

Commentary Final Paper

ECE 110

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Commentary Section

Introduction

The child that I observed is named Jade Bender. Jade is a 4-year-old girl, who attends the Preschool program at Rainbow land Nursery school. She is light skinned and has rosy cheeks. Her hair is a light shade of brown and reaches her shoulders. Jade has brown eyes with a set of long lashes. She is a slim built child. On the day of my observation, Jade was wearing her indoor clothes which consisted of Polka dot leggings and her favorite blue Mets shirt. The reason I chose the preschool child as my focus child is because I had firsthand experience working with this age group. I worked with this age group for 5 years and through my experience I learned that this age group is one that learns best when they are having fun. Being able to enhance their social, cognitive, and emotional development is a meaningful milestone at this age. As I continue to pursue my education, I would like to continue to learn how I can become an adequate educator and create a relationship that helps this age group obtain personal growth and academic development.

Developmental Skills & Processes

During the preschool age, children acquire their behavior and developmental skills. These skills consist of emotional, Language, social, physical, and cognitive developments. Children get a deeper understanding and are expanding their skills and knowledge in different areas. At this age children are voicing their emotions, form sentences, and understand instructions. They are engaging with peers, learning how to play together, and developing motor skills through movement of fingers and hands.

Cognition

During my observation Jade implemented what she learned in school during our time together. At school she had learned how to make a pumpkin out of construction paper. Jade wanted to teach me the same way she was taught. She proceeded to express how she was the teacher, and I was the student. Jade was able to teach each step with an explanation by using terms like First, second and Third. This demonstrated her ability of remembering instructions and her process of information. Additionally, once we had finished making our pumpkins, Jade wanted to sing the “Five little pumpkins” song. She wanted us to use our paper pumpkin to recite the song. However, she observed that we only had two pumpkins and needed five. Jade decided that we could use our fingers and pretend they were pumpkins. Based on this observation, Jade demonstrated her problem-solving skills as she said we could use our fingers in substitute for pumpkins. She also used her development of knowledge when she observed we only had two pumpkins and not five. Furtherly, once we were done with our pumpkin activity Jade proceeded to tell me she was learning about farms in her classroom. She wanted us to go apple picking and make apple pie. In her play kitchen she only had two apples, but Jade said we needed more to make a bigger pie. She went to the dining room table and grabbed five real apples. She pretended to put the pie in the oven and set her pretend timer for five minutes. Jade only waited about 20 seconds before she said the timer was done. As a result of her actions she demonstrated problem solving, knowledge on the farm theme and planning.

Language

Jade demonstrates **receptive language** as she was able to follow directions and answer questions. When I asked her about her Elsa dress and why she loved it, she was able to respond by descriptive words like “shiny, long, blue and bright”. Jade also appeared to correlate her emotions with her gestures. Whenever I did something, she asked me to do, she would use

rewarding language such as “Good job Ms. Janny!”. She also demonstrated her receptive language when she explained the steps to make her pumpkin, which she did by using words like “first, second and last”. In terms of **expressive language** Jade was able to express her thoughts and ideas. Her sentences were grammatically correct, such as “I am the teacher Ms. Janny, I am going to teach you how to make your very own spooky pumpkin.” She was able to use her expressive language to indicate that she would be teaching me something. In addition to that she also used her expressive language when she wanted to transition from one activity to another, Jade simply said “Clean up!” as an indicator of her needs. Lastly, Jade was interested in sharing her experience in school and what she learned. She implemented most of her school day during our time together.

Social

In terms of social development Jade has obtained awareness of sharing her things. her time at school has enriched her day to day life and has influenced her to become more helpful and cooperative. She demonstrated such when she helped clean up after we were done with our craft activity and when we were baking the apple pie. Furtherly, Jade started developing a wider range of emotion. When we she was reciting her ballet dance, she showed the excitement she had with facial expressions and hand gesture. She was also able to talk about what she had interest in, which was her favorite princess, Elsa. Throughout the night Jade and I were able to engage in a conversation about her favorite things to do at school. According to our conversation she enjoyed the art center and dramatic center at school.

Emotional

Jade has phenomenal expressions! During our time together she was able to describe her emotions. She was able to say she was happy when we completed the art and craft together. After our activities when it came down to clean up time, Jade demonstrated her concern

regarding placing all materials in the correct place. Once were done, she demonstrated her accomplishment by shouting “Finally Ms. Janny, we did it!” At one-point Jade was upset because she was not able to find her whisk to mix during our pretend baking. She already had tears in her eyes but once we found a solution she shouted “Fine!” with a frustrated tone. However, she realized the spoon was just as good as her whisk. She complimented the idea by saying “good idea.” Her emotional skills were displayed with various emotions throughout the afternoon. Jade was aware of the emotions she felt because she would either say it out loud or demonstrate them with her facial expressions.

