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ECE 411

### Intentional Teaching Project Part D: Reflecting Upon Literacy Strategies

I have had many realizations in the classroom this semester. I've worked with children very closely and got to learn some of their habits, hobbies, likes and dislikes, seen how they each learn their own way and do things their own way, and so much more. I was able to use all of this to create my own activity plan that was designed to involve every student with every ability and disability. My activity was able to engage the children in language and literacy development. You can see this when I asked the children to spell and write down the animals Lion, Tiger, and snake. As I read them the book A View at The Zoo, we went over the animals on each page of the book and the children seemed to know a lot of the animals. This one child even knew some facts about the animals and shouted them out just as they saw the animal and before I read the page. This shows the excitement for children to share what they know. I hoped the children would gain more experience with these vocabulary words and become more familiar with the animals at the zoo at the same time. I think my whole lesson was effective, but I believe it may have been too long. The children started to get antsy and move a lot more. I also believe it was effective because it gave children the opportunity to access information they may have already known and maybe learn more.

During my activity, I addressed the literacy strengths and needs of each child. When the children got the letters or the word correctly, I gave them a lot of praise. I told them it was correct when it was and let them know they were doing good. To attend to the needs of each child, I gathered evidence on them overtime. I realized at least 2 of the children would need the alphabet that was on the classroom wall to help them sound out the letter and what not. I did this

activity in the hallway so therefore the children did not have access. To help them in other ways I help them sound out verbally and they even tried sounding the word out with me. I asked what letter makes this sound (and I then made the sound). When a child was missing a letter in between letters I said “yes, you did good! But you are missing one letter in between this one and this one”. This gave children the opportunity to think back in their memory of the letters they learned and maybe even reference their memory of the letters on the wall in their classroom.

When asking children questions, I first started by asking the children introduction questions like have you ever been to the zoo and if so, what animals have you seen. Going forward, I often asked the children if they knew what animal was on the page. They often responded correctly, and I was happy to see as such. When spelling the animals, I asked them, when needed, what sound a certain letter made as I sounded it out with them. I think children thought more deeply when I asked them to create a story. It wasn't really me giving them a question, but they questioned themselves to come up with a story. They had to ask themselves in a non-direct way what they knew about the animals that would help them create a story. One pair of children had their animals go to the watering hole in their story and that was based on what they knew about the animal. The book helped them think back to their knowledge. I also asked them questions about perspective. I asked them how they think the animals feel being at the zoo and how they feel getting ready and going to the zoo. This allows them to tap into their thoughts and think about past experiences. My questions were opened ended, giving the children an opportunity to explore with their answers.

Based on what happened, I would prepare for when the children both want the same object. As in this video two children both wanted the cheetah figure to create their story. Next time, if I anticipate the children having trouble sharing materials, I will make a plan for that. I

would also have the book as an actual paper book instead of using an iPad. I was still able to do the lesson and it still got the attention of the children but having a paper book would cancel all possibilities of technical difficulties or not all children being able to see... etc. These changes would improve the learning because they wouldn't be so distracted.