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ECE 411

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ITP Part A: Classroom Language and Literacy Practices

Through talk the children learn how to listen, take turns speaking, and engage in conversations.

The teachers in the classroom model good communication skills and encourage students to communicate with both their peers and adults. Often engaging children in reflective discussions, helping them think about what they have learned and how they can apply their knowledge in different situations. The teacher, Ms. Joyce shows how the children can express and share their emotions to each teacher including myself. Sometimes talk in the classroom is mostly tattle telling or trying to get personal space from one another. I also see the teachers mention to the kids about their behavior and the way they act towards each other.

Cooperating teachers frequently speak to the students in a straightforward, age-and developmentally appropriate manner. They stay away from employing technical terms or ideas that could be confusing to young kids. Teachers usually speak to students in an upbeat and supportive manner. This contributes to the loving and supporting atmosphere that is so important for the development of young children. Children engage in peer interaction to hone and polish their language abilities. When chatting with each other, they may use language that is clearer or simpler than when interacting with adults.

Little ones usually mimic the speech patterns of adults and teachers, taking cues from the models they see. They could use comparable voices, words, and expressions. Kids pose inquiries to their classmates and collaborate on inquiry and learning. Curiosity and a desire to gain knowledge from one another are common themes in their interactions. Children are urged to speak up and share their views during class meetings, circle time, and group discussions. Verbal communication is extensively encouraged in this setting. Kids harness verbal communication to show their imagination and creativity when teachers read aloud stories to them or encourage them to share their own stories. Youth may participate in more private, non-verbal play and less verbal communication during solo play or activities that call for individual focus. Establishing a Friendly Environment, make sure the classroom is a welcoming, inclusive environment where kids of all ages feel valued and safe. Reiterate in a positive manner how much each child's voice matters and is appreciated. Always make sure to ask how the child is feeling and reassure them. In the classroom, Ms. Joyce always tells the kids “Good Morning” or “How are we doing this morning”?. The kids each have different responses, depending on how their morning is going. On Thursday Molly was having a rough morning and expressing why her peers were asking her so many questions. Which is understandable to have rough days. Prepare for things. The teacher sets expectations for the exercise, including how long the discussion will last, how to listen intently, how to take turns, and how to communicate politely. When it's workspace time for the kids, each of them communicate with each other. Whether it's in pretend play or playing with blocks, each of the kids turn and talk about how tall the towers they made. Or how much the ice cone is. They all communicate a lot during that time. Or when waiting for their turn to use the bathroom. The kids bring books to read and talk about the books. Lastly during snack they talk about things they watch at home or about what snacks they have. In the text 'Promoting Preschoolers'

Emergent Writing it states “Children gain knowledge of and interest in writing as they are continually exposed to print and writing in their environment. There are multiple strategies teachers can use to scaffold children’s writing, such as verbally reminding children to use writing in their classroom activities and providing appropriate writing instructions (Gerde, Bingham, & Wasik 2012). By being aware of children’s current fine motor abilities and their progress in emergent writing, teachers can use a mix of strategies to foster growth in each child’s zone of proximal development (Vygotsky 1978).” One of their writing’s I’ve seen on the walls is each student’s name on construction paper with letters on it spelling and other drawings.



The conversation between the students and the teachers are very different all the time. One conversation I’ve remembered from my observation was during music. Xavier and Miles were on line waiting to leave the music room. “Miles! Stop” Miles kept hitting Xavier. Xavier begins to cry and a teacher goes up to him and asks “Miles why would you hit Xavier?” Miles goes “

Because I miss my Daddy”. The teacher goes “That doesn’t mean you should hit someone because you miss your dad.”. It was very shocking but he faced a consequence. Miles couldn’t go outside, he had to stay in another class.

Oral and written literacy are important markers of a child's developing language and reading skills in an educational context. Educators and teachers frequently search for these indicators to gauge young learners' progress in literacy. These are a few typical indicators of literacy in young primary and pre-K students. Kids show an increasing vocabulary as they use a variety of words and expressions to communicate well. They actively participate in class discussions, asking questions, voicing their thoughts, and adding to group discussions. They also have strong listening, understanding, and response abilities. Youngsters can identify beginning sounds or recognize rhyming words, which demonstrate their comprehension of the different sounds within words.

Read-Aloud Sessions, Read a range of books, including picture books, nonfiction texts, and stories, aloud to kids on a regular basis. To promote understanding and discussion, provide open-ended questions.

Shared Reading, To get kids interested in reading together, use large volumes, charts, or projected texts. As you read, point to words and invite them to join in when they're ready.

Ms. Joyce encourages emergent reading skills by letting the kids read books before morning meetings and during bathroom time. She also reads to them from time to time. I haven't seen the children write anything from the time I've been observing. Ms. Joyce uses print for Morning meetings. She uses chart paper and a marker to write about the lesson of being Rennovators. In the picture it talks about the behavior that isn't acceptable in the classroom.

We, together will fix our
situations. We are Renovators
for our classroom.



It's dangerous - Erick
Biting is for food - Kai
It will hurt other people - Diego
We can use words when we
are angry - Sofia



We need to swallow - Madi
It's so nasty because of
germs from your body - Miles
It makes people sad to
have spit on them - McKenzie
It hurts people's feelings - Xavier



I feel a little sad - Ada
It hurts - Diego
It hurt people, and you might
bump into a different person - Jack
It's being mean - Sofia

talk to a grown-up - Sofia
Tell someone that you need help.

In order to help children improve their reading and writing abilities, a balanced literacy strategy in early childhood education combines a number of instructional components. The purpose of these components is to offer a thorough and well-rounded approach to literacy training. In a pre-K or early primary school, you might notice the following essential components of a balanced literacy strategy. What I've noticed is when Ms. Joyce is reading a book and the kids are very engaged with it. They always raise their hand to put their input into the book. The teacher mostly writes the question of the day on the board so the kids can answer out loud. She writes on the board to jot down the kids' answers. The schedule is always different so I rarely see the kids write. Writing isn't in the children's daily routine but only their teachers. It's possible it changes when I'm there. I believe Ms. Joyce's goal is to get them to read more than write and it's very obvious. The way they bring books everywhere or wanting me to read to them at bathroom

time. The kids get excited to read. I have a picture of their library. One side of it

