**I**

**Birth Date: 12/3/07**

**Summary of ‘I’s’ Development**

‘I’ is demonstrating his increasing physical development throughout the time we have spent together. Toddlers are mastering their jumping, tiptoeing, marching, throwing and kicking a ball. ‘I’ meets all of those developments. ‘I’ walks, runs, hops, jumps around the classroom, gym and playground each day. ‘I’ is aware of how he has to control his body while walking down the ramp on the climber as well as balancing on the stairs. When I first started observing ‘I’ he always made sure to hold on to the railing while climbing the ramp now he runs up the ramp, and slides down the ramp on a truck. This is a perfect example of how ‘I’ is developing physically. At times ‘I’ would notice that I was observing or he just noticed I had a pen and he would always want to write his name or have me write his name on the paper.

‘I’ continuously is developing relationships with teachers. ‘I’ knows everyone’s name and whenever they come into the room ‘I’ makes sure to run over and say “hi so and so.” ‘I’ is often in involved in parallel play with other children such as playing with cars or trying on dress up clothes. ‘I’ will often state that something made him mad or sad. He also recognizes when another child is upset. ‘I’ is able to communicate his needs verbally. He will let you know if he is hungry, cold, and or needs a new diaper. According to (DAP) toddlers are fascinated by words and ‘I’ is just that. ‘I’ is constantly asking what’s that and why.

‘I’ is demonstrating his early reading skills because he enjoys listening and at times looking at books by himself. ‘I’ will often bring a book over to me and say “read this.” ‘I’ is drawn to books about construction, tractors and animals. ‘I’ will often connect what he is seeing in his surroundings to something in the outside world that he has seen before. He happened to see inside the refrigerator the other day and there was a cup with a blue’s clues character on it. ‘I’ began to tell the story of when he at chicken with the blues clues character. ‘I’ was demonstrating his verbal expression and expressive language.

‘I’ is very inquisitive about what is going on around him. ‘I’ will often ask questions about stories you have just read, and or activities you are going to do or have just done. When it is ‘I’ turn to get a diaper he demonstrates his knowledge of colors by always asking for the “magenta one.” When we sit on the black carpet to sing a group song ‘I’ is the first one to sing along! Just today ‘I’ asked me if we could go to the gym. I replied no we cannot brown bears is here today, why, because they have no school, why, because it is April vacation, oh another day?

**Cognitive Development**

Toddlers love to sort, divide, and stack objects according to size, shape, color, etc… ‘I’ demonstrated this when he sorted the girls from the boys on the school bus. ‘I’ demonstrates his development of his cognitive skills throughout the day. ‘I’ demonstrated his inquiry for instance when he was making banana bread with ‘J’ he asked ‘J’ “what’s that ‘j’?” ‘J’ responded by saying brown sugar. ‘I’ what color is the sugar? ‘I’ said brown. ‘I’ increasingly recognizes not only his body parts but body parts on others. During a diaper change ‘I’ pointed out his belly button and he stated that he was poking his belly button. When ‘I’ sees my name tag he states that it is me and he points out my nose, eyes. I said ‘I’ where is my hair? He then proceeded to point to my hair. ‘I’ loves to sing songs and listen to music. Just the other day he jumped up and down to the music with me. We then sang who is in our school today. ‘I’ not only knew the words to the song but the sign language aspect and he remembered who we have not said yet.

‘I’ demonstrates his cognitive development through this photograph. ‘I’ is busy discovering the sound that these instruments make. ‘I’ also states that he is holding the red and yellow ones. I encouraged him to shake them up high down low and he shook them. ‘I’ was demonstrating his focused exploration he knew the sound that these instruments made but he was exploring their sound up high and down low.

‘I’ is scooping the water into one cup and pouring it into the other cup. In the following photo you can see how ‘I’ recognizes how he has to hold each cup, line up the two cups in order for the water to pour into the other cup. ‘I’ is demonstrating his cause and effect development; such as if he does not align the cups up the water will not pour into the other cup.

