

Final Project

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In the first video, we could see that five children were playing playdough beside the table. On the table, we can the roller and playdough tools. There were five square plates on the table, so each kid could play playdough individually. At the same time, five kids were at the same table, so they could communicate with each other. In this ECE environment, the teacher guided the children to practice their fine motor, social/emotional, and the children developed their social/emotional, manipulation, and imaginative skills in the video.

Three children showed their social/emotional and fine motor skills in the video. At the beginning of the video, the short hair girl picked up the roller and asked her peers, "Can I have this, please?" The long hair girl pointed to the roller, so the short hair girl picked up the roller and rolled on the playdough which was in front of her. Both children showed their social/emotional skills. They communicated with each other through the gesture and word. The short hair girl stood in front of the table, held the roller with her left and right hand, and pushed the roller ahead. At this moment, the long hair girl reached out he right hand to take the playdough knife. When the peers' arm passed in front of the girl, she turned her head and looked at her. After the long hair girl got the knife, she used her right hand to press the playdough and used her left hand to cut the playdough into small pieces. We could see the long hair girl held the playdough, turned the playdough over, and cut it. When the long hair girl cut the playdough, she pinched the playdough with her index finger and thumb. Then the long hair girl held the knife with her left and right hand. Through this video clip, the short hair girl showed that her fine motor developed well.

When the long hair girl was cutting the playdough, the short hair girl looked at the boy which one was standing at her left, and she smiled at him. After that, she started to roll the playdough into the thin big piece, and said, "I am going to make like in my house and the TV, like the movie." The boy asked, "That mall." The girl explained, "Not, the movie." The boy smiled and

kept saying, "The mall." The short hair girl said, "Cookie." The boy repeated his word, "The mall." The girl repeated her word one more time, "No, the movie." At this time, something dropped on the floor, the short hair girl bent her body and picked up the thing from the floor. Through their conversation, the short hair girl showed her imaginative skills, but the boy showed his social /emotional skills.

When the short hair girl was rolled her playdough, the boy beside her was pressing on the playdough toys and long playdough dropped from the toys, he stared at the long playdough and called out, "Wow." The boy started to show his manipulative and imaginative skills. He put the long playdough well with his thumb and index finger. The boy held the toys with his left hand and pulled the plug out of the toy with his right hand. He patted the short hair girl's arm, call her name, pointed to his playdough, and said, "Look, bacon." The short hair girl smiled. The boy picked up the toys and inserted the playdough into the toy. His left hand held the toy, and his right hand pressed the playdough into the toy.

In the video, we can see a lot of examples to show their development in different domains. For example, the short hair girl has rolled the playdough into a thin big piece. She held both sides with her two hands, put it down, changed the direction of the playdough, adjust the position of the playdough into the middle, and continued rolling it. During she was rolling the playdough, one side is folded, so she used her fingers to open that part, and continued rolling. She turned her body and bent down, picked up a toy from the floor. The short hair girl showed her fine motor and gross motor skill. The boy said, "Again? That is so noisy, you drop so much." The short hair girl smiled loudly and pointed to the boy. The boy looked at the short hair girl, smiled, and said, "Let's stay the same work." The short hair girl put the roll in front of the boy. After that, she picked up the round wood from the boy's plate, held one side of it, and pressed the playdough which was on the

long hair girl's plate. A moment later, the short hair girl left the round wood into the long hair girl's plate. She stood up, touched the playdough toys, and asked, "Can I have the butterfly?" One kid passed her a pink star, she said, "No, the butterfly." She pointed to the butterfly." The kids passed her a new one. The short hair girl said, "That is not a butterfly, that is a train." The kid tried to find out the butterfly and pointed to the toys in front of her. The short hair girl pointed to the toys and said, "The red one." Then, the kid found out the red butterfly and passed it to the short hair girl. The short hair girl showed her cognitive, social/ emotional, and language skills.

After that, the short hair girl showed her fine motor again. When she got the butterfly, she started to press the butterfly on the thin big piece of playdough. She used her thumb and index finger to pinch the butterfly shape, stood up, and pressed the butterfly shape on the piece of playdough with her right arm and hand. After she cut the shape from the playdough, she held the butterfly shape in her right hand and pinched the playdough from the butterfly shape with her left hand. The short hair girl picked up a star shape from the table, pressed the shape on the playdough, and cut a circle from the piece of playdough. Then, the short hair girl picked up the piece of playdough from the table and pinched the playdough into a small ball with her two hands.

