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ECE 411

Intentional Teaching Project Part A

Talk

Talk is used in my fieldwork site in many ways. For starters, talk is used for communication between classmates and the teacher. Talk is also used with teaching (as the teacher does) and asking questions as both the teacher and children do. Children talk about their interests. Talk is also used when something has to be discussed. Talk is something used when children need to sound out words. My cooperating teacher talks to the children in a stern and powerful voice. She reminds the children who's the teacher and who's the student by how she talks. I noticed a lot about how the children talk to each other. Sometimes it amazes me how much they know and how their language seems to be advanced like older children. Children talk in the way they believe is correct. This means however they think they say things they say it. They don't question themselves.

With the children, more verbal communication is used when in private conversations with each other or just in a setting where they are able to speak freely such as at lunchtime and recess. They use less verbal communication when doing individual activities and when the teacher is teaching. To engage quieter children and draw them into conversation, the teacher will often tell them to "turn and talk" after a mini lesson or after she asks a question based on the lesson or activity. To encourage collaborative inquiry, the teacher often asks questions that the children are able to answer and are able to have a discussion about it with the person next to them. Because we as teachers adapt the lesson for each child, we are able to enter little loopholes

where we create questions the children can relate to while still involving what is being talked about.

Children love to share their interest, knowledge, and anything they get excited about. When children share, they spontaneously reveal their identity and even their cultural background. Some children share and talk more than others. It could be their culture which is affecting how they talk or don't talk. Children need a time and a place to express themselves and share and talk to their peers. This happens during sharing time. I've noticed that children don't really mind who they speak to, only that they get what they want out. The article "Getting to know you: Sharing Time as Culturally relevant teaching" by Michelle Bauml and Katherine Mongan states, "When effectively employed, sharing time can provide children with opportunities to explore in sensitive and meaningful ways the unified of themselves and others. In doing so, children can gain cultural knowledge and understanding which can lead to valuable social and academic skills and most importantly to acceptance and value of others. Thus, sharing them in early childhood classrooms allows for culturally sensitive teaching". Pg 4 "Getting to know you: Sharing Time as Culturally relevant teaching". Michelle Bauml and Katherine Mongan 2014. The children in the classroom often needed a time like this and enjoyed it while they had it. During snack time, two children were talking to each other. Child one started off by saying to the other, "did you know I speak French"? The other child says, "me too"! Child one then speaks a sentence in French. Child two laughs and child one laughs with them. Child one says "my dad taught me French. He learned French when he was little like me". This shows that both children are culturally active, and their parents had some doing in this. It's nice to see children engaging with other cultures and learning so much as another language.

Literacy/Emergent Literacy

Children sound out letters and words and write it down every day. It has become a part of their daily routine and you can really see that they are learning. The teacher engages children's emergent reading skills and emergent writing skills in many ways. They use wonder books when doing guided and independent reading. After they do the reading part, they do a writing activity focused on what they just read. Print is used by the teacher and children. The teacher will write an example on the board for the children to follow and use as a guide. The children engage with print by writing down words and sentences, looking at the words on their instruction paper, looking at the words and sentences in a book. Guided reading does take place and I have also led one. In guided reading, the teacher calls over a few students at a time and gives them all the same book. Then you ask the students to listen as you read and then repeat after.

The teacher writes for many reasons. The teacher writes down instructions, things they find important and helpful, they write down rules, on the whiteboard they write down things that help the children learn and follow along during the lesson. The students write and practice letters, words, and sentences on their little whiteboards. Writing is used as part of daily routines and relationships in many ways. I remember the children wrote a letter to someone who they thought was important and wrote as such and why they are important. The teacher's goals for the children's literacy development was for the children to become as comfortable with creating words and remembering letters as much as they can. They practiced every day. Her goal was also to keep the children as focused as possible. Children are children and they are going to lose focus, but the teacher always wanted to be able to bring it back. Here are some writing artifacts from the children with their spelling of zoo animals.

TIPAR
Lion
SHAK
SR

TIPAR
Lion
SHAK
SR
BHD
PONE

TIPAR
Lion
SHAK
SR

TIPAR
Lion
SHAK
SR

TIPAR
Lion
SHAK
SR

TIPAR
Lion
SHAK
SR