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Internship 2286  
Individualized Activity Reflection

I.

At 3pm on Wednesday the 10<sup>th</sup> of April, I had planned my activity observation with Professor Castro. I got into the classroom at 2pm to set up and just discuss minor details with the lead teachers before they left. Upon setting up, Ms. Teresa walks over to look what materials I am using. In a very polite manner, she informs me that this activity is not Regio. After discussing with her, I came to learn that the Lillie pads, baskets, logs and net I was going to use, needed to be real life. If I had printed the Lillie pads and other materials from the computer and used the printed more life like version, then this would have been Regio Emilia. With this new knowledge, I wanted to try to keep my activity as close to the center's rules and guidelines or beliefs. This is the reason I left out the hand cut/made logs and baskets. We instead decided to use the basket with which the frogs were in and I had intended to pull out the sensory bin.

Upon Professor Castro's arrival, the kids were a bit wound up as the older ones had been up and awake for 5-10 minutes or longer. Lizzie came back into the classroom right as Professor Castro was entering and I tried to group the 3-4 children that were awake together for story time. I should have done a better job as the teacher and leader, getting all of their attentions and rounding them up to begin the story. Caitlin and Molly being two of the children that don't do well around new people, ran to Ms. Enot to sit in her lap and to get comfort. Lizzie sat next to me, taking "charge" and pretending to be a teacher, as she often does. At first, I was going to carry on, as she often doesn't respond well when she can't help or be in charge. Although after

reading for a little while longer though, I asked her to help me with part of the book and took away her book that she was screaming.

This actually didn't go as rough as I thought it was going to. She enjoyed helping me answer the question of how the frog was to get away each time and even seemed intrigued when we got more into the book and it got more complex with more parts and characters being added. Leah even began to jump and hop around as a frog each time the frog would escape. After completing the book, the children were excited to get into the basket of frogs. Taking the more Reggio approach, I wanted to see what the children would choose to do, instead of more instructing or guiding them with language. I think the activity went relatively well, and the objectives were met, as the children played with the frogs on the Lillie pads, and even Lizzie letting them hop on the table. This activity is more of one that can be represented or prolonged throughout the week, as I and the other teachers talk about Passover. We let the children play with frogs in all aspects of the classroom, as well as creating rivers and habitats/other similar things to go along with the frogs' theme. The Reggio approach at this age is to let the children learn more through their own exploration.

## II.

With Professor Castro's feedback, I completely agree that I could have and should have done things differently and a lot better in the very beginning by transitioning and gathering the kids for "circle time" and truly gathering to begin this activity. Being a little nervous and this begin a different time of day than I'm normally used to, I believe I rushed into beginning. After the first few pages or minutes, Lizzie was still singing and screaming the dayenu book trying to be the teacher, which we'd been doing before. Realizing this was going to be a continuous distraction, I decided to ask her to help me read my book and answer the questions, and quickly

gathered the book from her. She then excitedly answered the “what would frog do” question each few pages. Leah also began to hop like a frog around. After completing the reading, I brought over the basket of frogs to play with. Lizzie wanted all the pink frogs, Leah had to lunge shortly after and also wanting to bring in the other girls I decided to move over to the Lillie pads.

Molly and Caitlin quickly joined in reaching for the frogs, collecting them or getting them to hop. This did seem to hit and meet all of the objectives; just seems it could have been done a little more efficiently. After reading Professor Castro’s notes, I do realize that I need to focus on and work on my language/communication skills with the children. Making sure to correct my praises to be more language/action filled. As well as making sure I use open-ended questions that harbor more thought and sustain the activity more. I believe that I also could have dumped out the bucket after the girls began to play and placed the bucket over the frogs, modeling and sequencing more incorporation from the book. As well as bringing out the sensory bin full of sticks and log like materials. Once the children began to get intrigued, this would have been a good way to incorporate the book more and sustain the activity longer if possible. Otherwise, the activity did seem to flow and go well in the setting and environment provided.