Motor

Gross

Jade displayed her gross motor skills when she had showed me her ballet dance. She was able to jump, twirl and hop. She had good strength in her legs as she danced without any difficulty. She was also able to pick up her bin of toys and art materials without any issue. During our time baking she was able to move her arms up and down as she picked up ingredients for the pie and when she put the heavy apples in her basket.

Fine

During our craft time Jade was able to hold her scissors correctly. She had great placement of her hands and fingers around the scissors and was able to maneuver the paper and cut at the same time without an issue. She also held her crayons and pencils firmly, her hand strength helped her color inside the lines and control her pencil and crayon. Additionally, when it came to gluing, she also was able to place the glue stick in the areas where it was needed without any help from myself.

Sensory processing

As a preschooler, Jade has developed all five senses. She demonstrated her use of the five senses throughout the activities we did during the afternoon. Although we did not eat anything during our time together, I was able to determine that Jade knew her sense of taste because when we baked her apple pie, she said it was going to be sweet. She was able to describe the taste and it reflected that she knew what her sense of taste was used for. Regarding the Vestibular sense, I was able to observe that Jades system was detecting her movements during her dance. When she hopped or jumped, she was able to land on both feet without an issue. The proprioceptive sense was also displayed because she was able to lift her bins, move around, and walk back and forth. Jade had plenty of time to move her body around which is why I can conclude that her proprioceptive sense is visible.

Activities of daily living

Jade is in school Monday to Friday and attends the preschool program from 8am-2pm. She then stays in the aftercare program between 2pm-5pm. For majority of the week Jade spends her days at school. On Saturday she is home with both mom and dad but leave Sundays to be with her “mema” or her grandma. She has learned so much from school since that is where she spends most of her time that she has a routine. She sings the cleanup song and washes her hands after meals and bathroom use. Jade must be in her jammies by 7:30pm and must have her teeth brushed. Her bedtime is at 8pm. On Saturdays Jade is allowed screen time, her parents and her will watch one movie together. Overall, Jade has a consistent schedule that she knows already.

The child Aspects of Culture

Jade is 4 years old and she is a United states citizen as well as the only child. Her mom is 35 years old and her dad is 37 years old. Jades mom is Italian ethnicity, and her father is from Israel. They however practice the Jewish religion because they celebrate Hanukah but being that

Jade resides in the United States, they also celebrate Christmas. Although they are not a super religious family Jades parents try to teach her about her cultural background. Jade is very aware of her background as she can tell anyone that asks her. Both parents are fluent English speakers which is why Jade has noticeably clear vocabulary. Her mom is a lawyer, and her father is a doctor in NYU hospital. Jade resides in a mixed community and socializes with peers from different ethnicities.

My aspects of Culture

I grew up in Elmhurst Queens which is a very mixed community. As a child I grew up with friends from different backgrounds. Both my parents are Mexican and practice the catholic religion. I was the only child until 8 years of age. I had a very great childhood! My mom was a stay at home mom while I was growing up and she was incredibly involved in school activities. She would come on trips and volunteer at bake sales and school events. My father is currently still a cook at a restaurant in the city and My mom is a personal assistant. Both my parents are fluent Spanish speakers but went to school to learn English once they came to the United States. I was taught to help around the house at a young age which consisted of helping with laundry or washing dishes. My childhood was a very normal childhood, yet I can honestly say I appreciate the way my parents raised me.

Theorist

Based on the cognitive development of Piaget Jade is in the preoperational stage which is using mental symbols that reflect appearance. I believe this because Jade used symbols for pretend playing. She did this when she pretended her fingers were pumpkins. Based on Erikson's perspective Jade falls in the initiative vs. guilt stage which reflects taken action through assertiveness and creativity. Jade is this stage because she is regularly engaging with children at

school and is learning interpersonal skills through activities. Also Jade also asks more questions when she becomes curious. She is also starting to develop that sense of embarrassment. Like if she says something the way its not supposed to be said she looks down and says whoops sorry. The social cultural theory which is proposed by Leo Vygotsky focuses on the influence of language, social interaction, and culture on intellectual development. Jade problem solving is quite impressive. She is a quick thinker and she showed this when we did not have enough pretend apples, she instantly said we could use real apples too. The zone of proximal development was shown because when we were baking although she knew what we needed I helped her understand the steps to make our apple pie. She was upset when she did not have a mixing spoon, so I had to advise her we could use a regular spoon. through her efforts of doing things she does at school. I used scaffolding to guide her through our baking time. I used language like mix and cut so she comprehended the steps. The Bron Fenbrenners ecological system theory is development that is embedded within and influenced by cultural community. I believe Jade is under the Microsystem. The reason I say this is because she interacts with classmates and teachers for majority of her day. Based on the way she is interacting with these individuals is helping her knowledge and growth. It has taught her to be a slightly more independent. The Kohlberg's theory is reflected in Jade under the preconventional stage. Jade understand that there are rulers to follow. She knows if she does not clean or misbehave, she will be reprimanded. Therefore, she acknowledges that clean up time is important as well as putting everything she uses in the right place, this is defined as Punishment and obedience. As for operant condition proposed by B.F. Skinner, Jade gets excited when she is praised for good behavior. I believe the outcome of this is that she continues to try her best to behave, play nicely and get activities done.

