

Child Study Portfolio

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The child's Background Information

Irina Chen is a cute girl, and she is talkative. She is 5 year and 2 months years old now. She was born in America, but her parents were born in China. Her first language is Chinese because her parents speak Chinese. Both of her parents are from Southern China, they have their own native language, so Irina speaks Chinese, not mandarin. Her parents run restaurant, and they are busy. Irina is looked after by her grandmother when she was born. She always said she loved her grandmother best. When she mom has a rest, she will be happy and tell people around her. I know she hopes her mom can stay together with her more time through my observations.

When she was 2 years old, her grandmother sent her to my class, and she made a deep impression on me. Her grandmother stood outside the classroom and tried to leave her in the school. Irina sitting on the floor and hugging her legs. Irina cried loudly and yelled, "No, I do not want to study, I do want to stay here." The whole floor could her voice. This situation lasted two weeks. She had separation anxiety. At the beginning, she was quiet and shy. She refused to communicate with peers and teacher. Irina stayed at a corner and hold a stuffed toy in her hug. She looked very upset the whole day. After two weeks, she stopped crying, and she started to play with us and peers.

Although Irina's parents are busy, they love Irina very much. When her mom has a rest, she will spend the whole day to play with her. Also, her mom is very nice and care about her. She texts me twice a week. Every time, she asks a lot of questions about Irina. She asks what things she needs to do for Irina. She will prepare birth ceremony for Irina at school because Irina likes. Irina lives in a harmonious home, and she gets a lot of love form her family members. She loves them, too.

Physical Development

Anecdotal Record

Feb 2, 2021, 10:30am

Irina sat on the chair. She wore pink pajamas with button, a white T-shirt underneath. She has long hair, so her mom tied her hair. Ms. Alisyn said, “Good morning, Irina”. Irina stood up and use her elbows to support her body on the table. She smiled and waved her hands, said, “Good morning, MS. Alisyn and Ms. Zheng.” “Do you have a good weekend?” Every kid answered the question. Irina was active because she raised her hands many times to answer the questions. After that, Ms. Alisyn said, “let us do our movement.” All students stood up and pulled away their chairs, and they danced together. When Irina heard, “walking, walking, walking,” she walked following the music. When she heard “running, running, running”, she run following the music. When she heard, “hoping, hoping, hoping”, she hoped following the music. When she heard “tip toe tip toe and jump, jump”, she walked with her toes and jump. After dancing, she unbuttoned her coat, took it off, put it beside. Later, her mom said, “put it on.” Irina put the coat on and buttons with both hands.

Feb 2, 2021, 11:30am

Ms. Alisyn said, “We have learned different light this month, today, let us make a traffic light.” All students took out the material. Ms. Alisyn said, “let us draw a circle on the paper first.” Irina drew a nonperfect circle on the paper. Then she switched the pencil to the left hand, unzipped her pencil case, took out the eraser, tried to fix the circle. Ms. Alisyn said, “It’s ok, just try your best.” After that, Irina put the eraser back and zipped her pencil case. Irina drew 3 circles. Ms. Alisyn said, “Now, using your scissors to cut it down.” Irina held the paper in her

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left hand with her thumb and fingers, cut the circle according to the line with her right hand. Ms. Alisyn said, “take out your crayon, please, let us color them.” Irina started to color the circle, some of the color is out of the line, but not too much. When she done, she held the different colors paper to show, so Ms. Alisyn said, “Great job, so, the next job is that past it on your black construction paper.” Irina took out her glue, colored it on the back of the circle, put it on the black paper, and pressed it.

Descriptive Review

Irina’s fine motor and gross motor skills are developed well. She was able to hold things on hand and pick up the small things with fingers. Also, she can draw with her right hand and cut things with scissors according to the line. From this, I can tell Irina has great control over his muscle on her fingers and hands. However, her fine motor skill on the right hand developed better than her left hand because s used his right hand more often. She used her right hand to hold the pencil, erased the circle, and draw the picture. Furthermore, Irina’s gross motor skill is developing as well as his fine motor skill. She can pullout the chair easily with one hand and she did well on the gross motor assessment. She can run, walk, jump and stop stably, so Irina has great balance. She lifted her left foot and hopped up and down with the right foot and he did not fall or lose balance.

