these observations the activity that children do helps develop fine motors and gross motor skills. Children playing with blocks gain gross motor and fine motor skills because block play promotes the development of spatial awareness and develop hand-eyes coordinates as children reach for, lift, move and build the with blocks, strengthening their fingers, hands and arms. By playing with the chalk children can gain physical development because they used their hand playing with the chalk and this will refine their fine motor skills. In both this activity it helps children gain gross motor and fine motor fine skills. According to “ The Power of Observation,” Judy R. Jablon, says “ How does the child move? Does the child use gestures ? Is the child physically expressive ?” (p. 14). This question helps as educators understand how can he or she help children develop fine motor and gross skill and what kind activity helps children develop physical development. One of the activities helps children develop gross motor and fine skills is play with blocks. Gross motor skills help children involve moving the whole body and using larger muscles of the body such as those in the arm and legs. I think as an educator participate in gross motor activities with young children because staff should integrate opportunities for children to use fine and gross motor skills, enhance health and physical fitness, and learn about health and safety concepts and practices throughout the curriculum. According to “ Basic of Developmentally Appropriate Practices ,” Carol Coppie and Sue Bredkamp, they said Children love to use their muscles. They become stronger and their balances and movement control improve greatly during the year. They are able to alternate feet when climbing stairs , jump, do a forward somersault, and kick a ball” (p. 3). This relates to the activities for childrens who like to play with blocks which helps them gain gross motor skills and use their muscles to lift the block.

ECE 311 – FIELD WORK HOURS COVER PAGE

DATE: 2/15/2021
STUDENT'S NAME: Xiao min Liu
TITLE OF VIDEO AND WEBSITE: SamanthaAndSaraBuildingTowersAndCastles.mp4 http://www.cde.state.co.us/sites/default/files/video/resultsmatter/SamanthaAndSaraBuildingTowersAndCastles.mp4
BRIEF DESCRIPTION/SUMMARY OF VIDEO: This video takes place in Pre-Classroom, In the classroom it has line numbers on the wall , students' pictures with their name, there is a poster on the wall with some vocabulary words and a block center. It has a lot of blocks over there. In the classroom Sara and Samantha are in the block centre using the block to build something. Sara used the block to build castles and Samantha was building a tower. What I learned from them is that Samantha can use her imagination to build a tower and she said" look at my " and " is not falling" this is showing Samantha developing problem solving skills. Playing with the blocks requires fine and gross motor skills. Sara is building castles and she tries to communicate with Samantha , when she saw Samantha building a tower too high she said " that will fall down" this showing she's known how to balance and Sara is showing social and emotional growth because she shares a block with Samantha and tells her she is building a castle. Sara calls the teacher over and shows the teacher she is building a castle and shows what Samantha is building . Teacher said to Sara "your is a castle, a nice castle". When the teacher looked at Samantha building a tower and she tried to put more blocks on the top , the teacher said " when you do that it is falling down". Samantha kept shaking her head and put one more block on the tops. The teacher said " is falling down " Samantha was laughing . The teacher said " I'm scared I don't go now because you are touching , move back". Samantha tried to put more blocks on the top again and the teacher said " I'm scared , I'm scared , you better move out the way. One of the boys came over and looked at what happened. Finally the tower was falling down and everyone was laughing. In the end the teacher wants them to clear up and says " clean up clean up". Sara and Samantha are 4 year old girls and they are in preschool. Sara has black hair with a little ponytail and wearing blue shirts, pink pants and a black sneaker. Samantha has black hair with a little ponytail too and she was wearing white shirt, gray pants and a black sneaker. When the teacher looks at Sara and Samantha using the block building a castle and tower and tries to let them know they are doing very nice and also try to let them know if using the block builds something too high it will fall down and know how to be safe and tell

them to move away. Samantha and Sara play with the blocks and help them develop social skills, abstract thinking, creativity and mathematical thinking.

FOCUS QUESTIONS:

1. Watch video and take observation notes focusing on the setting. Where does this video take place? Describe the environment, including furniture and learning materials. Identify the people. It is located in Pre-Classroom, In the classroom it has line numbers on the wall , students' pictures with their name, there is a poster on the wall with some vocabulary words and a block center. It has a lot of blocks over there.

2. Watch the video again and take observation notes focusing on what the children are doing and saying? What did you learn about them? In the classroom Sara and Samantha are in the block centre using the block to build something. Sara used the block to build castles and Samantha was building a tower. What I learned from them is that Samantha can use her imagination to build a tower and she said " look at my " and " is not falling" this is showing Samantha developing problem solving skills. Playing with the blocks requires fine and gross motor skills. Sara is building castles and she tries to communicate with Samantha , when she saw Samantha building a tower too high she said " that will fall down" this showing she's known how to balance and Sara is showing social and emotional growth because she shares a block with Samantha and tells her she is building a castle.

