

Child Case Study

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I. First section:

a. Objective observations/ running records

1. Objective Observation of Physical Development

The observation took place at the BMCC early childhood center located at 199 chamber street room N375 from 9 am to 3pm. The observation date is 10/16/2021. The child observed is a 3-year-old girl named J. She has golden shirt hair, white skin, and a round face with brown eyes. She is skinny with an average tall size wearing a blue T-shirt, black pants and white shoes designed with flowers.

The class begins at 10am and today there are no children in the center. So, J was by herself with teachers as the class started. The first thing she did was ask her peers “where is the other girls?” and she keeps asking the same thing during almost all the activities that she plays on. The principal teacher told her that the girls will be here next week and then she starts playing.

At 10:15 J starts playing with a playdough. She grabs the playdough container with her right hand and uses her left hand to take out the playdough. She starts manipulating the play with both her hands and she says, “oh it is hard”. After that she puts it in the try and starts flattening it with the help of the rolling pin using both her hands. Then she puts back the rolling pin and one time she uses the palm of her hands and other times her arm pushing the dough until she forms flat dough. She gets up from

her chair and looks at the mold's container. She finally found one and she said, "I will make a girl with eyes".

At 10:20 am Once she finishes shaping the girls with eyes, she takes scissor putting her fingers in a reverse way (thumb in the big hole and the other fingers in the small hole) she cut the dough successfully however the teacher intervenes and shows for her the right way to use the scissor. Next, she pulls apart the dough and starts to manipulate the dough with her thumb and index, putting the dough in the hair shape, pushing it and make effort to create a long hair by moving her shoulders up, putting her hand over her chest and squeezes the dough, she smiles as she makes the long hair.

At 12:00am in the playground the girl is running and moving easily from place to place. She takes the ball with both her hands moving her body down and up making the position to throw the ball in the basketball try. Then she takes the ball again and kicks it with her right foot and passes it to the teacher. After that she runs and climbs to the top of the slide, and she sits down there and slides down the chute. She starts running again and making jump movements stepping with her both feet and then squats to pick up the ball again. Suddenly, she turns her head and sees other kinds of balls through the glass into another classroom and screams, "I want those balls" she then runs over the door and uses the strength of her arm fixing her feet over the ground to pull the door to open it.

Interpretation

The girl is 3-year-old and according to the early learning guideline children on this age demonstrate large motor skill such as Walks along curb or beam for short periods, jumps off a step with both feet together, throws ball overhand and the fine motor skills such as using the scissor, pencil and squeezing thing. In fact, it has occurred from those activities that the girl has

reached the typical milestone in terms of physical development. whereas she demonstrates her abilities to run, jump and throw the ball which indicate her large motor skill development. Also, she shows her abilities to manipulate with her finger as she plays with the dough. However, she demonstrated the need to work more on her fine motor skills development as she reverses the use of the scissor.

2. Objective Observation of Emotional Development

The observation took place at the BMCC early childhood center located at 199 chamber street room N375 from 9 am to 3pm. The observation date is 10/16/2021. The child observed is a 3-year-old girl named J. She has golden shirt hair, white skin, and a round face with brown eyes. She is skinny with an average tall size wearing a blue T-shirt, black pants and white shoes designed with flowers.

The class begins at 10am and today there are no children in the center. So, J was by herself with teachers as the class started. The first thing she did was ask her peers “where is the other girls?” and she kept asking the same thing during almost all the activities that she played on. The principal teacher told her that the girls will be here next week and then she starts playing.

10:25am J pointing at the Legos’ container and says, “I want to play with this” when the teacher tells her “Ok” she walks toward the storage, and she lifts the Legos container with both her hands and puts it on the table. She first grabs the green Legos and says, “I want to build a house”. After that she starts to put the Legos on the top of the other, demonstrating a smiley face and clapping her hands when she finds that the Legos that she chooses, fits on the place that she wants. After that, she starts searching on the Legos container and I tell her “Do you need help” she refuses the teacher's help saying

“No! I do it myself”. She grabs the Legos container with her left hand and takes three characters with her right hand one by one and she says “this is policeman” referring to the man with blue clothes, the man with red as she says is the person who is upstairs and needs help. Then she said that the yellow woman is her “mommy”.

10:30 As J plays, the teacher mistakenly collapses the house. J puts her hands over her waist and says, “I feel mad now” she repeats the phrase twice showing an angry face.

The other teacher apologizes, and I say “it is a mistake, let's make another one better than this one” she steered at me, and smiled and she said, “OK! I will make it taller”. I tried to grab one Lego next to her, but she refused me to touch it

saying, “No this is mine”. She starts building and telling stories about her work (she says that there is a person who needs help, and he calls police to ask help. Also, she says that she needs to protect the mommy from strangers). Finally, she ends up building a house as it shows in this picture.



Interpretation:

I noticed that J has reached a typical emotional development milestone. She demonstrates an understanding for emotions as she shows smiles and she laughs when she realizes something funny, and she expresses that she is mad when she faces an anger situation as she did in the case of collapsing her work by the teacher. Also, she demonstrates a possessive behavior as she kept saying this is mine which is a normal behavior for 3 years- old as they began to understand the sense of self. In this age children tend to appear independent, and J demonstrates similar behavior as she refuses help and she keeps saying, “I do myself” or “I can do it”. This behavior

also demonstrates the normal emotional development in her age. In addition, she shows the attitude of asking about what she wants for example express that she wants to change the activity which is a normal behavior for 3 years old as it is mentioned in the early learning guideline that 3 years old Asks for educator's assistance with an activity they want to do (e.g., asks educator to hold their hand as they balance along a curb).