Cognitive Development

Anecdotal Record

On March 9th, 2021 10:30

The Headteacher said, "Good morning, everyone." Irina smiled and said, "Good morning, The Headteacher." The Headteacher asked, "what day is it, today?" Irina raised her hands, but The Headteacher called the other kids. Irina said, "Ms. Alisyn, I raised my hands, why you do not call me." The headteacher said, "Brian raised his hands first, I will call you later." Irina said, "ok." After that, The Headteacher asked, "What is the weather like today?" Irian raised her hand again, The Headteacher called her name, she answered, "It is sunny and warm." The Headteacher said, "Yes, it is sunny and cold today. Great job!" Irina smiled again, she told her mom, "I did a great job. The Headteacher said, "today we are going to make beautiful fish, please take out your construction paper, pencil, giggle eyes, and scissors." Irina took out all the material, put them on the table. The Headteacher said, "First, let us draw a circle on red paper." Irina drew a big circle on red paper, cut it down to follow the teacher's directions. The Headteacher said, "Next, cut the yellow paper into a small rectangle, like this." Irina cut a small rectangle from her yellow paper. When the Headteacher folded the yellow paper, she folded her yellow paper, too. The Headteacher said, "Now, we have the fishes' body and tail. What else does fish have?" Irina said, "mouth." Some kids said, "eyes," "feathers." The Headteacher smiled and said, "that is scale. Let us draw a line to stand its mouth and pated the giggle eyes on our fish." Irina twisted the glue on the left top of the red paper, pasted the giggle eyes on the red paper, and drew a line under the eyes at the same side. When she was done, she looked confused, she raised her hand and asked, "why this fish only

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have one eye?" The Headteacher said, "because its anther eye is at the other side." Then she showed this to Irina.

On March 24th, 2021 2:00

At the beginning of the class, Irina looked very happy because she had a new doll. When she saw the teacher, she said, "look, my baby, she is my new daughter." The teacher said, "oh, she is so pretty." Irina held the baby in her hug and touched its face. The headteacher took out a box which was filled with the blocks, and said, "wow, I have a lot of blocks. the box is....." Irina said, "full." After that, the headteacher took out another box, and said, "there are no blocks, this box is....." Irina said, "nothing, it is Empty." The headteacher said, "Great job!" Irina smiled and turned to her mommy, said, "I did a great job, mommy." After she said, she turned back and paid attention to class again. said, "let us count how many blocks are in the box." When The headteacher took out one block from the box, Irina and the other kids count one, until they count twenty. The headteacher wrote the numbers 1 to 20 on the easel, pointed to the numbers, and the children fellow her to read. When the headteacher pointed to the number "5", she said, "Irina, what is this number?" Irina looked at her mommy, her mommy said, "do not look at me, you are Irina." Irina turned her head back, and said, "n, is it five?" "Yes, it is five, you are right." Irina smiled and said, "thank you, Ms. Alisyn." Then, the headteacher said, "could you show me 20 pieces of your toys?" All the children said, "yes." They run and got their toys on the table. Irina took out her small pieces of Legos and started to count, "1, 2, 3 4....." When she counted to 20, she put the left Legos in a box, and said, "Ms. Alisyn, look, I have 20 pieces of Lego, I count from 1 to 20." "Could you write down how many toys you have?" "sure." Irina wrote 20 on the paper. Also, she wrote her name on the top of the paper.

