

**Ordinary Moments Observation**

**“I Love to Colour!”**

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dark green carpet area. To the lower left corner there is a play kitchen set and dress up station. Underneath the dividing window wall is a play castle with tower and four bin draw sets with more activity and toy sets.

Both rooms are painted in a calming light green shade with white and light green square patterned linoleum. You can say the two rooms mirror one another with the lay out pattern. There are many exterior windows providing nature light along with the warm hue of the interior lighting fixtures. The dividing window wall adds openness to the facility also. The walls have many Victorian art pictures of preschool aged children, adding a home feeling to the facility.

On the day of the observation the facility has 4 teachers and 16 preschool children aged 3 – 5 years old. The observation takes place at the table closes to the back wall of the art room. Before E.W. makes her way over to the back wall she was participating in a circle time on the carpet in the main room. When circle time came to an end the 16 preschool children had the option to play with the dinosaur set, make an Olympic torch, put puzzles together, play with play dough or colour. All teachers are supervising and guiding the children as they engage in the activities. As the children decide where to go, I watch quietly to see which activity E.W. will choose to participate in. E.W walks towards the colouring table. I quietly sit at the lower left corner of the table with my back to the back wall. Peer 1, boy, 4 years of age is sitting at the end of the table and Peer 2, boy, 3 years of age is sitting opposite me at the upper left corner of the table.

**The Observation:**

E.W. walks quickly over to the colouring table with a big smile on her face.

On the table lay 5 partly coloured Sochi 2014 tiger mascot colouring sheets.

E.W. is standing behind the green coloured chair at the top right corner of the table. She peers at the colouring sheets while moving her head side to side. E.W. promptly reaches with her right hand and picks up the colouring sheet that has her name on it written in her hand writing. She continues to hold onto the colouring sheet with her right hand. With both hands she grabs onto the chair and gently pulls it away from the table. E.W. quickly sits down on the left side of the chair. Sitting half on and half off the chair. E.W. places her colouring sheet on the table in front of her. With her left hand she softly pushes her right pink coloured sleeve up to her elbow. E.W. looks at the green marker container in the centre of the table. Leaning forward and gently extending her right hand she pinches her thumb and index finger onto the red marker. Then she slowly lays the marker down beside the right side of her colouring sheet. With her right hand she pushes up her left sleeve up to the middle of her forearm. E.W. picks up the marker with her right hand and with her left hand she wraps all her fingers around the white lid and pulls the lid off. She places the lid in the palm of her right hand and holds it in place with her 3<sup>rd</sup> and 4<sup>th</sup> fingers tightly. E.W. begins to colour with her head down close to the table and she is watching the marker intensely. Moving the marker steadily horizontally inside the lines of the tiger's left leg. E.W. is now singing softly, "Ba, Ba Ba," as she colours.

Peer 1 and Peer 2 are engaged in playing with a red and black car and trailer set.

E.W. suddenly stop colouring and singing, but continues to hold onto the marker and asks quietly to Peer 1 and Peer 2, "Did someone forget it here?" Peer 1 and Peer 2 do not answer.

E.W. smiles a little grin and turns her head back and looks down at her colouring sheet. She then quickly reaches her right hand out to the marker container and drops the marker into the

container. E.W. picks up the orange marker with a pinch with her right thumb and index finger and pulls off the lid with her left hand. She places the lid on the table. Again with her head close to the table she watches the marker intensely colouring the tiger's spots in a circular motion.

Peer 3, girl, aged 5 years of age joins the table and sits opposite to E.W. Both girls have a big smile on their faces as they engage in colouring.

"You have a cousin?" asked E.W.

Peer 3 replies, "I have one brother!"

"Thank-you for telling me that" E.W. says politely.

As Peer 1 and Peer 2 leave the table E.W. turns her head to watch them leave. Suddenly E.W. pushes her chair back and springs up to stand. She takes 3 steps to her left and raises both arms above her head. Her right hand fingers are still wrapped tightly around the marker as she waves both hands side to side. At the same time E.W. is singing "Chirp, chirp, I have me bird...chickens!" E.W. lowers her arms and with her left hand she quickly grabs the chair she was sitting on and drags it closer to Peer 3. E.W. flops herself down onto the middle of the chair and is still holding onto the marker. E.W. looks directly at Peer 3 and asks, "Peer 3, remember when you were over at my house and we sat on the edge of the hot tub?" E.W. has a big smile on her face. "Yeah," answered Peer 3. "Let's do that again!" E.W. says excitedly. "Yeah!" replies Peer 3 with a grin on her face.