3. Objective Observation of Social Development

The observation took place at the BMCC early childhood center located at 199 chamber street room N375 from 9 am to 3pm. The observation date is 10/23/2021. The child observed is a 3-year-old girl named J. She has golden shirt hair, white skin, and a round face with brown eyes. She is skinny with an average tall size wearing black shirt with long sleeves, black and white pants designed with squares and black shoes.

My classmates and I arrived at the center one hour earlier than the children. So, waiting for them to arrive, we had a cleaning session for one of the classrooms. We were required to clean and organize the classroom appropriately which means preparing the classroom by organizing all the centers in a way that provides an appropriate environment for children. While we were cleaning, children started to come one by one. There are 4 children ages, 2 years old, 7 years old, J the child observed 3 years old, and the 11 years came later.

10:30am the 7-year-old and J are walking and exploring the classroom. Until they end up sitting in the art area. The 7YO grabs papers, markers for her and for J and they start making their artwork. J looks at her peer and imitates her. She grabs a marker with her left hand and hits it over the paper forming joining



circles. Then she grabs red and blue markers with both her hands, and she hits the paper again with both hands at the same time forming the artwork as it shows on this picture. I asked what the draw is, and she answered with unclear language I am not sure what the word is, but she said “it is shtrips”

At 10:45am, the principal teacher came and presented the day's activity which is a cooking activity where children will make their own lunch pizza. when the two kids hear that they scream “yes!” and J says, “I like pizza”. Meanwhile, the 2-year-old arrives and J walks toward her smiling and she grabs her hand guiding her to sit on the chair. After that, the teacher brings a box of colored markers, aprons and hats and gives each child an apron and hat letting them to design it as they desire. J sits on the chair, grabs the red marker and she starts scrambling.



Then, the teacher asks her what design she put on her apron, and she responds, “it is a color” she repeats “I said it is color...my favorite color”. After that she said I want to write my name. She holds a marker with her left hand, and she grabs it with her fingers in an adult way and she designed her apron as it is in this picture.

At 11:00 am, J finishes designing her apron and hat and she starts sharing her markers with her peer (the 7 YO) and tries to help her to find more different colors to decorate the apron.

At 11:10, it is time to make the pizza. J grabs the spoon with her right hand, and she starts to take the sauce from the plate and put it on the pizza dough. After that, she



puts the cheese and takes some of it and puts it in her mouth to test it and she says, “it test

good”, then she laughs. After that, she finishes decorating and says to the teacher “do we cook this?”. She also mentioned that she sometimes helps her mom at home with cooking.

Interpretation:

J demonstrates a good relationship with her peers. She shows affection to the 2 years old when she tries to help her and guide her to sit on her chair. Also, she plays alongside with the 7 years old. This behavior is considered typical for 3 years old children as they begin to build relationships and show affection for the other children. Additionally, J communicates whether with her peers or with teachers which demonstrate that she is socializing with others and developing her social interactions. I notice during the observation J moves from one area to another, opening the drawers in the kitchen area, trying to play on the piano the ABCD song and sing. She is demonstrating curiosity and her ability to try new things which emphasizes the typical social development for a 3-year-old child.

4. Objective Observation of Creative Development and Individuality

The observation took place at the BMCC early childhood center located at 199 chamber street room N375 from 9 am to 3pm. The observation date is 11/06/2021. The child observed is a bilingual (she is learning both English and Arabic) three-years-old girl.

10:20 am J walks toward storage shelves where she finds the playdough material. She puts her hands on the sides of the container, pulls it slowly and holds it walking toward the play table and puts it down. She then grabs a mold and says, “I want to make a hair”. She starts

manipulating the mold and makes a hair then makes a face naming the body part eyes and ears, and nose pointing them with her finger on her face. Then she puts back the mold in the container.

10:25 am J searches in the container another mold she grabs one and says, “this is crab, I want to make a crab”. She starts preparing the dough with the rolling pin saying, “I can do it”. Then she asks the teacher to help her saying “can you help me please”. The teacher makes a crab and J takes it with her left hand and start looking at it side by side. After that and with the help of her right hand she holds the crab with her fingers thumb and index directing her hand toward her mouth pretending that she is eating the crab and making sound like “ammmmm” and laugh loudly. After that she put the crab down mix all the play dough and say her phrase that she repeats every time she finishes an activity “I done”. She then, lift the mold’s container with both her hands and turn her body and pull the chair with her back (multitasking). During the activity, J hold twice the playdough container and ask question about the name written on it saying, “what is this?” then the teacher answer this is your name then she replies, “this is Ja...”. Saying her name.

2:00 it is playground time. J runs to open the classroom door. She walks toward clothing storage and grabs her red jacket and wears it without adult help. In the playground, J one time runs back and forth, another time jumps, runs and makes a tour. After that, she takes the pon-pon ball and sits on the top of it grabbing the holder with both her hands and starts moving with it. She takes a few steps and falls. She then tries to find another way to play with it. She starts dragging the ball and shows to her peer the new way that she finds and says, “hi look, like this”. When J finishes playing with the ball, she runs toward the shark container and asks for help to open it. J



grabs a shark and starts drawing a large circle on the ground and the teacher asks her what you are drawing. J quickly draws this form on this picture and says” this is my name”.

Interpretation:

J demonstrates her abilities to do more than one thing at a time such as grabbing a container with her hands simultaneously pulling the chair with the back of her body. In other words, J shows her multitasking strength. Also, she demonstrates her abilities to put on her jacket. This behavior emphasizes her tendency to be independent which is a common characteristic for preschoolers when they start to develop autonomy. J understands sometimes the idea that she has to clean up and organize material after playing. According to the early learning guideline three years old Follows simple rules with few reminders (e.g., handles toys with care, clears plates after lunch, cleans up before moving to another center). In addition, as she plays J tries to find a new way of playing and she has the curiosity to explore different areas, ask questions and explain some situations. This behavior indicates her critical thinking abilities and creativity. Repeating the phrase “I can do it” and the tendency of writing her name demonstrate the positive image that J has about herself which is a sign of self-confidence development. Moreover, running, jumping, writing, and manipulating material demonstrate her physical abilities and strength (fine and gross motor skills). Therefore, based on J’s behavior, I could say that she reaches a typical development for her age in terms of creative development and individuality.