3. If there is a teacher, watch the video a third time and take observation notes focusing on the teacher's interactions with the child or children. Sara calls the teacher over and shows the teacher she is building a castle and shows what Samantha is building . Teacher said to Sara "your is a castle, a nice castle". When the teacher looked at Samantha building a tower and she tried to put more blocks on the top , the teacher said " when you do that it is falling down". Samantha kept shaking her head and put one more block on the tops. The teacher said " is falling down " Samantha was laughing . The teacher said " I'm scared I don't go now because you are touching , move back". Samantha tried to put more blocks on the top again and the teacher said " I'm scared , I'm scared , you better move out way. One of the boys came over and looked at what happened. Finally the tower was falling down and everyone was laughing. In the end the teacher wants them to clear up and says " clean up clean up".

4. In conclusion, analyze your observation notes and to determine what you found out of these children, the teacher, and anything else that you observed. Write about as much as you can tell from such a short observation. Sara and Samantha are 4 year old girls and they are in preschool. Sara has black hair with a little ponytail and wearing blue shirts, pink pants and a black sneaker. Samantha has black hair with a little ponytail too and she was wearing white shirt, gray pants and a black sneaker. When the teacher looks at Sara and Samantha using the block building a castle and tower and tries to let them know they are doing very nice and also try to let them know if using the block builds something too high it will fall down and know how to be safe and tell them to move away. Samantha and Sara play with the blocks and help them develop social skills, abstract thinking, creativity and mathematical thinking.

ECE 311 – FIELD WORK HOURS COVER PAGE

DATE:2/22/2021

STUDENT'S NAME:Xiao min Liu

TITLE OF VIDEO AND WEBSITE: AbigailAndSamanthaWorkingOnComputer.mp4

<http://www.cde.state.co.us/sites/default/files/video/resultsmatter/AbigailAndSamanthaWorkingOnComputers.mp4>

BRIEF DESCRIPTION/SUMMARY OF VIDEO:

This video takes place in the Pre-k classroom and the classroom has two computers. In the classroom Abigail and Samantha were playing on the computer. Samantha and Abigail were 4 years old. Samantha has black hair and is wearing a gray shirt. Abigail has black hair too and she was wearing a blue shirt. While they are playing on the computer Abigail looks like need help controlling the computer. The teacher asks Samantha to show Abigail how to do it. Samantha was playing math games and she knew how to count the number. Abigail knew how to read the word. When Abigail saw the word “ boy “ on the computer screen she said" boy”. Abigail corrected Samantha mistakes when Samantha said " who is my pet” and she said “ what is my pet” reading the word from the computer screen. Abigail calls the teacher a few times and she shows what she is doing. The teacher said to Abigail `` that's pretty cool” he wanted to encourage Abigail she is doing very nice. By playing on the computer Samantha and Abigail can gain reading skills, problem-solving, math skills ,critical thinking and social skills.

FOCUS QUESTIONS:

1. Watch video and take observation notes focusing on the setting. Where does this video take place? Describe the environment, including furniture and learning materials. Identify the people. The video takes place in the Pre-k classroom, in the classroom it has two computers. In the classroom it has two girls named Abigail , Samantha and a male teacher.
2. Watch the video again and take observation notes focusing on what the children are doing and saying? What did you learn about them? Abigail and Samantha were playing on the computer. First when Abigail tries to talk with Samantha, Abigail needs help with how to control the computer and Samantha is helping Abigail. Samantha was showing Abigail the cartoon character they created are different. Abigail recognized the word “ boy” when she read from the computer screen. Samantha played a while and she said “ I want to play a math game , I want to play a new game. Samantha knew how to count and said “ she is 4”. When Samantha reads the word from the screen , she says “ who is my pet” but Abigail said “ What is my pet” and this is showing Abigail has better reading skills than Samantha because

the word is “what “ and Samantha makes a mistake saying “who”. Abigail can recognize the color when she said “red” while playing on the computer. What I learn about them is Samantha and Abigail have good social skills and they talk together and Samantha was helping Abigail when she needed help with the computer. Abigail has good reading skills because she knows how to read the word and she recognized the color is helping her to create the cognitive link between visual clues and words. Samantha knew how to count and this shows she has good math skills.