E.W. refocusing on colouring more circles this time in a back and forth stroke motion. She is also sliding from side to side on her chair. E.W. gazes at Peer 3 and quickly raises her right hand

up firmly holding onto her marker and points the marker at Peer 3. Peer 3 points her marker and together they play sword fighting with their markers. Both girls are giggling and smiling. E.W. then reaches towards the centre of the table and drops the marker into the container. She weaves her fingers through the markers and picks up the yellow one. Still holding onto the marker, she scratches her right cheek with her right thumb. E.W. looks over her left shoulder, smiles at Peer 3 and excitedly says “I love to colour!” “Me too!” Peer 3 replies. E.W. looks at her colouring sheet and continues to colour. A minute later she places the marker on the table, stands up quickly, leans forward and reaches with her left hand out to wrap her fingers around the handle of the container. E.W. instantly lifts it above her head and waves it in the air side to side. At the same time she is singing “la la la...,” with a smile on her face. E.W. lowers the container and thumps it 3 times on the table followed by releasing her left hand from the handle. E.W. flops down on to her chair.

### **The Interpretation:**

I observed E.W. for 15 minutes and learnt more about her developmental ages and stages and milestones which added to my knowledge base. Through the observation I was able to identify specific behaviour and language skills.

I learnt many aspects of E.W. language skills. Her speech is clear and understandable. She uses a variety of words and seems to have excellent vocabulary skills. E.W. enjoys asking questions, making statements. She likes experimenting with her language by singing, conversing with her peers and engaging in conversation. It is clear she is developing her skills.

Language skills are an important part of development. As noted by Piaget’s Stages in Chapter 3. Darla Ferris Miller (2013) state “They develop the ability to think symbolically and to use language skillfully.” (p. 52).

E.W. is very social with your peers. She will converse with them freely and participates well in conversations. She will engage first in play and invite a peer to join her in your activities. E.W. will move closer to be close with a peer. Especially with Peer 3. She is exhibiting strong signs of developing peer friendship.

In the chapter "Understanding Children's Behavior" states the importance of making friendships as a sign of age appropriate development. "Between 3 and 5 years of age, children need to learn how to be a friend and how to have friends, a very important kind of learning for the child's long-term social and emotional adjustment in life (McElwain et al., 2008; McClellan & Katz, 2001; Corsaro, 1981)." (Darla Ferris Miller, 2013, p. 78). It is clear that E.W. enjoys friendships and making conversations.

E.W. is very expressive with movement. As she colours she sits and stands, and wiggles on her seat. Along with her movement is a continued conversation and singing. I very happy little girl with a big smile on her face while enjoying the activities she choose to engage in. E.W. loves to colour and this was clearly show when she returns to colour her colouring sheet and she focused on this activity for all of the 15 minutes while observing her. She also demonstrates that she is able to focus on colouring and held a two way conversation at the same time.

Darla Ferris Miller (2013) states "Preschoolers also become more consciously aware of their own interests and intentions. They look over the options that are available to them and make intentional choices." (p. 77).

As I closely observed E.W., I noticed her improved fine motor skills. This was evident in the way she held the marker, coloured and positioned herself. E.W. also used both left and right hands to pick up objects.

"Preschoolers relish the opportunity to be in charge of their own environment." And, "Children need the chance to do for themselves" (Darla Ferris Miller, 2013, p. 84). Also noted by Erik

Erikson's Psychosocial Stages of Human Development in chapter 3, Darla Ferris Miller (2013) state "Initiative versus guilt" (p. 54).

E.W. demonstrated her imagination through her singing, movements and by using her marker as an abstract symbol to represent a sword.

Darla Ferris Miller (2013) state "As children become preschoolers, they are able to see a block as both a physical object and a pretend bar of soap to bathe a doll or a pretend car to zoom around the floor. The block can easily stand as an abstract symbol for something else in their imagination"

After reading chapter 3 and observing E.W. I am more aware of her social skills, language development and fine motor skills. She is clearly progressing in all areas of development and hitting the milestones for her age. At 5 years of age she will attend kindergarten next year and it is clear that with a strong skill base that she has, she will be ready.