5. Objective Observation of Cognitive and Language Development

The observation took place at the BMCC early childhood center located at 199 chamber street room N375 from 9 am to 3pm on 11/06/2021. The child observed is a bilingual (she is learning both English and Arabic) three-years-old girl.

10:15am J enters the class and starts greeting everybody, smiling, and saying “Hi, good morning”. She looks around the class and notice that her peers are playing slime then she immediately says, “I want same” referring to slime the teacher asked her “which color you want?” then she responds “I want bio” pointing her finger to the blue color. J sits on her chair and waits for the teacher to mix the paints and the water solution. After that the teacher asks her to shake the bag. She grabbed the bag with both her hands, and she start shaking fast. She stands up from her chair and starts making more effort to shake the bag. She stops shaking the bag and sit down again then ask question “is done?”. Then the teacher touches the slime and says “it is ready now” then she put it on the play. J starts manipulating the slime and says, “it is sticky”. She puts her hands over the plates and lifts them and whispers something in a lower voice. I could not catch what she was whispering, meanwhile she said a word out loud “HADI” (it is an Arabic word which means “This”. I understand the word because I know the Arabic language). J wants to change activity then she says, “I done”. She moves away from her chair and grabs the slime plates to the cleaning sink and after cleaning her table she says, “I want playdough”.

10:35am J stands up and starts moving from center to center with swift movement. J is in the kitchen sitting in a position where she presses over the floor with her right knee and bent her left foot. She opens the oven and closes it, then stands up fast and runs, making step by step toward the book area. She takes a book, puts her left hand

over her chest and starts to turn its pages from right to left with her right hand. After that she put the book back and ran through the art center. She grabs scissors and black papers for her and for her peer and begins cutting the paper trying to use the scissor the same way that the teacher shows to her during playdough activity.

10:40am J now grabs papers and markers again for her and her peers. She starts scribbling and then whispering to herself, and I could not understand what she was saying. She puts the brown marker and takes a red dot marker then the yellow one. The teacher asks her what she is drawing, and she says “I make colors” then she starts to name the colors that she uses: red, yellow and brown. During the activity J looks at her peer juggling the marker and she imitates her. Then the teacher shows them the appropriate way to use the dot marker. J follows the instructions and uses the marker smoothly and she makes this artwork on this picture.



11: 00am: it is almost time for lunch. The teacher prepares a table equipped with pizza ingredients and she calls the girls “it is time to make pizza”. J stands up from her chair and makes jumping movements and then runs to the table placing herself on the chair after she puts on an apron with the help of the teacher. She knows the steps. She quickly puts the pizza dough on the plate and then makes the sauce and cheese. She stands up and lifts her hands up and says out loud “hiiiiii I done”. While J is exploring the classroom, she hears one of the teachers call her colleague and she asks the question “is bedtime?” (It is almost nap time; kids have a nap routine right after lunch).

2:45pm J is walking around the classroom exploring the areas. She tried to do many activities in a short duration. She just takes toys, blocks and other material and puts them back. Placing the pegs on the numbered foam panels is the only activity that she took more than 3-minute playing. She grabs the pegs and places it on the panel. She selects the colors and counts the numbers. When she finishes, she says, “I made 5 blue colors” (she pronounces blue correctly this time) and then she grabs number 8. I ask her if she knows what the number is. She says, “yes I know” and then she forms circles with her fingers (both her indexes and thumbs) and she puts them together and says this is the number (she did not name number 8, she just shows its form with her hands) and she tries to change the symbol that she makes with her fingers to the number 8 on the panel. Now, she tries to make a big number. It is 19 pegs that she counts after she finishes placing them. while she is counting, she escapes numbers (1,2,3,4,5,6,7,8, 11.... 15,16,20).

Interpretation:

In terms of language development, J demonstrates a typical language milestone achievement. She demonstrates her ability to name many things, numbers, and colors. While she had difficulties to pronounce certain words such as saying *sam* instead of slime and bio for blue, this kind of difficulties are considered a normal reaction for a three year old especially that she is a bilingual speaking which means she is learning 2 languages at the same time and normal that she had difficulties to pronounce some words and sounds. Also, her listening and understanding skills appear through her responses to instructions and having a small conversation whether with her peers or teachers using small sentences such as “I want play dough” and “what is this”. She shows the ability to say words such as I, they, me, and mine. Scribbling as she is writing or drawing something, asking, and answering some questions are skills that characterize a child in

this age. Regarding cognitive development I noticed J tends to use the word MINE also she refuses most of the time that others touch her stuff or try to help her. This is what Piaget calls in his preoperational cognitive stage of development *egocentric* when the children in this age think everything belongs to only them and they did not develop the ability to understand other's perspectives. Also, she demonstrates the ability of counting to 10 by skipping some numbers, for instance she counts from 1 to 8 correctly then she says 11. Also, she could name numbers or things by pointing to it. According to the early learning guide, a 3-year-old child tends to verbally count to 10 with some correspondence but skips some objects and counts others twice and recognizes and names some numerals when pointing to them. Therefore, J had reached a typical cognitive development.

