

Andrea Ricketts

ECE 411

Professor Garte

Talk

1. How is talk used in your fieldwork site?

Talk is frequently used in my fieldwork site whether it is formal or informal, instructed, or uninstructed. On Mondays, students are given the opportunity to share highlights from their weekend. Students raise their hands and when chosen the class would say, “What’s up, what going on Andrea?” and the student will share. After students share about their weekend, they then follow the rule for writing, they think about what they want to write, draw it, label it, and then write a sentence or two with our help. Students are assigned to a partner in some math class and with their partner, they discuss ways in which they can solve the math problem. Students are also allowed to share with the class how they solve a math problem.

Talk is most time structured and controlled by the adults, students talk by raising their hands and it is based on the topic we are discussing. At times students speak freely but if they become too loud, they are told to stop. At lunchtime or recess, students engage in a free talk where they initiate their conversation.

2. What do you notice about how adults talk to children? What do you notice about how adults talk to adults? What do you notice about how children talk to other children?

Adults talk to children in clear tones, they do not speak over them, and at the same time, words are used that will expand children’s vocabulary. Adults and children often have

conversations with children being the ones initiating the conversation. However, this happens at lunchtime or recess. Adults converse with children acknowledging that they can reason sensible and intelligently. Adults talk to children in a conversational mode or an instructional model. Adults sometimes talk to children by asking open-ended questions that often prompt children to think more. Adults talk to adults in a respected way, they also used conversational mode and directive mode. Adults sometimes spell instead of saying the words when they do not want students to be a part of the conversation. Adults at times model how students should talk with each other. Children talk to each other in the conversational mode they sometimes use an authoritative tone. Some children at times used belittling words when talking to each other, while at times they converse respectfully, listening as a person speaks and taking turns to speak.

3. Give at least one example of how people talk at your fieldwork site that relates to the reading.

Example 1- The teacher introduced letters, sounds, words, and sentences to the class. She explains that first, we have a letter or letters that make a sound, then we put letters together to make words, and words make sentences. She incorporated actions with it so that children will remember the order. Language and Literacy states, "...understanding that there is a systematic relationship between letters and sounds. Whole words have a structure made up of individual sounds and of sound patterns or grouping" (p. 101).

Example 2- At lunchtime, a student may stretch a ketchup packet or a juice bottle at us and the teacher or myself will say, “Use your words”, the student may say “open this” and we would say, “Can you please open my juice or my ketchup?” and then they will repeat it. Language and Literacy write, “Expand children’s verbalization” (p. 104).

We also play games that use verbal direction. For example, in Simon Says, students are given the opportunity to be Simon. Language and Literacy write, “Play games that use verbal directions... to encourage children’s listening” (p. 104).

Example 3- When students ask for help to spell a word, we help them identify the sounds that each letter made. The teacher would use her arm to break up the word into different parts. For example, sh-ov-eling. Language and Literacy write, “Respond to children’s request for help to spell words correctly. Once they realize letters represent sounds, help them write the sounds they hear in words” (p. 124).

4. Provide a language sample- write out a full conversation adults and children or between children.

Ka.- My tooth fell out!

Mei...- Her tooth fell out!

Uni...- No, it did not. It’s there.

Mei...- I have cavity

Kai.- She has cavity. You should brush your teeth every day. Let your mom brush your teeth.

Mei.- Ms. Ricketts, can you open this, please?

Ms. Ricketts- Sure

Kal...- She should not eat sweets that’s why she has cavities.

Mei..- I'll eat one

Uni...- Save the rest for later

Kal..- Look, she has another cavity!

Mei..- Cavity grow in my tooth

Kal...-When you eat too much sweets that's what happen

Har...- Stop Rod.. your nasty!

Mei..- He licking stuff

Rod..- Don't call me nasty! I'm gonna tell your mom

Mei...- You can't tell my mom you don't know her numbers

5. What does this conversation illustrate about language norms, culture, and/or any topic from the reading? (Make sure to refer to the reading in this answer)

By having student-led conversations students develop their language and literacy skills, and they can also expand their vocabulary. Language and Literacy write, "Children acquire language and literacy as they interact with others. Young children learn to talk, read, and write because they are social beings. They want to communicate with adults and peers at home, school, and other familiar places" (p. 100). This conversation shows that all the students understood each other which is why they were able to talk part in the conversation. Language and Literacy write, "Comprehension- Understanding the meaning of spoken and written language. Comprehension is "intentional thinking during which meaning is constructed" (p.101).