Not only the short hair girl showed her development of different domains but also the long hair girl. The long hair girl rolled the playdough in her hands. After she rolled the playdough into a long strip, she folded the long strip into a small ball with her fingers and rolled it again. When the playdough became into a long strip, she used her pinched the playdough with her fingers and put it on the table. She used her left hand to hold press the big playdough and used her right hand's fingers to break down a small piece from the big playdough. Then, she started to roll the playdough in both hands. After the playdough became into a scrip, she broke down a small piece from the scrip and stuck it back to the big playdough. When she had two scrips, she folded and rolled them

together in her hands. She raised her hands and showed the scrip to her peers and said, "This is a carrot." After that, she picked up the "carrot" from the table, break a small piece of playdough from the big one, and rolled all of them together. She held the scrip, smiled, and said, "This is the bagel." She broke down a small piece of playdough from the "bagel", pined them with her thumb and index finger, stuck it back, and broke more from the "bagel." She used her left hand to touch the short hair girl, and asked, "I cannot find animals. Don't you have animals to paste it?" The short hair did not answer her question because she was focusing on her works. The long hair girl repeated her question, "Don't you have animals to paste here?" The short hair girl answered, "but it still gets wrong here." Finally, the long hair girl did not ask the short hair girl anymore, and she started to roll the playdough again, but she changed her way. The long hair girl started to roll the playdough on the table, and she pressed the playdough into a circle with her center of the palm. Through this video clip, the long hair girl demonstrated her language skills, social/emotional skills, and fine motor.

Except for the two girls, we could see a boy was playing the playdough in the video. He pressed the plug of the playdough toy, and the playdough came out from the other side. He raised his hand, so the playdough dropped on the floor. He turned his body, bent down, and picked up the playdough from the floor. After he put the playdough on the table, he said, "Oh, my gash." He pressed the plug until there was no more playdough came out. He pulled out the plug from the playdough toy. When he used his left hand to hold the playdough toy, the toy dropped on the floor again, so he picked up the toy from the floor again. After that, he used his left hand to pinch the playdough into a small ball and inserted the ball into the playdough toy. At this moment, the short hair girl dropped her toys on the floor, so the boy moved and said, "Again." Then, they talked with each other. The boy used his left hand to hold the playdough toy and pressed the plug to put the

playdough into the toy. When the playdough was pressed into the toy, he used his two hands to press the plug emphatic, so the playdough came out from the other side. After he made three scrips, he put them together and said, “look at marionette.” The boy stopped playing and sit on the chair. After a few seconds, he took the playdough toy from his peer, pulled out the plug, picked up a scrip from the table, and said, “start again.” He put a script onto the toy, pressed with his finger first, and pressed the scrip into the toy with a plug. When the scrip came out from the other said, he said, “Woo, ha.” He stood up from the chair and called out, “Oh, woo.” He pressed the plug into the toy and said, “You think this is boring, I do not like cup. Bei chu.” When the boy was playing with the toy, his peers said, "I want that one." The boy pointed to the blue toy which was in his hand, asked, “What?” His peers pointed and said, “That, that.” The boy picked up a green one from the table, stood, and said, “Roy, this one?” His peer pointed to the toy and said, “That one.” The boy sat down and ignored his peer’s requirement. The long hair girl stood up from the chair, picked up a yellow toy, passed to the peer, and said, “The yellow one.” The peer held the yellow one in his hand. The boy showed his language skills, physical skills, social/emotional skills, manipulative skills, and imaginative skills.

When the children were playing the playdough, the teacher was talking with the other children. We could hear how she interact with them. The teacher said, “Open the book, see the shapes.” She told the children, “Sit down, be careful.” After the teacher saw the children’s behavior, she asked, “What happen?” Then, she talked about the book with the children. When the children answer her question correctly, she said, “Great job. Did you say George come in? He said.” The children said, “Yes.” A few minutes later, she said, “Oh, no, it’s getting crowded.” She asked the children, “What is that?” The children said, “Owl.” She said, “Owl, owl flies in the sky.” The teacher continued asking, “Did you think the owl would come in?” The children said, “The monkey

