**N**

**Birth Date: 5/19/08**

Summary of ‘N’s’ Development

 Toddlers are mastering their jumping, tiptoeing, marching, throwing and kicking a ball… ‘N’ walks, runs, hops, gallops, jumps around the classroom, gym and playground each day. ‘N’ demonstrates his physical abilities often here in Blue Horse’s. ‘N’ loves to push trucks, run, jump, carry, lug all kinds of items around the classroom, gym, and playground. ‘N’ often hops up and down when he is excited. Just the other day ‘J’ told the class that they were going to the hospital for lunch and ‘N’ leaped out of his chair jump up and down with his arms flaring and a huge smile upon his face. ‘N’ will often climb to the top of the climber to look out the window, he then proceeds to walk down the stairs or the ramp; sometimes he runs. ‘N’s’ small muscle development is developing as well. ‘N’ will grasp markers and crayons when he is dragging them back and forth up and down on the paper and or table.

 ‘N’ truly is in tune with his identity. He understands his emotions and displays them. When another child takes a toy that he has been using ‘N’ says “mine.” ‘N’ expresses a wide array of emotions, happy, sad, excited, mad, and scared. When we sing ‘I have a friend whose name is mmhh’ ‘N’ smiles with delight when you say his name.

 During snack ‘N’ displays his communication and literacy development. ‘N’ understands the two part directions he is given and he follows through. ‘N’ throws your snack away and go wash your hands. ‘N’ will point to himself when it is his turn and say “mine” I respond by saying yes it is ‘N’s’ turn to wash his hands. ‘N’ is expressing his verbal expression.

 ‘N’ demonstrates his cognitive development multiple times a day whether it is during story time, snack time and or play time. A little while ago I was reading ‘N’ The Belly Button Book by Sandra Boynton. ‘N’ said belly button and pulled up his shirt to find his belly button each time the belly button was mentioned in the book. ‘N’ was using his shared language he has prior knowledge of his belly button and decided to state it. ‘N’ is also very inquisitive he is always very eager to play in the sensory table. ‘N’ loves to scoop, drag, feel, throw, dig, etc… in the sensory table.

**Physical Development**

 Toddlers are busy mastering their physical development such as riding a bike and pushing with their feet. ‘N’ often rides bikes in the gym and on the playground. He rides them back and forth pushing with his feet. Toddlers love to tear paper and ‘N’ does just that…he retrieves tissues and tears them up leaving a trail all around the room. Toddlers love to pull things from shelves, jump in the mud, splash in the water table and that is exactly what ‘N’ loves to do. ‘N’ will often go into the kitchen area pull the basket of food off the shelf and dump the entire basket on the floor. Then he is off to find something else to dump. ‘N’ demonstrates his body awareness and control, large muscle development and coordination, and his small muscle development and coordination each and every day. ‘N’ loves to grab one crayon in each hand a scribble all over paper. This is an example of ‘N’s’ small muscle development. While playing outside on the playground ‘N’ runs, hops, climbs the stairs and slides down the slide. While playing outside ‘N’ loves to push the dump truck back and forth on the sand. The majority of the children love to swing ‘N’ eagerly sits on the side waiting for his turn to swing. ‘N’ sits in the swing contently with one hand in his mouth feeling the wind through his hair. ‘N’ is usually very unhappy when he gets off the swing but is easily distracted by a truck or bikes. ‘N’ enjoys watching balls bounce while outside or in the gym. ‘N’ will often bring me a ball which means he wants me to throw it high up in the air. While in the gym ‘N’ rides bikes pushing the bike with his feet back and forth into the walls. ‘N’ loves to sit on the rocking boat and rock it back and forth with his peers. While in the classroom ‘N’ enjoys grasping paint brushes, markers, and crayons each of these depict ‘N’s’ small muscle development. However, during snack time ‘N’ only uses utensils 50% of the time. He usually will begin with the utensil but then decides that it will be faster and easier to eat with his hands. ‘N’ is developing his body awareness and coordination in the classroom through activities such as climbing on the climber, through the tunnel the teacher lays out and dancing to music. ‘N’s’ large muscle development and coordination are increased through classroom activities in which ‘N’ uses his large muscles. ‘N’ carried a chair from the snack table to the terrarium. ‘N’ realized that if he retrieved a chair he could stand on the chair and reaches the plants. ‘N’ loves to climb up the ladder on the climber run on the climber and slide down the slide. To accomplish this task ‘N’ must use his large muscles in order to climb, run, and sit/slide. ‘N’ must use his small muscle coordination in order to grasp the handles of the ladder in order to climb up the ladder. ‘N’ demonstrates his small motor and large motor development often in the classroom. ‘N’ often plays in the sensory table where he is scooping, dragging, touching, and dumping various materials such as water, sand, sun flower seeds, oobleck and oatmeal.