Comparison of Development

The age group that I will compare with the preschool age is the infant and toddler age group. To start off based on **cognitive skills** both age groups showed knowledge of problem solving. When Cora's dog knocked down her farm, she simply rebuilt it herself again. Both also demonstrated their skill of knowledge; Cora did this when she described that a monkey ate a banana and that her tree was tall and had coconuts. Regarding language, both Cora and Jade had clear indication of receptive language. They both understood how to follow directions and respond to questions. Although Cora's responses were a bit vaguer in detail while Jades responses were more detailed. **Expressive language** was quite similar because they both able to express their ideas and transition from one activity to another. Jade and Cora both expressed there thought like Cora did when we were reading, and Jade did during our art and craft. Within transitions they also both expressed when they no longer wanted to continue playing or reading and described what they wanted to do next. Cora expressed this when she said she was done reading and wanted to make a farm. Jade also demonstrated this when she shouted clean up. They are different as well because Jade had more of a transition word than Cora did. Cora randomly said she wanted to build a farm and Jade mentioned Clean up time. Furthermore, based on **social development and emotional development** both girls demonstrated that they were able to understand the concept of sharing and expressing their emotions. Jade and Cora did this when they were excited about an activity. Although sharing for Cora was a bit harder for her to do, she understood that I could also play with her and Jade also shared her ideas and toys with me. Emotional development was shown in both using expressions, although Cora's words a minimal compared to Jade, she was able to tell me when she was happy or sad. Jade demonstrated her emotions in full sentences like "Good Job Ms. Janny." When they became frustrated Cora said

“Haddy! Bad dog” while Jade mentioned “Fine!” Cora demonstrated her emotions by facial expressions majority of the time as for Jade uses complete sentences to express how she feels.

Motor and sensory processing was similar because both had great **fine motor skills**. Jade was able to hold her crayons and pencils in the correct position and with great strength. When brushing her teeth Cora held her toothbrush with great strength and was able to move her wrist in a circular motion. **Gross motor skills** were demonstrated by both when they were dancing. Jade and Cora were both able to jump and spin without an issue. They were able to walk back and forth and pick up toys or items they needed. Cora and Jade have common **sensory processing skills**. They both are aware of their five senses and understand the movements of their body parts. While eating her Mac and Cheese Cora described her food as cheesy and Jade said her pretend apple pie smelled sweet. Vestibular senses and proprioceptive senses were demonstrated in both during their dancing and while engaging in activities such as Cora stepping on her stool to brush her teeth and Jade spinning like Elsa. The only difference between both is that Jade had more knowledge in hand placement as for Cora still held her fork in a fist manner. Both girls attend school Monday through Friday for the same number of hours. Jade is the only child and Cora has an older sister. Majority of the week both spend their days in school. Jade and Cora both live in an apartment. Jades apartment has more access to floor space and Cora’s space is a bit more limited.

Setting Comparison

The setting during my observations were similar in the sense that they both were filled with toys, books, and items to keep their mind working in an educated manner. All girls had a limit to screen time and were provided with books or mind building games. Jade, Cora, and Julia all had bookcases full of books of all genres. They had access to toys and art materials as well. Jade and

Cora live in an apartment and Julia lived in a house. Julia has more capability to maneuver around her room because of the space she had. In Jade and Cora's home their parents would set up their space with colorful pictures or drawing created by the girls. Julia on the other hand had her artwork hung around her living room. Their homes were all kept clean and organized and all three girls were taught to keep it that way. Based on the setting within all three girls I can say that their parents provided materials that would feed their minds with knowledge. They had more access to books, art materials and toys instead of electronic devices. Additionally, the girls were educated to clean up after themselves which has taught them to be responsible when it comes to cleaning. The setting has helped their development because these parents like to incorporate what they learn at school, at home. They are given schedules and a criterion they need to follow. An example of such is that the girls needed to change into their indoor shoes or indoor clothes. Since the girls are given educational materials they are not exposed to the negative use of technology, their parents would rather have them spend their day building or drawing and not have them on a screen all day.

Conclusion

Throughout my observations I can honestly say I learned so much about the similarities and differences in the development of children. In class I learned about many theorists and the knowledge I learned from that helped me comprehend why children act and think a certain way. The theorist and their stages helped me analyze where each group was supposed to be at that age. Within all observations I realized no matter the age all children learn through play. They carry what they have learned into their daily life activities. In addition to that I also noted that cognitive skills increase as their education increases. The experiences I learned from my observations will help me during my career. This will help comprehend the stages and the

development growth within each child. By these observations I already have background knowledge to the developments of all three age groups. Lastly, I will be able to provide appropriate routines and rules from the knowledge I have gained, I am also able to expose children to activities that will enrich their problem solving skills and create a safe learning space.