Descriptive Review

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During the Art Activity, when Irina found that the fish only had one eye, she told the teacher and asked why. Irina liked the Art activity, so she paid attention to class during the class. She could concentrate and attend when interested according to Appendix 4. Irina can use language as a tool for thinking, such as she said her new doll is her daughter. She could write numbers and names on paper. She can use written symbols according to Appendix 4. She could connect the numbers with Legos, Art activity with the real fishes. During the Art activity, she mentioned things from the past, such as the fish had two eyes, not one eye. Also, she demonstrated that she remembered the thing that she just learned. For example, she can count from 1 to 20, after the teacher counted for them in the class. Irina can sort things by one property. When the headteacher asked her to take out the Legos, she took out the Legos, but the Legos included wooden Legos and plastic Legos. When Irina met a hard question, she would look for help from the adults. If the adults encourage her, she could use her language to think about the question. When the teacher asked whether the box was empty, she said, “nothing, it is empty.” When the teacher asked her to show 20 toys, she used her Legos to count, so she used resources to solve the problem. Irina can describe that she had 20 Legos and she counted them from 1 to 20.

Irina knew the shape rectangle and circle, the knowledge corresponded to the basic concept in Appendix 3. Irina could take out the red construction paper and yellow paper, the knowledge corresponded to color concepts in Appendix 3. Irina knew could connect the number 2 with the fish's eyes, the knowledge connected with math concepts in Appendix 3. Irina knew the weather, the knowledge connected with scientific concepts.

In conclusion, Irina could use her knowledge and ex-experience to solve the problems by herself. When met some questions were hard, she would ask an adult to help her. If the adult asked

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herself to solve the problem, she would use her language, materials, and tools to solve the problems. Her ability to problems solving is beyond her age group.

Brief Description of the child

My child has short yellow hair, white skin, and small mouth. She wears a set of pink pajamas. During the class, she can sit well and pay attention to the class. When the teacher asks her to take out different material, she smiles and takes them out. She always follows the direction on the class. She can distinguish the empty and full very well. She is not very confident sometime, for example, she knows the answer, but she looks at her mommy first. She knows shapes, colors, and numbers. She can count from 1 to 20. Also, she can read the number when the teacher point to the certain number. She can use her language to describe what she does in the class. When the teacher asks her questions, she can understand and give appropriate response. In a conclusion, her cognitive development is very well, and she participates the whole class and communicate the teacher well.

Language Development

Anecdotal Record

April 8, 2021, At 10:30

Irina wears a purple T-shirt which has a unicorn in front of it. She says, "Good morning, Ms. Alisyn and Ms. Zheng." The headteacher says, "Good morning, Irina. You look beautiful, today." Irina smiles and says, "Thank you, Ms. Alisyn. I have the new T-shirt, see, this is the unicorn." She stands up and points to the unicorn. The headteacher says, "Oh, that's so cute." Irina answers, "My mommy buys it for me." After that, she sits down and pays attention to the class. The headteacher says, "Today, we are going to learn the different fruits and vegetables. How many vegetables do you know?" Irina says, "Broccoli, beans, cabbage." The other children give some different answers. "How many fruits do you know?" Irina says, "Apples, bananas, watermelon." The Headteacher says, "Wow, you know so lots, now, let us sort fruit and vegetables." She takes out a tomato picture and shows it in front of the children, "What's this?" A boy says, "It is a vegetable." Irina says, "No, tomato is fruit, not vegetable," The boy says, "It is vegetable, you are wrong." Irina raises her voice and says, "you are wrong, I am right, tomato is fruit, not vegetable." The headteacher smiles and says, "Irina, can you tell me why you think tomato is the fruit?" Irina says, "Because it is sweet." The headteacher says, "great answer." The boy says, "Ms. Alisyn, My mommy cooks the tomato for me, it is vegetable." The Headteacher smiles and says, "both of you are right, the tomato is vegetable and fruit." Irina smiles and tells the boy, "I am right, tomato is fruit." The boy responds, "I am right, too." The Headteacher takes out the broccoli picture and shows them, a lot of children say it is the vegetable. Irina and the other children say, "I love Broccoli." When the Headteacher takes out the apple picture, the children answer that it is fruit.

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Irina says, "I like to eat the apple, it is good fruit." The other children say, "me, too." The Headteacher says, "all fruits and vegetables are good for our body, so we eat all of them." Irina says, "My mommy said, we should not pick food." One girl asks her, "Why?" Irina says, "I do not know, mommy told me." The Headteacher shows a lot of fruits and vegetable picture, Irina and her peers can tell whether they are fruits or vegetables.