3. If there is a teacher, watch the video a third time and take observation notes focusing on the teacher’s interactions with the child or children. There was a teacher , when the teacher saw Abigail needed help with the computer and he said to Samantha” Smantha can you help her bring it back to the front , show her”. The teacher let Samantha help Abigail because he wanted to see if they could develop problem solve skills. Abigail called the teacher a few times and showed the teacher what she was doing and she said “ Look at this hairstyle” The teacher said to Abigail” that's pretty cool”. The teachers encouraged Abigail and let her know she was doing very well and very nice.

4. In conclusion, analyze your observation notes and to determine what you found out of these children, the teacher, and anything else that you observed. Write about as much as you can tell from such a short observation. Samantha and Abigail were 4 years old. Samantha has black hair and is wearing a gray shirt. Abigail has balck hair too and she was wearing a blue shirt. Abigail is gaining literacy skills because she knows how to read the word from the computer while she plays on the computer. When Abigail recognizes the color and this is showing her is gaining cognitive skill. Samantha knows how to count and this is showing her development math skills and problem solving skills. The teacher wants to see if they have problem solving strategies when he asks Samantha to help Abigail. Teacher always encourages the student and that is why he said “ that pretty cool “ when Abigail showed him what she was playing on the computer.

Summary Descriptive Review:

In my observations for my field work, I had children who were developing cognitive development. In both of these observations the activity that children do helps develop cognitive development because they help others and try to figure out how to solve the problem. One of the activities that helps children develop cognitive skills is play with the computer when they play with the computer children used their mind to figure out how to control the computer and how to solve math problems when they played the math games. According to the article , “ fostering Language and Literacy in Classrooms and Homes ,” by David K. Dickinson and Patton O. Tabors, they said , “ we assessed the children’s ability to understand words, their emergent literacy skills, including knowledge early reading and writing” (p. 12) this is relates one of the observation I attached helps children develop cognitive skills because in the video Sammantha and Abigail was playing computer and when they play the games is ask their to fill out the sentence and reading the word , also when they play the computer is ask develop the character how it looks. When they develop the character they will think about what outfits and or colors their character were going to be. All this thing that Sammanthan and Abigail are doing helps them develop cognitive skills because they use their mind to figure out what they are going to do and it takes time for them to think. Playing with blocks also helps children develop cognitive skills because while they play with the block they will think “ I want to build a castle . How do I do that?”. and this helps children gain developing skills. Playing with blocks lets children recognize the size , shape and color and this it helps them gain cognitive skills. According to “The Power of Observation ”Judy R. Jablon, says, As children develop trust in their teacher, they become more likely to take on challenges, continue trying, and ask questions when confused,” (p.11). When children ask a teacher or classmate questions it helps them

develop cognitive skills because you think about what you might need help with and how to ask for help.

ECE 311 – FIELD WORK HOURS COVER PAGE

DATE: March 1, 2021
STUDENT'S NAME: Xiao Min Liu
TITLE OF VIDEO AND WEBSITE: RealConversationsDuringAPretendLunch.pm4. http://www.cde.state.co.us/sites/default/files/video/resultsmatter/RealConversationsDuringAPretendLunch.mp4
BRIEF DESCRIPTION/SUMMARY OF VIDEO: This video takes place in Pre-k classroom, In the classroom it has an alphabet letter with pictures posted on the wall and students' names. It has a dramatic play area and in there it has a table and 3 chairs also it has a lot of food toys on the table. In the classroom there were two children named Bih , Kennadi and a teacher Mr. Matthew. Kennadi and Bih were 4 years old. Kennadi has a black hair and she wears black shirts and blue jeans. Bih has a black hair too and he wears white shirts and blue jeans. Bih and Kennadi were playing pretend lunch with the teacher together in the dramatic play area. Mr.Matthew was their teacher. while they played Mr.Matthew was asking them questions and seeing how much they know about it. When Mr.Matthew asks Kennadi about butterflies and seeing she gains science skill and knows about butterflies. Bih also tells Mr.Matthew he has a pet at home and this is showing he loves animals and he also likes ketchup. Kennadi and Bih playing in the dramatic play area helps them gain language development. Bih and Kennadi had a conversation with their teacher Mr.Matthew when they're doing a pretend lunch. The teacher sat there and played with Bih and Kennadi. Mr.Matthew was asking "do we have lemon , Can I have some lemon in my tea " while they were doing a pretend lunch. Mr.Matthew asked Bih "do you want to have some lemon in your"? Bih said" yeah" and he went to get the lemon but what he showed to the teacher is not a lemon. Mr.Matthew said to him ``oh, that one was actually a piece of pie apple but there was one over there" and Bih said " thank you to the teacher. Kennadi tells Mr.Matthew she gets the lemon from the store. Mr.Matthew said to Kennadi" You get lemon from the store, who went to the store"?. Kennadi said " I did" to Mr.Matthew "you did" Mr.Matthew said. Mr.Matthew also asked Kennadi what else did you get from the store. Kennadi said " butterfly ". Mr.Matthew said to Kennadi" you get butterflies in the store, what do you do with the butterflies from the store". Kennadi said " put in a cage". Mr.Matthew was asked ``Kennadi you keep butterflies in there and why do you keep butterflies there "? and Kennadi said " So they are safe". Mr.Matthew said to Kennadi" oh, that a good reason to keep butterflies safe and what happens when they grow up"?. Kennadi tells Mr.Matthew they grow, they start flying. After Mr.Matthew talked with Kennadi he started talking with Bih. Mr.Matthew asked Bih how the sandwich was, what do you put inside the sandwich? Bih said to the teacher" Ketchup" and Mrs.Matthew said " Ketchup is pretty good inside the