II. Second section:

A. Descriptive Reviews

1. Physical Presence and Gesture

J enters the center quietly, she walks through the hallway toward the class, before entering the class she looks around exploring the area and usually she asks a question "where is the girls". She is referring sometimes to her peers or/ and other times to the staff members. J is very active. She has a lot of energy that appears from her fast movement running, grabbing things, putting them back, changing activities in a short duration. While she is in the class usually, she moves fast from center to center. In each center she grabs a book, piece of blocks or/ and toy. ..ex and puts it back, and then decides the activity that she wants to do with confidence. Saying "I want playdough, or I want to play here" ...ex. She has the ability to sit in many

positions, for example sit down bending her knees over the ground or lift one knee and put the other one on the floor. Also, while she is walking, she tends to make a jump with both her feet or sometimes she hops by advancing step by step and then switching to regular walk or run. She is able to rotate her body making a circle around a table. One day I noticed her curving her body over the ground. Meanwhile she was walking fast and drawing a big circle joyfully saying, “I want draw my name”. Her thin body gives her the ability to move smoothly and lightly. She has a flexibility to move her body, for example she attempts to stand on her tiptoes when she wants to grab anything out of her reach. She puts all the effort of her body with help of her toes extending her hands to reach the thing that she wants. Also, when she drops something under the table, she quickly bends her body to grab that thing. She has a physical vitality and lot of energy; she is ready to move and switch positions easily and quickly as well as she could grab the material containers with both her hand facing the shelf storage and walk toward it and put the container in the appropriate place looking first for the name even if she could not read the labels. While she is manipulating the playdough, she tends to always put one hand over the other and pushes the playdough to flatten it. She uses her fingers and the palm of her hands to smush the play dough or push it in the mold to form something. J uses the scissors properly with supervision. When she accomplishes a task, she tends to lift her hands up or clap them to show that she is the winner, and I noticed her one time giving the teacher a high five once she finishes making her pizza and laugh loader demonstrating her excitement because she finishes first, even if she is celebrating victory. In terms of expressing her feelings she uses facial expression; she smiles and laughs and screams “hiiii” to demonstrate joy and she manifests an angry face when she is made. she uses language such as “I feel mad now”, or “I feel happy”. In the playground J tends to climb to the top of the slide, and she sits down there and slides down the chute. Also,

she throws a ball and attempts to catch it if someone passes it to her. Moreover, she tends to kick the ball with her feet and sometimes she places herself in a squat position attempting to throw the ball with both her hands further.

2. Disposition and Temperament

I noticed that J demonstrates various emotions throughout the day. She smiles, laughs and shows joy when she experiences a funny situation. For example, she expresses that she is happy when she accomplishes any work such as finishing building a house, making pizza, and making her own hair with play dough ex. While she could change her mood to mad and upset, expressing an angry face when for example someone touches her playdough or any other material that belongs to her. She is an expressive child as she demonstrates her feelings in different ways such as clapping and/or lifting her hand, laughing, screaming, and using verbal expressions such as I feel mad, I feel happy. She feels comfortable and calm when she is immersing herself in an activity creating something new. I notice sometimes she whispers and sings in a low voice which demonstrates that she is relaxing and enjoying the activity as well as she is extending her imagination. Also, I notice something that makes her comfortable playing with her peers as she manifests a cooperative behavior which demonstrates her empathy toward them. She reacts with this behavior when she is trying to share materials with her peers as well as attempting to hug them and show love and interest for them, especially toward the two-years-old. Also, she recognizes if they are absent and keeps asking about them if they are coming. I notice that she is obedient when asking her to wait her turn. Also, she mostly sits down on her chair quietly waiting for her peers to reach out for the activity that the teacher requires them to do after finishing any task (sometimes she just does what she wants because she likes to do her tasks fast and move to something else quickly). This behavior demonstrates her understanding of the sense

of fairness and justice. If she needs to do something she just asks, “I want to go to bathroom, I want playdough” ...ex. Also, she is persistent if she wants something, she insists on doing it. I noticed her one time she wanted to play outside in the playground and the teacher prevented her because it was very cold outside. However, they could not convince her. So, she put on her jacket and ran toward the playground. When the teacher tries to stop her, she lays down on the floor pretending that she is crying. This demonstrates an attempt for a tantrum behavior. J is adaptive for the changes in her environment. For example, the first day when we entered the class as new teachers, she had a surprising reaction opening her mouth, gazing at us, and asking a question about who we are. Now she adapts to our presence and begins to ask questions such as “where is the girls” “referring to us, when she does not see any of us in the classroom. She is easy to adapt and build new relationships with others.

3. Connections With Others

J’s connection to other students is natural and spontaneous. She is friendly and communicative. She tends to ask questions, communicate her concern easily with adults or her peers. She has the ability to make conversation about the game and create stories. For example, one time playing with a playdough, she made a donut and said let me make coffee. After that, she said I don this your coffee, I told her how much and she said 5 dollars showing for me five with her fingers and laughed. (Conversation, cashier, and customer which is a common behavior in her environment as she mentions her mom likes donuts). She is empathic, showing affection to the two years old as she tries several times to help her to sit on her chair or/ and guide her to walk, grabbing her hand and communicating with her smoothly. Also, she tends to give her hugs. I notice J most of the time takes the initiative to grab materials (pen, scissors, paper, toys ..ex) from the shelf storage and share with her peers. She put herself in a leader position as she is the

first to change the activity, she is the first to finish any task given to her and she is the winner. Also, she rarely asks for help while doing a task, rather she repeatedly insists to do anything by her own saying, “I can do it”. This behavior demonstrates that she is independent. I remember one time the teacher misspelled her name and she started complaining and correcting the teacher saying and repeating her name correctly. This behavior demonstrates that she is an eager girl, and she knows how to keep her appearance in the group. I notice that J mostly attempts to imitate her peers or the teacher, however in certain situations she tends to draw her own drawing or build her own house the way she wants to. She is attached to one male teacher, and she manifests an excited behavior when she sees him, runs, and hugs him and when he is not there she keeps asking “where is Mr. D”. In my opinion she is attached to Mr. D because he is friendly, nice, and understandable.