In the following photo ‘I’ is demonstrating his cognitive development. ‘I’ is moving his hands all around the paper. He has taken two different colors and mixed them one on top of the other. ‘I’ recognizes through touching the paper and visually seeing the paper where he has painted and where he has not painted.

**Goals & Recommendations:** To increase ‘I’s’ shared language. Such as when ‘I’ has just listened to a story encourage him to talk about the story. Encourage ‘I’ to tell you his version of what just happened. Activities to encourage language development for instance are activities that ask open ended questions such as when you are at the park asks him what colors he sees. Asking ‘I’ about his experiences will help extend his vocabulary/shared language. ‘I’ will be happy that you are asking about him and he will truly want to share it with you when you appear interested and involved. When ‘I’ tells you that he went to the zoo this past weekend instead of just saying a close ended statement such as ‘oh fun.’ You could reply by saying ‘you went to the zoo. What did you see there? What type of animals did you see?’ Open ended statements are as simple as replying please tell me about it. ‘I’ will be so excited to tell you!

**Communication and Literacy Development**

‘I’ demonstrates his communication and literacy development often. He is very vocal on his needs. When ‘N’ pushed ‘I’, ‘I’ made sure to tell me that ‘N’ had pushed his body. While on the playground ‘I’ saw his brother on the other side of the fence he proceeded to yell ‘P’ eventually his brother came over to the fence to say hi. They had a short conversation, ‘I’ proceeded to tell each and every one of his teachers on the playground that he had just seen ‘P.’ ‘I’ was demonstrating his verbal expression and how vocabulary was developing. When I arrive in the morning there are usually two things I can find ‘I’ doing and they usually are combined. ‘I’ usually is wearing some kind of dress up carrying a bag as well as a construction book. He usually will shout “hi Andrea.” from across the room. ‘I’ often retrieves a book from the book shelf and brings it to me and states “read this” as he plops down in my lap. During snack time ‘I’ vocalized his needs. ‘I’ held up his cup to the teacher and said “more juice please.” ‘I’ was excited to see another staff member in the room he held up his spoon and said to her “I have a spoon.” ‘I’ makes sure to vocalize his needs.

‘I’ is demonstrating his communication and literacy development in the photo. ‘I’ appears to be looking a construction book flipping the pages from left to right. ‘I’ is demonstrating his early reading skills. This is one of ‘I’s’ favorite books he would read this book everyday all day if he could. When you ask ‘I’ where the excavator is he can point it out to you, if you ask him where the dump truck is he can point it out to you. ‘I’ knows all about construction!

**Goals & Recommendations**: To begin to be able to describe his art work. Encourage ‘I’ to tell you about his picture by saying “oh I see you chose red and blue and yellow. What can you tell me about your picture?” Another activity to extend communication and literacy is after reading a story you two could discuss what had happened and then suggest drawing a picture of the main character. For instance if you just read Cranky Bear you could suggest to ‘I’ you draw some bear pajamas for cranky bear. The goal would be for ‘I’ to describe to you what his pajamas are all about for Cranky Bear.

**Social / Emotional Development**

Young toddlers display empathy in their own ways, for instance when they imitate and adult comforting a baby or at other times they burst into tears because of anxiety, fear, anger and or fatigue. ‘I’ demonstrated this when he noticed that his friend ‘N’ was crying. ‘I’ hugged ‘N’ and then he said Andrea I wanna kiss him, then ‘N’ stopped crying and went back to playing. ‘I’ has developed a very close attachment to his classroom teacher he often runs up to her to give her hugs. ‘I’ often calls her by her full first name and middle name especially when he wants to get her attention. When singing “who is in our school today” ‘I’ recognizes that he is in the school today and he belongs by singing along and pointing to himself during his turn. Blue Horses made a poster about feelings. ‘I’ made a mad face for the poster as well as showing the hand sign for angry. ‘I’ recognizes similarities and differences in girls and boys. While ‘I’ was playing with a school bus and little people he stated “no girls allowed” he then proceeded to take all the girls off the bus. ‘I’ was expressing his knowledge of his identity and identify of others. One of ‘I’s’ favorite books is The Way I Feel by Janan Cain. ‘I’ knows all of the feelings by heart. He looks at the pictures and shouts out the emotions.