sandwich". Kennadi tells the teacher her friends don't like ketchup and pickle. Matthew tells Kennadi he doesn't like pickle too but one day someone made him a sandwich that had pickles inside the sandwich and he liked it. When Bih walked over to the table Mr. Matthew said to him "Can you put some tea in my tea cup". Bih said to the teacher "that the ketchup" and Mr. Matthew said "oh that the ketchup, I'm sorry, ketchup right there, delicious". Bih said to Mr. Matthew "I like ketchup and ice cream". This is why Bih will put ketchup inside Mr. Matthew's teacup instead of tea. Mr. Matthew said to Bih "this pizza is delicious, will you like some pizzas, enjoy your pizzas". Bih tried to find more pizzas and Mr. Matthew said "there were more pizzas, pizzas and tea breakfast are great". Bih gives Mr. Matthew some chips and Mr. Matthew asks them what kind of chips are they? Kennadi said "salt chips". Matthew said to Kennadi and Bih "Chips are made of potato, do you have a potato, I show you, do you know what a potato is"? Bih said "yes" to the teacher and he walked over and brought a potato toy to the teacher. Matthew said to Bih and Kennadi "so chips are made of potato, a lot of potatoes made of potato chips, they cut the potato, fired up and made the potato chips". After Mr. Matthew told them about potato chips, Bih was pretending to drink his sandwich. Mr. Matthew said to them "oh right guys, I started to get full, I have a lot of food, I have my orange and ice cream and I think I might clean up". Bih and Kennadi said to the teacher they will clean up and Mr. Matthew said "it was nice of you". Kennadi said to Mr. Matthew "I will make you some more, when you come back" and Mr. Matthew said "you're going to make some more, well I started to get full". Bih shows the dog doll to the teacher and tells him he has a pet at home. Mr. Matthew asked Kennadi "did you buy the ice cream at home or did you make it"? Kennadi said to Mr. Matthew "buy it" Mr. Matthew pretended to eat ice cream and Bih said "you drink it". Before they clean up Kennadi and Bih asks Mr. Matthew to wash his hand. What I learn about them is that playing in a dramatic play area pretending eating lunch is helping them learn about important social skills, such as empathy. Kennadi is very smart and has knowledge about butterflies and knowing about the potato, she loves to talk with the teacher and answer the questions. Bih and Kennadi are telling the teacher to wash their hands and this is showing they know hand washing prevents the spread of diseases. In the dramatic play area Mr. Matthew was playing with Kennadi and Bih. Mr. Matthew asks Bih to get lemon and see if Bih recognizes what is lemon but Bih brings a piece of pie apple to him and Mr. Matthew shows him what is lemon. When Kennadi tells Mr. Matthew she bought a butterfly at the store and asks Kennadi why she kept the butterfly in the cage and when the butterfly grew up and what happened. By asking those questions is letting Mr. Matthew know how much Kennadi knows about butterflies. Mr. Matthew explains to Kennadi and Bih what potato chips were made and how it was made. When Kennadi and Bih ask him to wash his hand Mr. Matthew asks them where was soap and tissues, this is showing see if Bih and Kennadi have the knowledge to recognize the steps and how important it is to wash our hand.

FOCUS QUESTIONS:

1. Watch video and take observation notes focusing on the setting. Where does this video take place? Describe the environment, including furniture and learning materials. Identify the people. It is located in Pre-K classroom, In the classroom it has an alphabet letter with pictures posted on the wall and students' names. It has a dramatic play area and in there it has a table and 3 chairs also it has a lot of food toys on the table. In the classroom there were two children named Bih , Kennadi and a teacher Mr. Matthew.