4. Strong Interests and Preferences

It does not seem to me that J has an attachment for any activity because I notice her changing activities quickly and in a short time. It seems she does not have the patience to stay a long duration for one activity. For example, she grabs the magnetic puzzle and plays for a very short time and then goes to grab a book, opens its pages fast and puts it back, changing another area to do something else and so on. Also, she tends to do many things at once, for example, she takes the magnetic piece in her hands and looks for the playdough on the shelf storage and she attempts to move to get it, she could stop that behavior with the supervision and listen to instruction. However, I notice her repeatedly playing with playdough and she has the tendency for one specific mold which is the one she is making her own hair. It seems to me she likes it when she uses her fingers to press the dough and demonstrate her fine motor skills abilities. She tends to show us how she is doing the process. In the end she smiles and expresses joy for her

accomplishment and says, “I make long hair”. Then she repeats the process again and again. Moreover, I notice she prefers to play with Legos, magnetic puzzles or the foam panels and she likes to build a house with windows and doors. She mostly interests what her peers or the teacher is doing and imitates them. For example, if she sees her peers making a car, house or using any color, she will do same thing and if she hears a teacher gives instruction to other children such as saying Elina don not run, then J not only repeats exactly the teacher’s phrase but also, she shows the ability of listening by attempting to do what she just heard such as walk quietly in the classroom instead of running. Furthermore, she has a strong interest in music. I notice her singing when she is playing and when we turn the music on in the class, she attempts to repeat the song while she is doing the activity. If she does not like the music that has been displayed, she just moves toward the music area and tries to choose one CD and asks to play it for her. I am not sure if she indeed recognizes what kind of song contains that specific CD. However, when we try to find out why she chooses it, she just says, I like this pointing her fingers to the picture on it. I have got a chance to meet her mother and she communicated to me that her daughter is interested in music saying “she loves music a lot” which gives the confirmation about this interest.

5. Modes of Thinking and Learning

The most frequent activities that J engages into are playdough, magnetic puzzle, playing with the foam panels and pegs as well as Legos. She mostly likes to play house building and sometimes she describes what she is doing. For example, I notice her making a house and building a story about it such as using toy characters symbolizing a person who is in difficulty calling the police to ask help. It seems that she is demonstrating her understanding for the surrounding environment where people face danger in the society and others work to help or

protect them. Also, she demonstrates her ability of understanding things by naming, colors, shapes, and numbers in different activities. I even notice her forming a number 8 with her fingers when I ask her to name numbers on the panels. In this case also, I assume that she demonstrates her ability to memorize and remember because I think that she learned to identify the number 8 in that way. Moreover, J tends to describe herself as a big girl compared to the two-year-old which is a small girl. This behavior demonstrates her ability to identify changes in herself as well as demonstrate understanding of the same and different. J attempts sometimes to apply what she learned by changing activities. For example, I noticed her one time in the art center grabbing a scissor and paper and starting to cut that paper using the scissor in an appropriate way just after the teacher showed to her in the previous activity how to use the scissor. J demonstrates her understanding of the time by for example recognizing when lunch or nap time is. Also, she demonstrates her ability to ask questions and have conversations. The common question that she asks and repeats frequently is "what is this" pointing to something new that she sees in different areas in the classroom. For instance, she opens the book and names colors and animals and when she finds something she could not name, then she asks. Also, she tends to express what she wants to do such as saying I want playdough, I want to build a big house with this, pointing to Legos. It seems that she is nourishing her curiosity and extending her understanding by questioning, communicating, and interacting. Also, I notice that she tends to imitate others by observing and shaping or drawing the same as her peers and sometimes even imitating what teachers are saying and try to demonstrate her understanding and listening for the instruction and attempts to follow them.

III. Third section

A. Child's background

I observed a 3-year-old girl named J and the observation took place at the BMCC early childhood center located at 199 chamber street room N375 from 9 am to 3pm. She has golden shirt hair, white skin, and a round face with brown eyes. She is skinny with an average tall size. I have got a chance to meet with her mother and I noticed that the mother wears hijab around her head which indicate J's family are Muslim. Talking with the mother makes me understand that J's native language is Arabic which means she is a bilingual child learning both Arabic and English. J has been in the center since she was 2 years old. It appeared through the observations that J is a very active and communicative child. Also, she is friendly and empathic with her peers. In terms of cognitive development she demonstrate abilities to learn fast even though in certain situations she might take time to understand what she is expected to do. So, based on what had been observed, how J is performing and progressing in different domains of development?

B. Descriptive reviews:

1. Physical Presence and Gesture

J enters the center quietly, she walks through the hallway toward the class, before entering the class she looks around exploring the area and usually she asks a question "where is the girls". She is referring sometimes to her peers or/ and other times to the staff members. J is

very active. She has a lot of energy that appears from her fast movement running, grabbing things, putting them back, changing activities in a short duration. While she is in the class usually, she moves fast from center to center. In each center she grabs a book, piece of blocks or/ and toy. ..ex and puts it back, and then decides the activity that she wants to do with confidence. Saying “I want playdough, or I want to play here” ...ex. She has the ability to sit in many positions, for example sit down bending her knees over the ground or lift one knee and put the other one on the floor. Also, while she is walking, she tends to make a jump with both her feet or sometimes she hops by advancing step by step and then switching to regular walk or run. She is able to rotate her body making a circle around a table. One day I noticed her curving her body over the ground. Meanwhile she was walking fast and drawing a big circle joyfully saying, “I want draw my name”. Her thin body gives her the ability to move smoothly and lightly. She has a flexibility to move her body, for example she attempts to stand on her tiptoes when she wants to grab anything out of her reach. She puts all the effort of her body with help of her toes extending her hands to reach the thing that she wants. Also, when she drops something under the table, she quickly bends her body to grab that thing. She has a physical vitality and lot of energy; she is ready to move and switch positions easily and quickly as well as she could grab the material containers with both her hand facing the shelf storage and walk toward it and put the container in the appropriate place looking first for the name even if she could not read the labels. While she is manipulating the playdough, she tends to always put one hand over the other and pushes the playdough to flatten it. She uses her fingers and the palm of her hands to smush the play dough or push it in the mold to form something. J uses the scissors properly with supervision. When she accomplishes a task, she tends to lift her hands up or clap them to show that she is the winner, and I noticed her one time giving the teacher a high five once she finishes