Descriptive Review

Irina's language develops very well according to Appendix 6. First, Irina can pronounce words and understand speech sounds. When her Headteacher asks her questions, she can understand and give the right response, so she can understand the words and sentence meaning. Second, during this class, When Irina is talking, she can use the right grammar. Third, when her Headteacher asks them to sort the vegetables and fruit, she can say the apples, bananas, and watermelons are fruits; cabbage, broccoli, and carrots are vegetables. Forth, she can use categories to describe objects. Fifth, when the Headteacher asks her a question, she can answer the question use the past tense. At last, she can have a conversation with her peers, so she can have sustained conversation with the others. Through this observation, we can know that Irina not only can have sustained conversation, also can engage in effective and appropriate conversations with people. Her language development has exceeded her age level.

Briefly Describe

Irina sits very well on the chairs. She wears a set of purple pajamas that has a unicorn picture in front of. Her hair is yellow, and she likes to smile. When the Headteacher asks her questions, she will give the response quickly. She is very active during class. She can understand what the Headteacher says, and she can express her emotion and meaning through words, sentences,

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and facial expressions. She can have sustained conversations with adults and peers. When she is talking, her basic grammars are right. She can use the past tense and present sense during the conversation, but she is not able to use junctions. When she describes the vegetables and fruits, she can use the catalog to sort them. In a conclusion, Irina is talkative and active in the class, and her language development has met her age level.

Social/Emotional Development

April 28, 2021, At 2:00 Pm

The classroom was divided into 3 groups to share their pictures. Irina held her picture and said, "This is my picture. I drew a sunflower." Her peer, Elvina said, "I draw a strawberry." Irina raised her head and look carefully, asked, "why do not your strawberry have the leaf?" Elvina smiled and answered, "Oh, I draw leaf now." Elvina started to draw a leaf for her strawberry. Irina turned to Owen, said, "It is your turn, Owen." Owen looked at her and said, "no, not my turn. It is Jesse's turn." Jesse did not respond to them, gave no answer. Irina stopped smiling and frowned, said, "Jesse does not want to share. Could you speak first, Own?" Owen shook his head, said, "no, the teacher says the next one is Jesse, not me." Irina raised her voice, stood on from the chair, and said, "Jesse, can you hear me?" Jesse looked at her, but he said nothing. Irina pursed her mouth and said, "Jesse does not speak to me. I am so upset." Elvina said, "Irina, Jesse does not want to speak, maybe, do not be upset. Own, can I see your picture?" Owen took out his picture and said, "I draw a red apple. I like to eat the apple." Irina said, "Apple is not a plant. You draw wrong. Owen looked confused, but he said, "Apple plants. it has the leaf, see." He pointed to the leaf. Irina said, "no, apple is not a plant, it is fruit, you are wrong." Owen said, "no, I am right, you are wrong." Irina said, "You are wrong. I am angry, now." She started to cry and called, "Mommy, Own say I am wrong, he is right." Her mommy touched Irina's head and said, "Do not cry! You just have different opinions. you can ask your teacher later." Elvina said, "Ms. Zheng, Irina is angry, and she is crying. Do not cry, Irina. Your mommy loves you." I comforted Irina. A moment later, she stopped crying and said, "I am not your friend, Owen." Owen, "I am not your friend, too." Irina and explained the question, said, "Irina, do you want to be Own's friends?" Irina nodded

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her head and said, "En." I asked the same question to Owen, Owen said, "Yes." Elvina said, "I am your friends, too." Irina smile and said, "sure."

Descriptive Review

According to Appendix A8, first, Irina displays Self-concept. For example, she can describe herself, and she tells the teacher what she wears. Second, Irina displays Self-concept. For example, when she cannot get a response from Jesse, she feels upset. Third, Irina displays Achievement-motivation. For example, Irina says the tomato is fruit. One boy says the tomato is a vegetable, she tendencies to evaluate the boy's performance against a standard of her knowledge, and she tries to improve that she is right. Fourth, Irina displays Emotional Development. For example, when Irina cannot get a response from Jesse, she describes her feel -upset. Irina shows awareness of her own emotions. When she had conflicts with Owen, she insisted on her own opinion and told her mommy. Irina said, "I am angry, now." When she could not get a response from Jesse, she said that she was upset.