2. Watch the video again and take observation notes focusing on what the children are doing and saying? What did you learn about them? In the classroom Bih and Kennadi had a conversation with their teacher Mr. Matthew when they're doing a pretend lunch. The teacher sat there and played with Bih and Kennadi. Mr. Matthew was asking "do we have lemon , Can I have some lemon in my tea " while they were doing a pretend lunch. Mr. Matthew was asked ` Bih "do you want to have some lemon in your"? Bih said" yeah" and he went to get the lemon but what he showed to the teacher is not a lemon. Mr. Matthew said to him ``oh, that one was actually a piece of pie apple but there was one over there" and Bih said " thank you to the teacher. Kennadi tells Mr. Matthew she gets the lemon from the store. Mr. Matthew said to Kennadi" You get lemon from the store, who went to the store"?. Kennadi said " I did" to Mr. Matthew "you did" Mr. Matthew said. Mr. Matthew also asked Kennadi what else did you get from the store. Kennadi said " butterfly ". Mr. Matthew said to Kennadi" you get butterflies in the store, what do you do with the butterflies from the store". Kennadi said " put in a cage". Mr. Matthew was asked ``Kennadi you keep butterflies in there and why do you keep butterflies there "? and Kennadi said " So they are safe". Mr. Matthew said to Kennadi" oh, that a good reason to keep butterflies safe and what happens when they grow up"?. Kennadi tells Mr. Matthew they grow, they start flying. After Mr. Matthew talked with Kennadi he started talking with Bih. Mr. Matthew asked Bih how the sandwich was, what do you put inside the sandwich? Bih said to the teacher" Ketchup" and Mrs. Matthew said " Ketchup is pretty good inside the sandwich". Kennadi tells the teacher her friends don't like ketchup and pickle. Matthew tells Kennadi he doesn't like pickle too but one day someone made him a sandwich that had pickles inside the sandwich and he liked it. When Bih walked over to the tablet Mr. Matthew said to him" Can you put some tea in my tea cup". Bih said to the teacher" that the ketchup"and Mr. Matthew said "oh that the ketch , I'm sorry, ketchup right there, delicious". Bih said to Mr. Matthew " I like ketchup and ice cream". This is why Bih will put ketchup inside Mr. Matthew teacup instead tea. Mr. Matthew said to Bih" this pizza is delicious , will you like some pizzas, enjoy your pizzas". Bih tried to find more pizzas and Mr. Matthew said " there were more pizzas , pizzas and tea breakfast are great". Bih gives Mr. Matthew some chips and Mr. Matthew asks them what kind of chips are they? Kennadi said" salt chips". Matthew said to Kennadi and Bih " Chips are made of potato, do you have a potato, I show you, do you know what a potato is "? Bih said "yes "to the teacher and he walked over and brought a potato toy to the teacher. Matthew said to Bih and Kennadi " so chips are made of potato , a lot of potatoes made of potato chips ,they cut the potato ,fired up and made the potato chips". After Mr. Matthew told them about potato

chips, Bih was pretending to drink his sandwich. Mr. Matthew said to them "oh right guys , I started to get full, I have a lot of food , I have my orange and ice cream and I think I might clean up". Bih and Kennadi said to the teacher they will clean up and Mr. Matthew said " it was nice of you". Kennadi said to Mr. Matthew "I will make you some more , when you come back" and Mr. Matthew said "you're going to make some more, well I started to get full". Bih shows the dog doll to the teacher and tells him he has a pet at home. Mr. Matthew asked Kennadi "did you buy the ice cream at home or did you make it "?. Kennadi said to Mr. Matthew " buy it " Mr. Matthew pretended to eat ice cream and Bih said " you drink it". Before they clean up Kennadi and Bih asks Mr. Matthew to wash his hand. What I learn about them is that playing in a dramatic play area pretending eating lunch is helping them learn about important social skills, such as empathy. Kennadi is very smart and has knowledge about butterflies and knowing about the potato, she loves to talk with the teacher and answer the questions. Bih has gained social skills too and he loves making some food and letting the teacher eat. Bih and Kennadi are telling the teacher to wash their hands and this is showing they know hand washing prevents the spread of diseases.