‘N’ demonstrates his small muscle development and coordination here in the picture below. He is grasping an orange crayon in one hand and a blue one in the other. ‘N’ proceeds to bend over the table a drag the crayons purposefully on the paper making marks with the crayons.

In the following picture ‘N’ demonstrates his physical development of his large muscles and coordination. ‘N’ is pushing the truck in the sand from one side to the other side of the playground. ‘N’ must be aware of where his body is in space in order not to topple over the truck or side of the truck. ‘N’ must also be aware of how much pressure he is putting on the truck because if there is too much the truck will not move. ‘N’ uses his small muscle development in order to grasp and continue to grasp the truck as he runs back and forth on the playground.

‘N’ is demonstrating his physical development here in this photo. ‘N’ is grasping the bike handles with both hands and pushing the bike with his feet.

This is a photograph of ‘N’ demonstrating his fine muscle development. The photograph appears that he used a paint brush in which he would need to use his small muscles in order to grasp the paint brush. He used red and green paint.

**Goals & Recommendations:** To increase ‘N’ body awareness and control. While in the classroom some activities to encourage this are the climber with stairs and a ramp/slide. You could also use stepping stones where the children would have to balance from one to another this would encourage ‘N’ to be aware of where his body is in space and how he must control his large muscles in order to go from one to another. Another activity in the classroom could be paint on the easel. ‘N’ would be using large strokes with the paint brush up and down, side to side, etc… While outside body awareness and control can be encouraged though activities such as the large climber which ‘N’ climbs up the bumpy side of the climber and or the stairs. ‘N’ could increase his body control while riding the bikes he must be aware of how to balance not leaning too far to one side or back because hence he would fall off.

**Social Emotional Development**

 ‘N’ demonstrates his self-concept through truly understanding his feelings. ‘N’ will often cry when a toy is taken from him. ‘N’ will say “mine.” When ‘N’ is very excited like when Jim the handy man comes by ‘N’ runs to the window and smiles while jumping up and down ‘N’ is expressing his emotions. Whenever we sing a song that involves names and we get to ‘N’ he always recognizes his own name stands up and smiles with delight that you are saying his name. ‘N’ understands that this is him and that is his identitiy.'N’ will often watch closely when you sing a song but does not often sing or make sounds along with you. If I catch ‘N’s’ eye as I walk into the room he will smile and walk over to the closet where I am hanging my coat up. He does not usually verbally say anything but sometimes he makes some sounds but for the most part he usually just smiles.

Here is a photo of ‘N’ displaying affection. (He got distracted when I came over to take the picture) ‘J’ was saying good morning to ‘N’. ‘N’ jumps into her arms when ‘J’ said good morning ‘N’.

‘N’ is participating in parallel play finger painting. His classmates are on all sides of him participating in this activity. This photo depicts how ‘N’ is reacting to painting. He is feeling the paint between his fingers and rubbing his hands up and down and all around the paper. ‘N’ is mixing the paint colors with his hand motions.

**Goals & Recommendations:** For ‘N’ to show empathy to other children in result of his actions. Ways to encourage this are such when ‘N’ pushes a child make sure to bring ‘N’ over to the upset child and say “R is crying she is sad because you pushed her.” Reading books about feelings such as The Way I Feel by Janan Cain. By you acting out the feelings it will ultimately encourage ‘N’ to act out the feelings and ultimately ‘N’ will be able to express these feelings when he is feeling them.

