

Part A: talk and literacy

LAILA MUNASSAR

Talk

1. How is talk used in your fieldwork site?

Talk in my fieldwork is used by telling students the steps to do something or if they do something wrong, we explain it to them or by discussing something.

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

I notice that adults talk to children in a slow and respectful way and if they do not hear it adults repeat it to them for example when a teacher was talking to a child "would you want to share the toy with her" and she would repeat it, I noticed how adults talk to other adults by talking to them in a quiet so other students do not get distracted or take them on the side and talk about new ways to instruct kids. I noticed about how children talk to other children that I cannot understand every word they say but I catch some of them because they are still 3 years old, but they would talk and understand each other for example when they go outside to play or read together.

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

one example of how people talk at my fieldwork site that relates to the reading is teachers sometimes do not know how pronounce some student's names.

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

A language sample was between me and a student "what are you cooking? She said I am cooking a big cake for me and you and then I said can I eat it she said it is hot we cannot and then when she finished, she sang happy birthday to. Then asked what is your name I replied with Laila and then she finished singing happy birthday to Laila..."

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

this conversation illustrates about language norms that the child I was talking to already knew how to sing a happy birthday and what to sing when there is a cake and the rhythm of it.

Literacy

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

signs of literacy in the fieldwork site are books in the book shelves, letters every wall in the classroom and big boards with names and letters on it.

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

Prints are provided and used by adults and children in class by showing big letters or names of books for children and it is provided in books with pictures and names of it and instructions of how to do something like signs to help students see what they must do when they finish from something.

8. How do children engage with print?

children engage with print by understanding what the reading or the book is about and how to know what anything looks to learn about it more. They also hold it and show it to other classmates to play something.

9. When and why do people write at the fieldwork site?

People write at the fieldwork to show students how something spelled like a letter or a word in teaching time in a circle and then children try to copy them.

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

Writing is used as part of routines, relationships between adults and children is discussed in the reading by telling students to try to write a letter and by taking them to write or draw anything in the board if they see children get annoyed from other toys or readings.

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

Yes, adults have goals for children's literacy development, and they are trying to teach them how letters are written and how they look because the children are still 3 years old so they need to know it for example they try to sing the alphabet together, I know these are their goals because they see children struggle with it in class, so they try to improve it by teaching them more about it.

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

An example of reading in class is teachers or adults tell children to choose a book in the book shelves and read each one together by explaining the pictures and teachers be asking children what they see for example what color is the animals or plants what are their names, and they discuss it together and then we ask each student to repeat after us if there is a song in the book and we sing it together.

LAILA MUNASSAR

ECE 411

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

The children in my group are 2 and they are between 3–4-year Olds. The language they speak in my small group is mostly English and one speaks Spanish but has some words that are in English. The first child is interested in cars and always like to play with them, and the second child like to always play in the kitchen area.

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

How comfortable is the child when talking in different settings (self-talk, one-on-one, small group, whole group, play)? What language(s) is the child favoring in each of these settings. Is the child dominant in one language? What does this tell you?

Child #1: N likes to play by herself without any other classmates, but she likes me to play with her whenever she changes from a setting to another, she gets bored fast whenever she plays with a toy or reads a book she always says, "can we read another book", she also like to talk through the window by calling her brother " Jackson come in and play with me" because he is in another class, and she starts to cry she cries most of the times because she misses her parents or young brother. N dominant in Spanish and some words in English but not that much.

Child#2: M always calls me or her best friend in class to play with her in the kitchen area she likes to pretend she is cooking food and cleaning and then when she finishes, she gives the plate to me and her friend to taste the food and tell her how it was, and she gets so excited and makes some more, so she spends more of her time in the kitchen area because she feels comfortable there but then if she wants to change sometimes she goes and takes a book from the book shelves and makes me read it to her while her repeating after me. M is dominant in English most of the times, but she like to communicate by using hands or pointing at stuff does not talk that much. She talks the same in each area by saying help me or can you do this she does not change her sentences that she says that much because she is not that kind of child who talks a lot.

Do the children: Follow rules for conversations and storytelling (taking turns, rephrasing when misunderstood, attending to facial expressions, eye contact, and distance to stand from someone when talking)

Child #1: N sometimes has trouble following the rules for conversation.

Because she does not understand English that much, but the teacher tries to say some words in Spanish to her to understand, for example if someone is reading, she would cry so loudly, and the other Student will get annoyed and if someone has a toy she likes to go and snatch it from them without saying anything and then would yell at the teacher if she gets mad or not. Even if she understands what the teacher tells her she continues to cry or do something else but does not reply to the teacher when I asked her that is why she uses her physical movements a lot she said.

Child#2: M follows the rules for conversations and storytelling. She always copies when the teacher is dancing or making some moves, she also tries to say the words after the teacher that means the child is copying the teachers and try to guess what in in the pictures in any book the teacher is reading and raises her hand to say it, so she looks straight at the teacher and then say it.

Do the child use illustrations to make predictions?

Child #1: N when the teacher started reading a book N did not raise her hand at all or participates so the teacher picked her and said, "what is this animal called nova" so she answered in a shy way "a cat".

Child#2: M one time in the music class before the teacher started to play with his guitar, she raised her hand and said "are we going to sing about cats like last time" so she is predicting what will the teacher do.