3. If there is a teacher, watch the video a third time and take observation notes focusing on the teacher's interactions with the child or children. The teacher was Mr. Matthew in the classroom. In the dramatic play area Mr. Matthew was playing with Kennadi and Bih. Mr. Matthew asks Bih to get lemon and see if Bih recognizes what is lemon but Bih brings a piece of pie apple to him and Mr. Matthew shows him what is lemon. When Kennadi tells Mr. Matthew bought a butterfly at the store and asks Kennadi why she kept the butterfly in the cage and when the butterfly grew up and what happened. By asking those questions is letting Mr. Matthew know how much does Kennadi know about butterflies. Mr. Matthew explains to Kennadi and Bih what potato chips were made and how it was made. When Kennadi and Bih ask him to wash his hand Mr. Matthew asks them where was soap and tissues , this is showing see if Bih and Kennadi have the knowledge to recognize the steep and how important it is to wash our hand.

4. In conclusion, analyze your observation notes and to determine what you found out of these children, the teacher, and anything else that you observed. Write about as much as you can tell from such a short observation. Kennadi and Bih were 4 years old. Kennadi has a black hair and she wears black shirts and blue jeans. Bih has a black hair too and he wears white shirts and blue jeans. Bih and Kennadi were playing pretend lunch with the teacher together in the dramatic play area. Mr. Matthew was their teacher. while they played Mr. Matthew was asking them questions and seeing how much they know about it. When Mr. Matthew asks Kennadi about butterflies and seeing she gains science skill and knows about butterflies. Bih also tells Mr. Matthew he has a pet at home and this is showing he loves animals and he also likes ketchup. Kennadi and Bih playing in the dramatic play area helps them gain language development.

<p>The teacher said to Grace “ The sparkle tray ? This pack right here?” and teeling Grace to go back to her chair and try to ask Kaylee again.</p> <p>-Grace asks Kaylee to pass the sparkle again and Kaylee doesn’t want to.</p> <p>-Teacher said to Kaylee “ what you could do, is you could suggest to her that it might be better for her to have a tray to use for her sparkles. But, it's her choice on what she decides to do.”</p> <p>Teacher asks Kaylee to try again and Grace will ask Kaylee to pass the sparkles.</p>	
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Child Observation Form (cont.)
Discussion of Behavior

1. What did you learn about the child(ren) from the observation? (Think about physical, social, emotional, cognitive, language development and the child’s strengths.)

What I learn about child(ren) from the observation is that when children do art work together it helps them develop social and emotional development because they learn how to communicate with their classmates and share materials. Art work is helping children develop physical development because they are using finger and hand working on the project and this helps them develop fine motor skills.

2. What did you learn that could help you in planning the physical environment? (Think about the room arrangement, materials, etc.)

What I learned that could help me in planning the physical environment is that when children draw a picture or and do any art work they should be sitting in the art area. Art area should provide supplies crayon , color pencil, construction paper, paint, canvas, paintbrushes, sparkle.

3. What did you learn that could help you in planning the curriculum? (Think about the child or children’s interests, style of learning, etc.)

What I learned that could help me in planning the curriculum is that when children like to work on art, I should come up with more activities related to the art. Children have difficulty communicating and working together and I should come up with more activities that help them learn how to work together. For example build bluck together in the classroom and play games together as a team.

4. What did you learn about the child or children that you can share with parents? (Think about what is unique and special about the child.) What I learn about the child and share with Parents Grace is a very nice and patient child and Kaylee is a good child and she needs to learn how to share.

Summary Descriptive Review:

In my observations for my field work, I had children who were developing social -emotional development. In both of these observations the activity that children do helps develop social-emotional development. Social development helps children develop close friends with their classmates and how to express their feelings, for example , sad and happy. Play in the dramatic play area helps children develop social - emotional skills because they learn how to share the materials and take turns while they play in the same area. Children also gain social-emotional skills by communicating with classmates or teachers. According to the reading “ Creating classrooms that promote Rich Vocabularies for At-Risk Learners,” by Deanna L Neokovei and Shirley A. Ermmis, they said, “ Eye contact is important ; it usually means that someone is listening to what we have to say,” (p. 90). This is very important and relates to social development because social development can involve so much communication and one of them can be looking at each other in order to socialize with each other and then come together to talk just like the one of the field work video that I have observe that Mr. Matthew and Kennadi were looking at each other when they communicated. According to the reading “ Creating classrooms that promote Rich Vocabularies for At-Risk Learners,” by Deanna L Neokovei and Shirley A. Ermmis, they said, “ it is through participation that young children learn to communicate with others ” (p. 92). This is related to another observation of the field work video that I have observed about social- emotional development is the children Grace and Kaylee. Grace and Kyalee were working together in the same art table but while Grace asked Kyalee to pass the sparkle and Kyalee didn't want to, this showed Kyalle needs learning how to share the materials and gain social-emotional development. Kyalle and Grace express how they are feeling during the conversation and this is helping their development social -emotional skills. Social-emotional development is very important in early childhood because this

development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships , and a sense of important and value to those around him/her.