making her pizza and laugh loader demonstrating her excitement because she finishes first, even if she is celebrating victory. In terms of expressing her feelings she uses facial expression; she smiles and laughs and screams “hiiii” to demonstrate joy and she manifests an angry face when she is made. she uses language such as “I feel mad now”, or “I feel happy”. In the playground J tends to climb to the top of the slide, and she sits down there and slides down the chute. Also, she throws a ball and attempts to catch it if someone passes it to her. Moreover, she tends to kick the ball with her feet and sometimes she places herself in a squat position attempting to throw the ball with both her hands further.

2. Disposition and Temperament

I noticed that J demonstrates various emotions throughout the day. She smiles, laughs, and shows joy when she experiences a funny situation. For example, she expresses that she is happy when she accomplishes any work such as finishing building a house, making pizza, and making her own hair with play dough ex. While she could change her mood to mad and upset, expressing an angry face when for example someone touches her playdough or any other material that belongs to her. She is an expressive child as she demonstrates her feelings in different ways such as clapping and/or lifting her hand, laughing, screaming and using verbal expressions such as I feel mad, I feel happy. She feels comfortable and calm when she is immersing herself in an activity creating something new. I notice sometimes she whispers and sings in a low voice which demonstrates that she is relaxing and enjoying the activity as well as she is extending her imagination. Also, I notice something that makes her comfortable playing with her peers as she manifests a cooperative behavior which demonstrates her empathy toward them. She reacts with this behavior when she is trying to share materials with her peers as well as attempting to hug them and show love and interest for them, especially toward the two-years-old.

Also, she recognizes if they are absent and keeps asking about them if they are coming. I notice that she is obedient when asking her to wait her turn. Also, she mostly sits down on her chair quietly waiting for her peers to reach out for the activity that the teacher requires them to do after finishing any task (sometimes she just does what she wants because she likes to do her tasks fast and move to something else quickly). This behavior demonstrates her understanding of the sense of fairness and justice. If she needs to do something she just asks, “I want to go to bathroom, I want playdough” ...ex. Also, she is persistent if she wants something, she insists on doing it. I noticed her one time she wanted to play outside in the playground and the teacher prevented her because it was very cold outside. However, they could not convince her. So, she put on her jacket and ran toward the playground. When the teacher tries to stop her, she lays down on the floor pretending that she is crying. This demonstrates an attempt for a tantrum behavior. J is adaptive for the changes in her environment. For example, the first day when we entered the class as new teachers, she had a surprising reaction, gazing at us and asking a question about who we are. However, by that time she quickly adapted to our presence and asked the principal teacher “where is the girls “referring to us. She is easy to adapt and build new relationships with others.

3. Connections With Others

J's connection to other students is natural and spontaneous. She is friendly and communicative. She tends to ask questions, communicate her concern easily with adults or her peers. She has the ability to make conversation about the game and create stories. For example, one time playing with a playdough, she made a donut and said let me make coffee. After that, she said I don this your coffee, I told her how much and she said 5 dollars showing for me five with her fingers and laughed. (Conversation, cashier, and customer which is a common behavior

in her environment as she mentions her mom likes donuts). She is empathic, showing affection to the two years old as she tries several times to help her to sit on her chair or/ and guide her to walk, grabbing her hand and communicating with her smoothly. Also, she tends to give her hugs. I notice J most of the time takes the initiative to grab materials (pen, scissors, paper, toys ..ex) from the shelf storage and share with her peers. She put herself in a leader position as she is the first to change the activity, she is the first to finish any task given to her and she is the winner. Also, she rarely asks for help while doing a task, rather she repeatedly insists to do anything by her own saying, “I can do it”. This behavior demonstrates that she is independent. I remember one time the teacher misspelled her name and she started complaining and correcting the teacher saying and repeating her name correctly. This behavior demonstrates that she is an eager girl, and she knows how to keep her appearance in the group. I notice that J mostly attempts to imitate her peers or the teacher, however in certain situations she tends to draw her own drawing or build her own house the way she wants to. She is attached to one male teacher, and she manifests an excited behavior when she sees him, runs, and hugs him and when he is not there she keeps asking “where is Mr. D”. In my opinion she is attached to Mr. D because he is friendly, nice, and understandable.