Literacy

1. What are signs of literacy in the fieldwork site?

Charts are posted on the order of writing, there are charts on diagraphs, there is an alphabet chart is posted, Books are labeled, there is a chart that tells the duty of the classroom helpers, doors, windows, and closets are labeled, and student's first and last names are on their desk, and the stationery bins are labeled with the items they contain.

2. How is print (in books, signs, newspaper, or other written messages) provided and used by adults and children?

Books are provided by the school and signs are done by the teacher. A book is read daily to students based on the topic we are studying or the current interest of the class. While reading students compare their newly found knowledge to what they previously know and ask questions. Students are permitted to read independently in the library individually or in groups. Teachers use the signs for children to draw a connection between the object and the word.

3. How do children engage with print?

When a story is being read to them, they listen, ask questions, or compare the story to what they already know. When they are the ones reading the print, some may tell the story by saying what the picture is showing while others can read what they see. Students are aware that they read from left to right and they point to the words as they call them.

4. When and why do people write at the fieldwork?

We are constantly writing during the fieldwork. The teacher is always illustrating the lesson through writing for the students to understand. For example, when we discuss our weekend on Mondays, the teacher first demonstrates what we do when we are writing.

She thinks about what she will be writing, she draws it, labels it, and write a sentence about what she drew. The students then follow the steps. Students write when they make a book using their sight words, they also read when they are quizzed on how to spell their sight words. Writing is also done in Math class as well.

5. How is writing used as part of a routines, relationships between adults and children, or anything that is discussed in the reading?

As a routine, every Monday children write something they want to share about their weekend. They draw it, label it, and then write a sentence. Most time they invent the spelling of a word. The teacher includes actions when saying, letters, sounds, words, and sentences. This aids in them learning to write and developing appropriate writing.

Fundamental of Literacy Chapter writes, "...first grade, you begin by modeling how to form letters, words, and sentences...In the beginning, they may draw pictures and write few letters or single words as caption for their pictures" (p. 11).

6. Do adults have goals for children's literacy development? If so, what are they? How do you know that these are their goals?

Adults do have goals for children's literacy development some of which are helping them understand diagraphs, breaking up words into parts to identify the sounds they hear so that they can spell them, and developing their writing and reading skills. I know these are goals because they become a daily routine. Students write and read daily, when they ask for help to spell a word instead of us spelling it students are guided in how to break it apart, and students are given activity or worksheet where they use the picture which is always a digraph to choose what two letters in the word is a digraph.

7. Provide an example of either reading or writing. Describe in detail everything that happens-if it's writing you should take a picture of the written product.

Jama... asked to read a book in the library. While in the library he looks for a book and then he finally takes one up. He turns the pages and stops at the first page with a picture and words. He looks at the picture and then points to the words and says, "She is playing in the park" based on what he sees in the picture. He does this until he comes to the last page of the book.

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Part B: Planning for Learning

1. Describe your small (2-3 children) group. Report on the following:

-The language (s) they speak- What they are interested in anything else you have observed or that they have told you about their language and literacy practices.

Em is a 7-year-old Hispanic girl. However, she rarely uses Spanish in the classroom. I have heard her speak Spanish only a few times, she mostly uses English. She is interested in the movie "Encanto", she likes flowers, and cats and she enjoys reading. She writes, draws, and colors every chance that she gets. She is interested in nails since she is always using the clay in science class to make nails. She also told me that she wants to be a nail technician.

Mi.. is a 6 -year-old West Indian American girl who speaks only English. She is also interested in writing and in the movie "Encanto" she is always asking for my help to spell words. She is interested in dancing since she dances with or without music, she also told me that she wants to be a nail technician. She loves flowers, sunflowers and roses are her favorite. She likes reading sometimes and enjoys going to the school playground for recess.

Amy... is a 6 -year-old West Indian American girl who speaks only English and is extremely talkative. She can have a sensible conversation with both her classmates and us the adults. She is always writing in her notebook, she gets bored easily, and she offers to help others often. Amy... loves flowers, mini brands, and shopkins toys. She has leadership qualities.

All three children learn by seeing, hearing, and writing.

2. Choose 2-3 questions from each of the assessments provided in the readings to assess the children's: language /talk, concepts of print/reading, and writing. report on the results for each child.

What setting promotes exploratory talk?

For all three children, breakfast time, lunchtime, and small group promotes exploratory talk. Em, Mi, and Ami sit closely together and oftentimes converse. Occasionally, I can overhear their conversations and laughter. When prompt questions are asked it also promotes exploratory talk. Our class is now on time telling they are exploring the analog and the digital clock. The teacher asks different prompt questions. For example, the teacher shows the class an analog and a digital clock both showing the same time. She asks them to state how they are different or alike and how do you know what time it is on the analog clock. Em raises her hand and replies, "the shorthand tells the hour, and the long hand tells the minutes".