Child Observation Form

Observer: Xiao min Liu	
Name of Child: A, B, C	Date of Birth/Age: 4 years old
Date: April 19, 2021	Time: 10-10:35
Setting: Reading center	
Observation - A was sitting with another student together on the floor and reading a book. -All students had puppets sticks in their hand, A had Gingerbread boy puppets sticks , B had a wolf and C had a fox. -While children read the story book and they play with the puppets sticks. -The teacher asks children questions and shows them to recognize what a fox and wolf looks like in the pictures. -A was saying “ there was 1 and 2 fox” while she looked at the picture. The teacher said to A “ there were two different ones , it was a wolf and fox. A also said “ there are two but not match and the teacher said “ exactly they don’t match , there are different animals , there are not even the same character”. -B said “ they are going to the woods” and the teacher responde said to B “ you are right they are both going to the woods”.	Interpretation -Student A , B , C was very focused and enjoyed sitting in the reading centre and reading the book. -Students A,B,C have their own puppets sticks to play with. -A was confused about what is a wolf and fox. -Teacher helps A to recognize what Wolf and fox are by showing her the picture in the book. Language Skill; Children gain a sense of what's a book about and speak clearly to answer questions the teacher is asking. Children playing with puppets sticks doing the drama play.

<p>-The teacher asked A , “ you want me to be him? A said “ No” , and the teacher asked A they both want to eat gingerbread boy? A said “ em “ to the teacher.</p>	
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Child Observation Form (cont)

Discussion of Behavior

1. What did you learn about the child(ren) from the observation? (Think about physical, social, emotional, cognitive, language development and the child’s strengths.)

What I learn about child(ren) from the observation is that gaining language development by playing with puppets sticks helps children to recite story lines and this helps them develop their speaking as well as listening skills. Gain Cognitive development because children reading a story involve a beginning, middle and an end with some kind of problem that needs solving. Children playing with puppets sticks will help them gain Physical development because they used their hand to play with the puppets sticks and this develops their fine motor skills.

2. What did you learn that could help you in planning the physical environment? (Think about the room arrangement, materials, etc.)

What I learned that could help me in planning the physical environment is that I should provide different kinds of books in the bookshelf and children can choose the book they like to read. Read center should centre should some have vocabulary words that post on the wall.

3. What did you learn that could help you in planning the curriculum? (Think about the child or children’s interests, style of learning, etc.)

What I learn that helps me in planning the curriculum is that children are interested in reading the animal book and I should provide more animal books that let children feel interested to read. A was confused about fox and wolf and I should provide more activity related to animals so it helps her understand animals better , for example lets them draw pictures of animals and go to field trips to visit the animal lets her recognize different animals.

4. What did you learn about the child or children that you can share with parents? (Think about what is unique and special about the child.)

What I learned about the child and shared with the parents is that A was a lovely child and she loves animals.

Child Observation Form

Observer: Xiao min Liu Name of Child: Joseph Date: May 3, 2021 Setting: Reading area		Date of Birth/Age: 4 years old Time: 10-10:30
<p style="text-align: center;">Observation</p> <p>-Joseph was sitting at the reading table with the teacher together reading a book "The Three Little Pigs".</p> <p>- Joseph reading the book teacher asked him some questions about the book.</p> <p>-Teacher asked Joseph "What the bad wolf said to the pig"? And Joseph said " little piggy" to the teacher.</p> <p>-Teacher also asks Joseph " what does the wolf do"? And Joseph telling the teacher " The wolf goes to the other house that makes the stick".</p> <p>-The teacher Josep is the piggy looks scared? And Joseph said to the teacher " NO, the end." Joseph smiled and put the book back to the bookshelf.</p>	<p style="text-align: center;">Interpretation</p> <p>-Joseph was very focused and having fun reading the book " The Three Little Pigs" with the teacher together.</p> <p>-Teacher supports Joseph by asking him questions about the book and showing the pictures on the book while reading the book with Joseph.</p> <p>-Josep has bad eyesight and he wears glasses.</p> <p>-Joseph understands what happens and what is going about the book by answering the question that the teacher is asking.</p>	

Child Observation Form (cont.)

Discussion of Behavior

1. What did you learn about the child(ren) from the observation? (Think about physical, social, emotional, cognitive, language development and the child's strengths.)

