

report

by Nn Nn

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Case 1, "Kindergarten Readiness"

Student Name:

Institutional Affiliation:

Date:

Human Development

The Piagetian cognitive development stage, which is evident within the children's thinking within Case 1, "Kindergarten Readiness" is the preoperational stage. Within this stage, children tend to turn out as egocentric and make efforts to view things in the other's perspective (McLeod, 2018). It is in that respect that Myron and Russell agreed to Margo's explanation about cheating during their playing incident. Moreover, during this stage, children often find it difficult to understand the idea of constancy. Within the case under review, the children exhibit this character once they fail to understand why Russell got two crackers instead of one like them until the teacher practically demonstrated to them that the two just the same size as the one that they got. The teacher can address the major student conflicts taking place within the case, for instance, the fight over the green pencil, by modeling sharing within the day to day activities.

Learning Theory

The range of ZPD (Zone of Proximal Development) that is evident within the featured math lesson is the aspect that the teacher has grouped the students in accordance to their abilities, even though it has turned out as difficult because what the students can perform without assistance changes rapidly. ZPD prioritizes on the need of the teachers identifying what their students already know so that they can build within that skillset while introducing new concepts (Wright, 2018). The instructional scaffolding that has been exhibited within the math lesson is the aspect that the teacher has intergraded guided practice to the lesson plan. The teacher, together with her assistance, offers the students assistance with their assignment by providing them with the necessary guidance. The scaffolding strategies which can assist the students' mathematical learning is the use of models that may include the use of videos, visuals, or objects that depict the mathematical concept being introduced to the students.

Learning Environment

The difference within students ‘school readiness’ that can be identified within the case under review is that some of the students, such as Michael, exhibit difficulties in directing focus on the specific task at hand. The transition to kindergarten cannot be underrated; thus, some students fail to get adapted to life within the classroom as easily as the others. The aforementioned situation is attributed to the variance in preschool experiences of the diverse students. The strategies which can assist in the students’ social-emotional learning, as well as, the ability of adapting to the kindergarten’s routines and rules, include establishing trusting relationships with the learners (Mashburn, LoCasale-Crouch & Pears, 2018). Building trusting relationships with students makes them to be more ready to attempt new tasks, solve problems, pose questions, and make known their thinking. This outcome is not achieved in the absence of such relationships.

References

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McLeod, S. (2018). Jean Piaget's theory of cognitive development. *Simply Psychology*.

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