4. Strong Interests and Preferences

It does not seem to me that J has an attachment for any activity because I notice her changing activities quickly and in a short time. It seems she does not have the patience to stay a long duration for one activity. For example, she grabs the magnetic puzzle and plays for a very short time and then goes to grab a book, opens its pages fast and puts it back, changing another area to do something else and so on. Also, she tends to do many things at once, for example, she takes the magnetic piece in her hands and looks for the playdough on the shelf storage and she

attempts to move to get it, she could stop that behavior with the supervision and listen to instruction. However, I notice her repeatedly playing with playdough and she has the tendency for one specific mold which is the one she is making her own hair. It seems to me she likes it when she uses her fingers to press the dough and demonstrate her fine motor skills abilities. She tends to show us how she is doing the process. In the end she smiles and expresses joy for her accomplishment and says, "I make long hair". Then she repeats the process again and again. Moreover, I notice she prefers to play with Legos, magnetic puzzles or the foam panels and she likes to build a house with windows and doors. She mostly interests what her peers or the teacher is doing and imitates them. For example, if she sees her peers making a car, house or using any color, she will do same thing and if she hears a teacher gives instruction to other children such as saying Elina don not run, then J not only repeats exactly the teacher's phrase but also, she shows the ability of listening by attempting to do what she just heard such as walk quietly in the classroom instead of running. Furthermore, she has a strong interest in music. I notice her singing when she is playing and when we turn the music on in the class, she attempts to repeat the song while she is doing the activity. If she does not like the music that has been displayed, she just moves toward the music area and tries to choose one CD and asks to play it for her. I am not sure if she indeed recognizes what kind of song contains that specific CD. However, when we try to find out why she chooses it, she just says, I like this, pointing her fingers to the picture on it. " I have got a chance to meet her mother and she communicated to me that her daughter is interested in music saying "she loves music a lot" which gives the confirmation about this interest.

5. Modes of Thinking and Learning

The most frequent activities that J engages into are playdough, magnetic puzzle, playing with the foam panels and pegs as well as Legos. She mostly likes to playhouse building and sometimes she describes what she is doing. For example, I notice her making a house and building a story about it such as using toy characters symbolizing a person who is in difficulty calling the police to ask help. It seems that she is demonstrating her understanding for the surrounding environment where people face danger in the society and others work to help or protect them. Also, she demonstrates her ability of understanding things by naming, colors, shapes, and numbers in different activities. I even notice her forming a number 8 with her fingers when I ask her to name numbers on the panels. In this case also, I assume that she demonstrates her ability to memorize and remember because I think that she learned to identify the number 8 in that way. Moreover, J tends to describe herself as a big girl compared to the two-year-old which is a small girl. This behavior demonstrates her ability to identify changes in herself as well as demonstrate understanding of the same and different. J attempts sometimes to apply what she learned by changing activities. For example, I noticed her one time in the art center grabbing a scissor and paper and starting to cut that paper using the scissor in an appropriate way just after the teacher showed to her in the previous activity how to use the scissor. J demonstrates her understanding of the time by for example recognizing when lunch or nap time is. Also, she demonstrates her ability to ask questions and have conversations. The common question that she asks and repeats frequently is "what is this" pointing to something new that she sees in different areas in the classroom. For instance, she opens the book and names colors and animals and when she finds something she could not name, then she asks. Also, she tends to express what she wants to do such as saying I want playdough, I want to build a big house with this, pointing to Legos. It seems that she is nourishing her curiosity and extending her understanding by questioning,

communicating, and interacting. Also, I notice that she tends to imitate others by observing and shaping or drawing the same as her peers and sometimes even imitating what teachers are saying and try to demonstrate her understanding and listening for the instruction and attempts to follow them.

C. summarizing paragraph:

J demonstrates a remarkable achievement in different domains of development, and she has strong readiness to learn and explore new things. She is an active girl moving her body easily with flexibility. Her social and emotional skill are well developed showing her empathy and expressing her feelings. In term of language and cognitive development, she manifest abilities to communicate and express her ideas, though and feelings. She employs small sentences, some vocabulary and asks question demonstrating her speaking and listening skills as well as her understanding for many things such as colors, numbers, some math concept for her age. Also, she acquires certain independency which is occurred through her play and communications. This will strengthen her self-esteem and reinforce her social interaction skills. Thus, it will help her to build a strong personality as she gets older. Something that I notice J needs to work on is her fine motor skill even though she demonstrates progress in terms of using scissors for example, she needs to be engaged in more hands on, writing /drawing activities reinforcing her fine motor skills. Also, I notice that J is an active girl. It is obviously typical for a preschooler to be active, however she needs to be engaged in outdoor activities such as dancing as she has a strong interest to music and riding bicycle which will help her to burn the excess energy that she has and thus create certain balance in her body which will aid her to regulate her behavior.

IV. Fourth section

A. Analyzing of the child's artworks

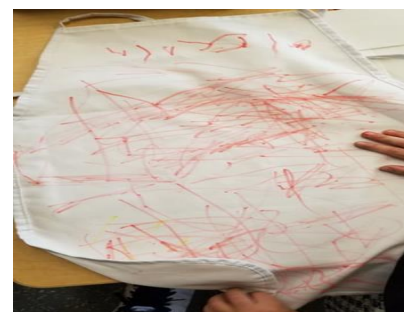
1. Building a house with Legos:

J created this artwork on 10/16/2021 it was the beginning of class around 10am J entered the class, and she was alone because that day the other students were absent. J looks around the class and says, "I want to play with this" pointing her fingers into the Legos container. After that, she walks toward the storage and grabs the Legos container and puts it on the table and starts playing. The artwork according to what J says is a house where a person in difficulties. That person calls the police to ask for help. The blue character who is the policeman is fixing the ladder to reach the red person who is in difficulty. While the yellow character is a mommy who is in another room, she hides her with her hands and says that we need to protect her from the stranger. This artwork demonstrates a cognitive domain of development as J engaged in story building exploring her imagination abilities and demonstrates an understanding for the surrounding environment. Also, language development occurs when she uses words and small sentences to express her thoughts and feelings. Moreover, expressing her feelings, empathizing with the characters, and asking about what she wants, demonstrates a social and emotional development.