What I learn about the child(ren) from the observation children will develop language skills when they read the book. Children will gain a rich oral vocabulary because while the teacher is

reading the story to them and they use their listening skill and by answering the question they use speaking skills. Reading books also helps children develop their brain, ability to focus , concertation, social skills and communicate skills.

2. What did you learn that could help you in planning the physical environment? (Think about the room arrangement, materials, etc.)

What I learned that could help me in planning the physical environment is that when children read the book , they can sit in the reading area and in the reading area bookshelf should have different kinds of books that children like to read.

3. What did you learn that could help you in planning the curriculum? (Think about the child or children's interests, style of learning, etc.)

What I learned that could help me in planning the curriculum is that children love to read books and I should provide different kinds of books and letting children feel fun and enjoy reading the book. Joseph loves reading the book" The Three Little Pigs" and I should provide more animal books in the reading area and I can let Joseph draw a picture of animals because Joseph loves animals.

4. What did you learn about the child or children that you can share with parents? (Think about what is unique and special about the child.)

What I learn about the child and I can share with parents is that Joseph is a very good kid and he loves animals and he is interested in reading animal books.

Summary Descriptive Review:

In my observations for my field work, I had children who were developing Language development. In both of these observations the activity that children do helps develop Language development. During the early school years, children will learn more words and start to understand how the sounds within language work together. Your child will also become a better storyteller, as they learn to put words together in different ways and build different types of sentences. According to the article “ fostering Language and Literacy in Classroom and Homes,” by David K. Dickson and Patton O. Tabors, they said , “ we wanted to identify the strengths in home and in preschool programs that can build strong language and literacy foundations so we can ultimately make these strengths part of all children's lives ,” (p. 11). Language Development lays the foundation for the reading and writing skills in children as they enter and progress through school and home. One of the field work videos that I had observed is that three students were together and the teacher read the books with them. Three students also play with puppets sticks and this helps them develop language development because playing with puppets sticks helps children to recite story lines and this helps them develop their speaking as well as listening skills. According to “The Power of Observation ”Judy R. Jablon, she asks questions that I believe are useful when observing children. She said ,“ Does the child speak? If so, how much language does he or she have ? with whom does the children talk with other children ? other adults ? ” These questions will help as educators when observing the children because it's important to know who children are talking to and in what language are, they are most comfortable with. It is important to hear children when they are speaking to each other or with any person because they are developing their language development and that is related to the observation I have that three students playing with puppets sticks and they communicate with each other and this helps me understand do they gain language skill as I am

observing?

Conclusion: A strength that I noticed when I am observing children's development is that I believe that the more observations I have the more I can understand children better. I can identify each child's development and what they need help with? I can come up some activity helps children weakness area , for example if children needs to improve their language skills and I should have vocabulary poster in the classroom and have different kinds books helps them gain rich oral vocabulary. The more connection I have with the children and better understanding helps me how to take care of them. A struggle would be not able to write down everything that the children are doing and saying. When children were moving around and talking to each other it was too hard for me to understand and clear what the children had said. I might need to take video of the children and by video I can see and listen better to what the children are saying. I can meet one by one with each student and talk with them. During the conversation I can know about children's learning process and what their weaknesses and strengths are.

Commentary:

1.As I observe every child has their own style to learn things and develop the skills that they need. Some children might need more help to complete the activity and some others don't and they are ready to move on and they can help their classmate. Some children like to work on their own and some don't. In the classroom some children might be shy and some might be very enthusiastic.

2.Something that surprises me about children's development over the course of the semester is that the more you make connections with the children it helps you get better to know them. Every child has their own unique personality characteristics and you have to know how to make close relationships with them in order to understand them. You have to drop some notes while you observe the child in order to know how their learning process is.

3. The way I would use what I have learned about the developments from the videos in order to set up a classroom environment is that it is very important to set a classroom that children feel welcome and enjoy learning in the classroom. I will post every child's names and pictures on the walls so that every child knows about their classmate's names. I should provide many materials in the classroom that children need, for example, pencil, notebook, crayons, construction paper and many different kinds of books in the reading area. Classroom should have a Block center, Dramatic play center, Sensory center, Art Library center, Writing center, Literacy center, Math centre and Science center. Children sometimes like to read a book on their own and like to sit in the reading area and some children have fun working with other students and they will play block together in the block center.

4. Something that I learn most about young children from my experiences in the virtual fieldwork is that children sometimes don't feel like joining working with the classmate and you need to encourage the student and learn how to communicate with him or her in order to work as teams together in the classroom. Make more connections with children and it helps you get a close relationship with them and they will trust you and feel you are their friends.

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