Does the child rely heavily on sounding it out as a first or sole strategy?

Mi.. relies heavily on sounding out when the word is new. She understands blending but at times she needs help with putting the sounds together.

Amy... also relies on sounding out new words, however, she struggles with blending. She will make the sound of each letter correctly but will find it difficult to put the sounds together.

Em... rarely uses sounding, she uses it the most when doing an activity with the teacher or when she does, she always guesses what the word is instead of blending the sounds. Most of the time she is close to the correct word.

Does the child skip the word and look for clues in the rest of the sentence?

Mi.. uses clues but she never skips the word, she is more likely to call a word that she knows that begins with the same letter or she says it is hard. For example, we were doing a play on planting, and she was one of the characters. While reading one of her lines she came across the word vegetable and instead of sounding it out, she said veggies.

Em...does not skip the word or look for clues. She tries to pronounce the word or asks for help.

Am...skip the word and use the rest of the sentence for clues. At times she is correct and other times she is close.

Is the child using letters that match sounds?

Mi... uses letters that match the sounds. We have been learning about rhyming words, the long and short I and E, and one of the activities required students to listen to the words and write them. The teacher asked the class to write the word SMILE and Mi.. and Mia did that. The teacher then asks them to change SMILE to MILE and Mi...erases the S to make MILE.

Em... the teacher asked the class to write PLAN and Em... did she then asked the class to change PLAN to PLANE and Em...added an E at the end.

Amy...the teacher asks the class to write RIP and Amy... writes the word. She then says change RIP to RIPE and Amy...adds an E.

Is the child inventing spellings?

All three children use inventive spellings. They do that when they are writing about their weekend and when they are doing leisure writing to give notes to each other.

3. Based on the assessment results: What strengths in spoken language/talk, concepts of print/reading, or writing do the children share?

All three children can express their thoughts and ideas clearly to both their peers and adults, they can all read for their level and occasionally ask for help with difficult words, and they are all able to write their thought independently with invented spelling or minimum assistance and copy what they are asked to write by looking at it.

4. Identify one area of need/challenge that children share in talk, reading, or writing then plan 1 way to build on the shared strengths and address the shared challenge.

All three children have stated to me on separate occasions that it is hard to blend words. All three children know the sound of each letter in the alphabet and are aware that some of the are digraphs, but they will sometimes say that they forget the sounds when the teacher is modeling because the word is too long. Today, Mi.. asked for my help to spell the word swimming while breaking the word apart she told me that two of the letters made the one sound and she figured out that it was SW. Since they all know the sounds of the alphabet, I encourage them to break the words apart that are difficult for them to spell or write. Also, I can incorporate a magnet letterboard where children can add the letter that matches the sound they are making, and then they can put it together to make the word or I can have them use a whiteboard to write the letter that matches the sound they are making and then combine the sounds.

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Commentary C Paper

The students were challenged to engage in learning on more than one occasion. Firstly, they were challenged in the first video at 0:12 when they were asked to observe the uprooted plant. The new learning that I hoped the students would acquire is by observing the plant they would be able to identify the different parts of the plant, I wanted them to have a closer look at the different parts of the plant, how they look, and how each part is connected to the other. It was effective because they got first-hand knowledge by observing the plant and the questions that I asked them steered them in the right direction. In the second video at 0:07 students were challenged individually to watch a video about the roots, leaves, and stems and share what they learned. I hoped that students would learn about the functions of the part of the plant that they research. One student researched the stem and while explaining I asked her, “What does the stem do?” This question challenged her to think about what she heard in the video about the function of the stem and then she answered. It was effective but it could have been better because students were not to say the functions of the parts. I could have done it differently by having them watch a short video together about the roots, stems, and leaves and then ask them what they have learned, or we could listen to a song that speaks about the three parts. Thirdly, the students were challenged to engage in learning when they planted the daisy seeds in the fourth video for all 5 minutes and 40 seconds. This was intended for children to acquire the steps taken when planting a seed. It was effective because the children

were engaged in the planting activity, however, I think I should have allowed them to lead out more in the activity by asking them what they would do next instead of telling them what to do.