2. Designing an apron

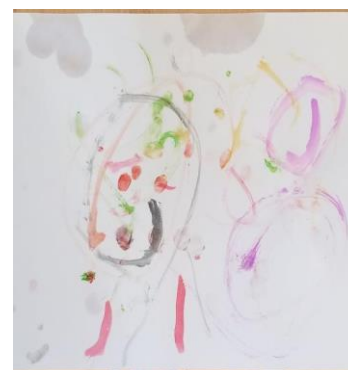
J created this artwork on 10/23/2021. The principal teacher introduced the activity for children which invites them to prepare their own lunch making their pizza and children were excited for this activity. First the teacher gave them aprons and hats and provided colored markers and let children decorate their aprons the way they want. J sits on the chair, grabs the red marker, and starts scrambling.



Then, the teacher asks her what design she put on her apron, and she responds, “it is a color” she repeats “I said it is color...my favorite color”. After that she said I want to write my name. She holds a marker with her left hand, and she grabs it with her fingers in an adult way and she designed her apron as it is in this picture. The domains of development that had been demonstrated in this artwork are physical and language development as she is scrambling. She is demonstrating both her fine motor skills and her writing skills attempting to write and shape the letters of her name which is a form of showing an understanding of writing a word with letters. The level of development is typical for J for her age, and she reached normal milestone development.

3. Drawing an artwork

J created this artwork on 11/20/2021. The principal engaged the children in a painting activity. J grabs the brush and starts to put it into the cup of water then she chooses a color and then draws. Sometimes she seems to forget to repeat the process of putting the brush into water then color and then draw. For instance, she puts it just in water and draws or puts it just in color which makes her face a problem that she doesn't get the drawing or the color she wants. I notice her



trying to find a solution by touching the brush with her hands attempting to fix it. She thinks that the problem is the brush. Also, she found another solution which is to put her finger in the colors and shape the dots that appear in red color in the picture. J did not say anything about her drawing. I notice usually she does not describe what she draws as she does when she creates anything with blocks and/or Legos. It seems from this picture that she attempts to draw a person with eyes, mouth, hair, and legs. Also, she attempts to draw another person and she does not finish making all the features and she says, "I am done". The domain of development that occurs most in this artwork is cognitive development as she starts to understand how to shape a person with lines and dots which is typical behavior for children her age.

V. Fifth section

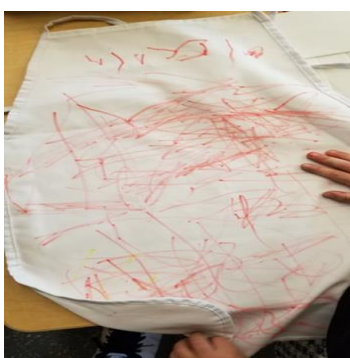
A. Commentary report

J was the only one that had preschool age in the center, which is the age that we are required to observe so I chose her. **Something that I notice unique about J is her eagerness. She tends to ask questions; she takes the initiative to change activities and try new things without fear or hesitation. She has an intense readiness to learn and discover new things and attempt to face more challenging situations.** She tends to show her abilities of leadership as she is the first to grab materials from the shelf and split it for her peers, she is the first to finish her activity and be the winner she has a sense of responsibility. Scaffolding and supporting these skills in an appropriate way could make J a great leader as she gets older.

The changes that I notice in J's development during my observations is making progress in terms of using her fine motor skills. For instance, the first day J has difficulties to grab the

scissor in an appropriate way (she does it with supervision). By the time she attempts to cut paper and use a scissor by herself properly. Also, in the beginning J struggled about how to put back the containers in the shelves and then she learned how to grab the sides of the container by her hands and pull it to fit in its place appropriately. Also, I notice a progress about the way she draws and express her thought on paper in the beginning she tend to use only one color (red saying that it is her preferred color) to scribble using lines and attempting to shape her name and she refuses to use any other colors as it is shown in picture one (using only red color). Then, she attempts to use dots and dots with lines and add another color as it is in picture 2 and 3. And in picture 4 we notice that her line and nots are shaping a person's head with features eyes, legs, mouth, and hair. She developed her understanding about the connection between the pencil and the paper making symbols and extending her imagination to express her thoughts clearly and scribble in more controlled patterns which is a typical milestone achievement for this age.

Picture1



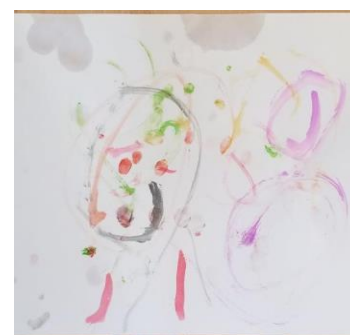
picture 2



picture 3



picture 4



The activities that I suggest following up to supporting J's development are as follows:

Reinforce hand on activities such as playdough, Legos, and collage to support her fine motor skills, creativity and extend her imagination. To support her cognitive, keep up using appropriate

age puzzles. Also, I suggest activities that engage her in physical movement to discharge the extra energy that she has as I noticed previously that J is very energetic. This will allow her to develop a certain balance for her behavior reducing the rate of hyperactivity. Moreover, I recommend engaging her in storytelling activities to reinforce her listening and speaking skills as she will be asking and answering questions. as well as musical activities with movement as she is interested in music this will help her to promote both fine and motor skills and language development.

I learned from this experience how important it is to focus on every detail that relates to the child and be strategic observing the child. It helps us to better understand the child's behavior and personality and thus give them the support that they deserve. I also learned the importance for us to switch our mode of thinking into a child's level of thinking and ask questions why the child is reacting the way he does. This will help us to dive deeply in his personality and find his strengths and weaknesses that could shape our approach to supporting their learning process.

References

file:///C:/Users/13474/OneDrive/Desktop/BMCC%20spring%202021/ECE%20211/Baghban-Scribbles-Labels-and-Stories-The-Role-of-Drawing-in-the-Development-of-Writing.pdf

Dyson-Symbol-Makers.pdf