**Communication & Literacy Development**

 ‘N’ can carry out simple directions such as ‘N’ go throw your tissue away or ‘N’ throw away your snack and go wash your hands. During snack time if ‘N’ wants more food ‘N’ will often depict the sign for more and say the word more multiple times. ‘N’ will often walk over to the book area and plop down and look at books for quite some time. The time ‘N’ spends in the book area engaged is probably the place where he spends the most time. ‘N’ will often attempt the sounds of the pictures such as if he sees a truck ‘N’ will say truck. When ‘N’ recognizes familiar people he usually smiles, points, and at times runs over to them. ‘N’ tends to get very excited when he sees a familiar face and at times expresses his excitement through aggression. ‘N’ has begun to experiment with writing tools such as markers and crayons. ‘N’ usually holds one in each hand and drags them across the paper and table.

‘N’ demonstrates his increasing ability to experiment with writing tools through the photograph above under physical development.

‘N’ also demonstrates his increasing ability to enjoy exploring books. ‘N’ is pictured looking at a book that appears to be a multicultural book in which ‘N’ is focused on the pictures turning the pages from left to right.

**Goals & Recommendations:** To increase ‘N’s’ verbal expression. Ways to encourage this are such as when you see ‘N’ waving his cup up in the air during snack time instead of just pouring more. You could encourage dialog by saying ‘N’ would you like some more juice? When you see ‘N’ exploring the book area you could join him and point out pictures and objects in the story. You could also say ‘N’ I see the tractor do you see the wheel? Where do you think I could find the wheel of the tractor? By asking ‘N’ questions and stating what you are doing helps expand ‘N’ vocabulary so when he is ready he will have been exposed to those words and he knows that when you said more juice that means his cup gets filled with more juice, etc…

**Cognitive Development**

‘N’ will often walk over to the kitchen area and place the coffee cup on the shelf. When asked or when the topic comes up ‘N’ knows where his belly is as stated above when reading The Belly Button Book. When you sit down on the floor with ‘N’ and ask him to help you clean up he sorts the objects such as putting the turtles back in the basket with all the other turtles. ‘N’ was demonstrating his knowledge of the concept of colors and like colors. A few months ago the children were about to do a painting activity, ‘N’ saw the paint brush and decided to feel the bristles prior to dipping the paint brush in paint and then dragging the paint brush all over his paper. ‘N’ was using his knowledge of focused exploration. He was purposefully touching the paint brush because he wanted to know what it felt like. He knew that it was for painting and usually it had paint on it but this time it did not it was dry. ‘N’ proceeded to dip into paint in order to make it wet. ‘N’ uses sounds to get his needs met he often will make sounds such as ma ma ma, bah, and no no. ‘N’ understands the words buh bye and mama and dada, Jill, and Jim. He recognizes when his mah mah walks in the room or another child’s parent’s walks in the room. ‘N’ enjoys the block area he will collect, pick up, stack, and knock over towers. ‘N’ gets very excited when a tower falls down, even if he is in another part of the classroom ‘N’ will come running!

‘N’ is demonstrating his cognitive development in the following picture. ‘N’ is articulating his inquiry. He has seen a sock before. He realizes there is a hole in the sock and ‘N’ decides to put his hand inside the sock. ‘N’ is focused and determined to complete this task.

‘N’ is demonstrating his cognitive development in this photo. ‘N’ is pouring the water into the waterfall. ‘N’ recognizes that if he pours the water into the top it will come out of the bottom through all of the gizmos. In order to pour water ‘N’ recognizes that he must scoop the water and then pour the water.

**Goals & Recommendations:** To encourage ‘N’ to voice his knowledge such as his knowledge of concepts. To encourage this you could provide ‘N’ with a shape puzzle or a farm puzzle (‘N’ really loves tractors). While ‘N’ is grasping, moving, placing and fitting the pieces you could describe the shape and colors to ‘N.’ Along with asking question such as “N where is the pink one? Or N where is the square?” Another way to encourage ‘N’ to express his shared language is to state what you have seen. Such as if you witnessed ‘N’ playing the dramatic play area with the play food you could say “N I saw you put the broccoli in the oven, I bet you are making some dinner. What else is for dinner?”

**Bibliography**

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