During this observation, Elvina shows awareness of Irina's emotions. When Irina said she was upset, she comforted Irina and said, "Do not be upset." When Irina started crying, she called the teacher and told her the situation. At the same time, she said, "do not cry, Irina, your mommy loves you." When Irina has a conflict with Owen, she describes her feelings. After that, she starts to cry and calls her mommy. Her mommy comes and comforts her. Then she recovers from the negative emotion. When she cannot get a response from Jesse, she feels upset, too. Elvina comforts Irina. She recovers from the negative emotions.

When children are at 4-5 ages, their emotional development well. At this age, they likely to agree with rules. Also, they would like to play with other children than alone. At the same time,

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they can cooperate with other children. At this age, they are learning to talk about their feelings and feelings of others. For example, Irina could express her feelings, and Elvina could talk about Irina's feelings. They are sometimes demanding and sometimes cooperative. In the observation, Owen insisted that it was Jesse's turn. When Elvina asked him to share, he shared his picture. They can take turns and have a conversation with their peers, acknowledge and use their own names and the names of others, and self-evaluate and know when they made the appropriate and inappropriate choice. For example, Owen insisted that Jesse should speak ahead of him because of the teacher's direction.

According to Appendix A9, first, Irina displays the Peer-relationship. She is positive in the conversation. She can have long verb exchanges and turn-taking with Elvina and Owen. Second, Irina displays friendship. During group time, Irina gives more positive reinforcement, has more interaction, and is more emotionally expressive with friends. For example, she invites Jesse to share his picture. Third, Irina still cannot realize that other people have different perspectives, thoughts, and feelings because they are in different situations or have different pieces of information. For example, she insists that tomato is fruit and apple is not plant. Fourth, Irina does not show empathy in this observation, but Elvina shows. When Irina says that she is upset and crying, Elvina comforts her. Fifth, Irina displays Social Problem-solving skills. When she has conflicts with Owen and the boys, she argues with them and calls adults to help.

In a conclusion, Irina's social skills develop well. She has met the standards of her age. She can describe her feeling, solve problems, have positive interactions with peers, and recover from negative emotions quickly.

Work Sample



April 14, 2021

“The different Parts of Plant”-Irina

During this week, our topic is “Plant”, Irina said that plants had four different parts flower, leaf, stem, and root. The teacher read the plant book for children and ask them to a picture and point the different parts of their plants. This work is most presented the cognitive domain. It shows Irina’s cognitive development is advanced because she can use words to label the different parts.