does not.” She explained, “I mean the owls come in. Can I come in? Ok, turn the page, he said.” The children said, “The owl said.” The teacher repeated the children's words, “The owl said. Was a little boy.” She read the book and talked about the content with the children. The other teacher told the child, “Own, cover the glue, cover the glue.” She said, “The orange side. Can I book cleverly? It’s getting blue.” I saw a child passed by from the back of the children, she told a child, “Come help me.” After she found the child did not move, she repeated her word, “Come help me.” The child person her. We can hear one teacher said, “When you are done, you can break here.” Through the background voice, we could know that the teacher was reading with the children. She talked with them, guided them, and asked questions. Through her questions, children could improve their language development, literacy skills, cognitive development, and learn science knowledge..

In the second video, the girls were playing sand outside, and this group of children showed a range of social, communication, problem-solving, motor, cognitive, and imaginative play skills.

At the beginning of the video, four girls were squatted on the sand, there were two buckets beside them. Through this video clip, they showed that their fine physical skills, social/emotional skills, and language skills developed well. A yellow hair girl was playing in the sand with her hands. Charette came to her and dug the sand with her shovel. After the yellow hair girl noticed that Shaddock was digging the sand in front of her, she said, “Charette, I was in there.” Charette pushed the shovel to the yellow hair girl, she said, “I am leaving there.” The yellow hair girl picked up the shovel from the sand and held it in her left hand. Charette picked up a leaf from the sand and put the leaf in a yellow bucket. The yellow hair girl stood up and stopped Charette, she said, “No, Charette, please don’t.” Charette looked at the yellow hair girl and said, “I have shared the

bucked with you." The yellow hair girl bent her body, hold the shovel, and dug the sand. She looked at Charette and said, "Sure, I am making black muck." Then, the girl with bun hair said, "I am making black muck, too. Do you want to help me?" Charette said, "I want to help you." A short hair girl said, "I want to help you" The short hair girl came to the girl with the bun hair. The bun hair girl held the red bucked and turned to the other side, she said, "Ok, Let's get into what I had." The short hair girl person her to the other side.

After they divided into two groups, they kept playing. Charette played with the yellow hair girl. They showed their problem-solving skills and imaginative skills. Charette put the sand into the yellow bucket and said, "I got sand." The yellow hair girl told her, "I need, what I need is salt. The yellow hair girl dug a big hole from the sand with her hands. Charette asked, "Do you want sand?" The yellow hair girl kept digging the hole, and answered, "No." Charette kept asking, "Do you want sands?" The yellow hair girl said, "Yes, get tressure." After that, the yellow hair girl stood up, dug a lot of sand with the shovel from the ground, held the shovel, and put the sand into the yellow bucket. She said, "Muck." Then, Charette and yellow hair girl sprayed some sand from the bucket, but some sand dropped on Charette's feet. She stood up and raised her left leg from the grand, said, "You." The yellow hair girl stood up and waved her arms. They looked at each other and smiles. Charette slapped her dress and squatted, the yellow hair girl, too. They started to put the sand in the yellow bucket again. After they started playing, Charette said, "I need this, too." The yellow hair girl said, "The chocolate muck." Charette said, "My chocolate muck is not this." When Charette was putting the sand into the bucket, the yellow hair girl said, "Stop, Charette, I am going cover that up." Then, she put more sand on the top of the bucket.

At the same time, the girl with bun hair is playing with the other girl. They put some water onto the sand, the short hair girl stood up. Charette noticed and turned her body. She got some mud

from the girl with bun hair. After that, Charette turned back and put the mud in the yellow bucket, said, "I got some muck." Then she stood up and took away more mud from the ground, and the yellow hair girl person her. The girl with bun hair looked at them and said, "Stopping this, this is not mucked. Stopping this, this is not pool." Then, she stood up, turned to her partner, and said, "Are you making that something." At this moment, a boy ran to the mud. Charette and the yellow hair girl took away the mud, and they tried to pick up the mud more. The girl with bun hair turned back and said, "This is not good. This is not pool." The boy stepped on the mud, smiled, sat down, and said, "You." The yellow hair girl held the yellow bucket in her right hand, stood on the ground, and said, "Jack, don't step on it." Jack asked her, "Have you step on it?" The yellow hair girl shook her head and said, "No, but I think it is two mucks, so." Then John held a blue bucket and pour the water into the red bucket. The yellow hair girl said, "The John step on it, Jack." Jack said, "Ok" Through this video clip, we could the girl with bund hair show her skills of problem-solving and language. The yellow hair girl showed her excellent language skills and imaginative skills.