‘I’ demonstrated his attachment to caregivers in this photo. During a dramatic play lesson plan ‘I’ took a break in his exploration to jump and give me a hug. He often will say “A” while he jumps on me. ‘I’ was also demonstrating his emotional expression. ‘I’ was excited about the new food items in the dramatic play area and decided to express that.

‘I’ demonstrated his cognition of matching and of colors in this photograph. During the activity I encouraged ‘I’ to find the matching socks and he depicted this in the photograph. ‘I’ then proceeded to place the socks on his hands.

**Goals & Recommendations:** ‘I’ goal is to be able to recognize that he is upset and verbal say that instead of physically saying that. To support this goal you can say to ‘I’ I see that you are upset it makes you upset when ‘R’ knocks down your tower. How about you tell ‘R’ how that made you feel. You can also bring ‘I’ over to the feelings poster a talk about the feelings encouraging him to act them out. During a behavior situation with ‘I’ you could ask him if he would like to go look at the feelings poster to help him decide how he feels and then he can vocalize this to the other child. You could also read When Sophie Gets Angry Really Really Angry… By Molly Bang, discuss with ‘I’ how Sophie is feeling and how she deals with this feeling. This will help ‘I’ understand that it is okay to feel upset and angry but there are positive ways to express that.

**Physical Development**

Young toddlers are busy young children. They love to scoop, drag, pull, lift, carry, run, jump, throw, hop, etc… ‘I’ is developing along with that he loves to dig in the sand pile, fill the dump truck up with dirt and dump it out. While playing in the water table ‘I’ also demonstrates his physical development he is scooping, and pouring the water into the waterfalls. ‘I’ demonstrates his capability in this area often whether we are in the gym, classroom or playground. While in the gym ‘I’ loves to run, throw balls, sit on the sit and spin, rock on the boat or push the bikes with his feet. When we are in the classroom you will often find ‘I’ climbing on top of tables, shelves, window sills and chairs. He enjoys climbing! He also runs, walks, and jumps to music while in the classroom. When the weather is nice outside Blue Horses loves to go outside ‘I’ likes to ride the bikes by pushing them in the sand with his feet. ‘I’ enjoys swinging and throwing balls high up in the air. ‘I’ climbs up the stairs to the slide and slides down on his bottom. ‘I’ usually holds out his finger if you are near the slide meaning he wants you to shock him, from the static electricity from the plastic slide.

‘I’ demonstrated his fine motor development in this photograph. He is grasping the paint brush. Stroking the paint brush up and down, side to side, etc… ‘I’ is demonstrating his awareness of his body and the control it takes to paint on the paper (the intention was to paint on the paper, but was not strictly enforced.)

‘I’ is demonstrating his physical development in this photo. It appears that he has just dumped the load of sand out of the truck. The picture does not depict what he had done prior however, ‘I’ pushed the truck up the sand hill, scooped the dirt into the dump truck and then pushed the truck up the hill to dump it.

**Goals & Recommendations**: My goal for ‘I’ would be to improve his body awareness and control. To encourage this ‘I’ could attempt the balance beam outside. ‘I’ often enjoys stepping on toys and other wobbly objects and I think that ‘I’ would increase his body awareness and control by trying to balance on the balance beam. Another outside activity that would encourage ‘I’ body awareness is climbing up the bumpy side stairs. Inside the classroom activities to encourage body awareness and control are activities such as laying a large tunnel out for him to crawl through, the ramp and slide climber, music activities, etc…

**Bibliography**

NH Early Learning Guidelines 2005

Copple, C., & Bredekamp, S. (Eds.). (2009). Developmentally Appropriate Practice in Early Childhood Programs (Third ed. ). Washington: NAEYC.