A need that all three students have is that to grasp what is being taught they must do the activity. However, if each person does not have a role, then one person would dominate and one specific student who was a part of the group would be left out of the activity, so I gave them all a role to play so everyone was included. In the fourth video, one student's job was to wet the soil (0:04), while one student used a fork to soften the soil (1:08), and another student covered the seed (3:43). A strength of all three students is the ability to listen, understand and follow instructions. This strength allowed me to guide them throughout the activity for example in the fourth video at 4:03 I was instructing children on how to cover the seeds with the fork.

In the first video, while students were observing the plant, I asked, "What do you know about it? What can you tell me about it?" (0:54). Another question was, "What are some of the things that make up a plant?" (1:04). I also asked, "What does a plant need to survive?" (1:47). In the third video at 0:02, I asked, "What do we need to plant our flower?" All the questions were open-ended. In the fifth video, I asked, "If I'm the sun and you're the seed how would you move towards the sunlight?" (0:02). I told them to pretend they are down in the soil and I'm the sun. I also asked them at 0:38 to pretend that they are the seed and I poured juice on them if they would grow then I asked if I poured water on them what would happen. These questions allowed them to think more deeply about what a plant needs to survive before giving their reactions. At first, they got confused with the question about pouring juice on the seed, but I asked again, and they got it.

In the first video, students were engaged in language and literacy development when they were asked, "What do you know about it? What can you tell me about it?" (0:54), "What are some of the things that make up a plant?" (1:04) and "What does a plant need to survive?" All these questions allowed students to communicate what they observed and what they know which supports oral language development. In the second video, students were engaged in language and literacy development when

they were asked to share what they learned about the part of the plant they researched. In the second video, I also introduced the children to a new vocabulary word, photosynthesis (3:57).

In the fifth video, instead of only allowing students to draw the steps of planting a seed I could have also asked them to label the drawing. By using the stem, leaves, roots, and even the seed. Adding this to the activity would help to enhance students' language skills. Although the students are always enthused to use their devices, I would swap the individual research in the second video for collective research where students could watch a video together. Students were distracted from the main point. All three students could watch a video about the parts of a plant and then share what they learned from the video. I think it would improve learning because students would not have felt pressured to share information on a specific part, they could have shared what stood out to them or what they learned. In the fifth video (0:07), I asked students questions to test their knowledge of what they did. Instead of having them sit down, we could have stood since it was a movement activity. Students have been standing for most of the lesson so standing could change the scenery and allow students to move while learning. In the fifth video (1:37), I asked students to draw the process of planting a seed. Instead of saying process I could have said the different steps that we took to plant a seed. When I said process not all of them understood and it hindered them from showing what they know.

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Philosophy of Education

A lack of education is one of the main reasons our country is in the state it is in now. I believe education plays an integral role in shaping our society and our communities. Of higher importance is education at the Elementary level. At this level children have already started to socialize and with socialization, learning begins. They come to us, not as an empty slate but are responsive, curious, and with a passion to learn. I believe the education that is provided should help a child excel academically but it should also bring awareness and acceptance to people of different cultures and promote equality in the classroom.

I believe a teacher wears many hats and is not subjected to one role in the classroom. An educator's responsibility is to provide an inclusive space for all students. I agree with Piaget's theory when he highlighted the role of an educator. His theory states that educators should provide students with real-life experiences and make the space safe and interesting. He goes on to state that educators should not only provide students with all the answers but provide them with different strategies to solve problems on their own. I know that each student is different and so are their learning styles and cognitive ability. It is my role as an educator to strive to incorporate instructional methods that will aid all my students. By having an inclusive space, I aim to include parents in their children's learning process. I see parents as a helpful resource, and I know we can both learn from each other. Students should be eager to attend school because of all the fun and exciting things they are learning. I strongly believe that no student should be left behind and that all students can learn. A teacher should always be observant, flexible, and knowledgeable to know when to switch up the curriculum to target the needs of the students.

I want my students to know that I have their best interest at heart and that I want them to be successful in all spheres of life. I believe that students learn best in a safe, encouraging, and nurturing environment. I want them to know that it is okay to make mistakes and it is also okay if they do not get it on the first try. I believe in praising students for large and small accomplishments, this builds self-esteem and acts as a catalyst for learning. As we know knowledge is always improving; I will strive to stay up to date with the latest educational resource and incorporate them into my instructional methods. I believe in self-reflecting to identify areas that I need to improve to better the learning experience for each student.

I aim to be the teacher that builds my students: encouraging them to find themselves as individuals. My goal is to help them identify their strengths and weakness and help them to improve on them. I want to help them to work towards being beneficial to society and their communities and being that positive change that the world needs. I want to be remembered by all my students as the teacher who cared, who never stopped trying, and the teacher who respected all her students.