More children join their games. After John poured the water into the red bucket, the water sprayed out on the sand. John picked up some wet sand in his hand, then he poured all the water into the red bucket from the blue bucket. Jack said, "Because, wow, cool." The yellow hair girl walked to Jack and said, "I don't know what, but it is coming." She showed her yellow bucket to her peers and said, "Do you want a tree bucket?" The girl with bud hair smiled and said, "No." One boy who wore a white shirt took away the yellow bucket from the yellow hair girl, he said, "I want to try." John, Charette, and the yellow hair girl left the sand pool. The boy who wore a white shirt held the bucket and walked away, too. This boy showed his language skills and physical skill in this video clip.

After they left, three girls kept playing in the sand pool, the girl with bun hair, Brace, and Maggie. The girl with bun hair held the red bucket and poured out the sand on the ground. Maggie held the shovel and put the sand into the red bucket. Brace held the blue bucket with her two hands. After Maggie put the sand into the red bucket, she and the Brace said, "Pour it, pour it." The girl with bun hair poured the rest sand on the ground. After she poured the sand into the hole, she said, "Some of you stop it. Stopping this." Brace said, "Not a pool." Brace girl stepped in the hole and fell on the body of the girl with bun hair. After she moved away, Maggie pressed the sand with the shovel. The girl with bun hair said, "Walk away, Brace." Brace left. Through this video clip, we knew that Maggie developed her physical, language, and social/emotional well.

After a few minutes, Brace came back and held the blue bucket in her hands, and she showed her social-emotional skills, solving -problem skills, and physical skills in this video clip. She put the blue bucket on the ground and stopped Maggie, "Don't spill it, Maggie. Make sure no one else there." Maggie stopped spilling the sand and insert the shove into the sand. Brace run away and brought two shovels back. She told Maggie, "I got more water. Do you want to help me make new?" Maggie said, "Yes, sure." She pointed to the old hole and said, "This think the hole like, I am going to make a big hole." Brace walked to the hold and asked Maggie, "Pour water in it?" Maggie said, "Yes." Brace put the blue shovel on the ground, held the yellow shovel in her hand, and dug the sand with Maggie. She told Maggie, "I have water." After they dug a hold on the ground, Maggie said, "Now, what we are waiting for it." Brace said, "I pour it." She held the blue bucket and poured the water into the hole. She asked Maggie, "Now, what do we do?" Maggie said, "We have to do the mud." Maggie put the sand into the hole with the shovel. Brace squatted on the ground and pushed the sand into the hole with the yellow shovel. Maggie said, "Now, we have to stoop do these jobs." Brace said, "Ya." Maggie stood up and stepped on the hole. Brace

said, "I want to step on it." After her words, she stepped on the hole and said to Maggie, "The bad guys." After Maggie talked with the other kids, Brace said, "Let's do it again." A new girl joined in and said, "Maggie is always here."

Through the first video, we could see the teacher supplied an extraordinarily rich learning environment for their children. The teacher provided physical space is organized to communicate expectations of play behaviors clearly to the children (Deris & Carlo, 2013), and they interacted with children very well, but they could improve their interaction quality. For example, they could distribute their time wisely and communicate with every child in the classroom. So, every child could involve the interaction. They could play together with children, so the children could learn knowledge from playing.

Through the second video, we could see the teacher supplied a very relaxed learning environment for children, so the children could show and develop their different domains in the ECE environment. When the children were playing outdoor, they could learn through playing, but the teacher could supply more toys for the children not only the shovel and bucket. I would give the children sand toys, such as castle, shrimp, crab, fish, and so on. I would talk with the children when they were playing with the sand toy because it is important when children are clustered together into small groups and work collaboratively, the teacher can promote interaction among them (Linda L. Flynn and Judith Kieff, 2016). I could introduce what animals lived in the water, what they ate, and what is the difference between sea animals and land animals.

In a word, I love this assignment because it told us how to be a good teachers in the future. Also, it promoted us to think about what we could do for the children in the ECE classroom. At last, we could learn how to guide children to learn in the classroom.

Reference

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