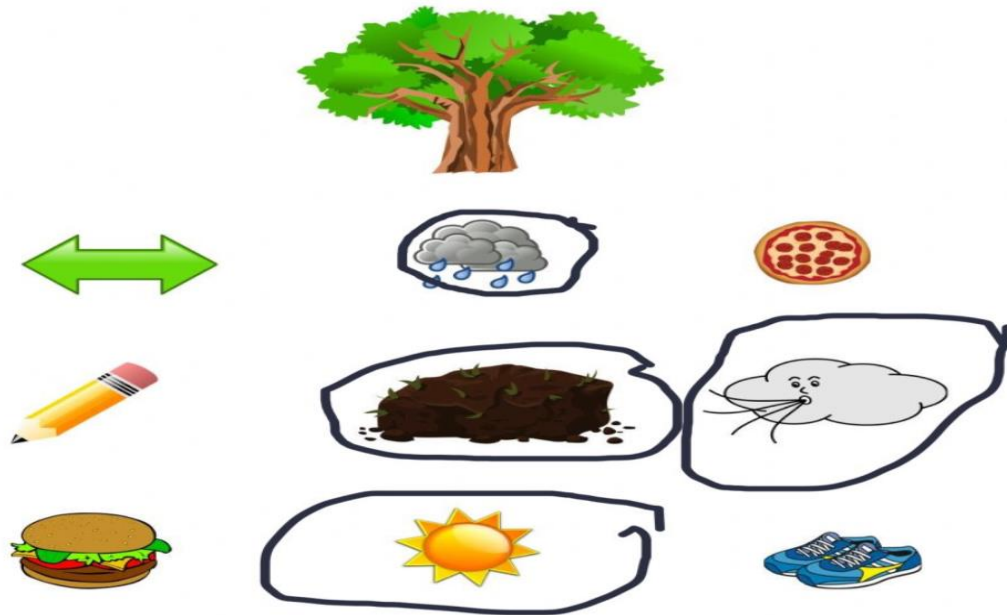
April 7, 2021

“My favorite fruit and vegetable”-Irina

Irina drew her favorite vegetables and fruit and sorted them according to the category. We talked about what your favorite vegetables and fruit. Irina said that her favorite fruits was watermelon and orange, and her favorite vegetable was carrot and broccoli. Then, she drew them down on the paper. This work presented that her cognitive and social/emotional developed very well, and her development had met the level of her ages.

What Do Plants Need?

Directions: Mark each item a plant needs to grow.



April 15, 2021

“What do Plants need?”-Irina

We had the big group activity and talked about what plants needed to grow. At the beginning of the class, we did an observation in the park. Irina said that all the plants grew in the soil. After we came back, we started to discuss it. Irina said the plants need the soil and sun. After discussion, the teacher read the books for them. Then, she handed out the worksheet to children and asked them to circle what plants needed to grow. Through this work, we could figure out that Irina’s cognitive developed very well, and her cognitive development had met the level of her ages.

Commentary and Summary

I choose to do observation about Irina because she gives me a deep expression at the beginning of the school year. She is quiet at the beginning. After two weeks, she is talkative and sanguine. She will show different characters when she becomes familiar with us. At the same time, she learns new things very quickly, so I choose to do observation about her.

Irina's all domains develop well through my observations. First, her physical development is well. She can jump, run, walk, and wave her hands, so her gross motor develops very well. At the same time, she can hold the crayon and pencil, zip the pencil case, use scissors, and button her coat, so her fine motor develops well. Second, her cognition develops well. Irina is participative during class time. She can describe her question clearly and give the right response. She is able to understand the routine, class rules, and direction. During class time and activity, she can follow the direction and finish her artworks by herself. She can count from 1-20, know basic shapes, understand some science, and answer questions about literacy, so her cognitive development has met the standard at her ages. Third, Irina can pronounce words clearly and understand the meaning of the sentences. She can have continuous conversations with her peers and adults. She can use the right grammar when she is talking. At the same time, Irina can sort the object according to categories. According to the observation, her language development has exceeded her age level. Forth, Irina is positive in the classroom. She is talkative, she likes to interact with teachers and peers. During the small group time, she kept calling her peers, talk with them. At the same time, Irina is able to remember their name. After she argued with Owen, she said "I am not your friends anymore." This means she started to build friendships with her peers. When she has conflicts with peers, she will tell adults and ask for help. Irina can realize her emotions and use her language to

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tell others, but she did not show empathy in the observation., so I am not sure whether she is aware of other's emotions.

I recommend the teachers can design the dramatic play, art activities, and small group activities for Irina. Through the observations, we can know that Irina needs to improve her social/emotional development because she is very easy to cry and freak out. Teachers can design the dramatic play and small group activities for her, so she can improve her social/emotional skills. Also, Irina is interested in the art activities, she can notice the different thing in the art activities, so we can design the art activities to improve her cognitive development.

I learn that teachers or caregivers need to provide rich materials and opportunities for children, so children can develop their different domains in the classroom. Also, through Irina, I learned that children need love from parents. If the parents cannot look after their children, the children will lack security. For example, Irina is afraid of leaving her grandmother. At last, teachers or caregivers need to offer children love and security, so children can have enough courage to explore the world.

- 1) Explanation of the work (if it is not clear... for instance, tell what the child said he/she drew in a piece of artwork).
- 2) What were the circumstances under which the work was created?
- 3) Which domain(s) of development is most represented by the work?
- 4) And, what does the work say about the child's level of development in the identified domain(s)?