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

- The two children I observed can spell some words they read and some pictures they see and try to guess what it is sometimes by M saying "is that a flower or a tree" because she talks more than N that shows that M has confidence and likes to show that she participates more. And N likes to help others by showing them but not talking just point it out to them or giving it to them. So, it tells me that what M and N share strengths in spoken language/talk by being Showing loyalty, works hard, is resilient and they show that they are independent.

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

Area of need: Talk

All the children should focus or get better at communicating or talking with others more, they also should listen more and follow instructions. They can practice talking or communicating at any center for example circle time, outdoor activities and reading center because those settings will make them find something to talk about and share it with others. M needs more help on using the right sentences or words to talk because she would say something, but point at something else, for example if she needed a specific book in the library, she would point at it but then go to the Kitchen area. and N needs to get more experienced on talking because she does not talk that much and does not use a lot of words and when if she uses a word, it be not clear to hear and understand and be hard for everyone to know what she means or when she tries to communicate with other students.

5. Plan a language/literacy activity that builds on the children's strengths and addresses their needs Using the activity plan template (10 Points)
Submit the final version of the activity plan as a separate attachment

Activity Plan Literacy mini lesson
Designed by: Laila Munassar

OVERVIEW/FRAMING	
TOPIC-What Topic that your group has shown an interest in will you incorporate into this activity?	The children have shown interest in reading, so I decide to make a lesson plan by incorporating a book section with all kinds of books for them to read more and be better at it and the book section will be mostly about animals they each like.
CONTENT FOCUS: <i>Circle at least 3 language/literacy skills that you address in this activity</i>	Phonemic awareness Phonological Awareness Narrative Vocabulary Oral Storytelling Invented Writing Story telling through drawing Conventional spelling/grammar Using books as a resource Concepts of Print Concepts of story reading to learn Key details of text Fluency
Major Skill/ concept: List one specific skill and one specific concept related to your content focus that you want children to learn from this activity	From this activity, I would want the children to learn about knowing how to explain a book like what they read and act it out, know more words to make small sentences good for their age and blend the words while they are explaining or acting out.

KNOWING THE LEARNERS	
AGE RANGE:	The children are between 3 and 3.5
CURRENT DEVELOPMENT: <i>What do you know about the children's cognitive and</i>	The children are in preschool, M and N do like to play and do stuff in class by themselves but if they need help, they will call a teacher to help them, M wants someone to read books with her or to her and N likes to act out the book or say some words

<i>language development? How will this affect their engagement in your activity?</i>	from it that means is that if she has more acknowledge about a thing she will to participate in it.
<i>Which results of your language and literacy assessment will you use to plan this activity?</i>	The results of my <i>language and literacy assessment I will use to plan this activity</i> are <i>how the two kids responded about reading books and how they handled reading or holding it, and the difficulty into following instructions. Also, the way they communicate because that will affect the activity I will do and that is acting out a book and talking more.</i>
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, literacy practices and ways of using language and literacy to date?</i>	From what I have observed from the children is that N is from Mexico, and she is fluent with Spanish and has some words in English, and N only speaks English, but she mostly uses her hands to point at stuff and show them.

THE LEARNING EXPERIENCE		
The intro <i>What will you say or do to engage the children in this experience? How will your way of engaging relate to what you know about your small group?</i> (Write your exact words)	General Introduction	

<p><i>Hello everyone, today I will talk about how we will learn about how to use some words from the book provided and how to read. In this activity I will include some centers to learn about books more and different ways also we will listen to animals sounds and try to copy the sounds together.</i></p>		
<p>What is the procedure?</p> <p>First, I will I'll give the kids a tour through the book. Telling the children, the title and author of the book.</p> <p>I'll ask the kids a couple questions when we finish reading.</p> <p>I will ask the kids if they would like a few pieces of paper and a pencil. And I will ask each to draw something for example a letter about their book.</p> <p>Following that, each student will have the opportunity to express their thoughts.</p> <p>We will then go on to acting out their short stories. When the students are acting their stories, I will remind them to blend in some words they read and actions.</p> <p>Following that, the youngsters will get the opportunity to share their personal tales in a fun way</p>	<p>What will you say exactly?</p> <p>What pictures do you see outside and inside the book?</p> <p>What is happening here?</p> <p>Can you show me how to hold your book?</p> <p>What was your favorite thing in the book we read?</p>	<p>List each of the language/literacy skills you circled on the first page. For each one answer: How will this activity support development of each skill?</p> <p>1. Phonemic Awareness</p> <p>While the children are writing their stories, they will sound out the letters they want to use in their stories.</p> <p>2. oral</p>

<p>to them and others.</p> <p>Lastly, for the youngsters, I will show them a book about animals too and we will all act it out together and I will tell them to help me spot some animals they saw in the book that we could try to copy the sounds of the animals.</p> <p>What will the children do?</p>	<p>What will you say?</p>	<p>When me and the children are reading the book, I will ask them what they see in the pictures and in what some words they heard and then try to make a sentence about and say it.</p> <p>3. Story</p> <p>After we read the story, I will be telling the students to make a story by their own that is like the book we read and act it out.</p>
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AUTHENTIC ASSESSMENT	
<p><i>How will you determine whether the children have learned the language/literacy skills? For each skill list what you will do to assess it</i></p>	<p>1. Phonemic Awareness</p> <p>I will be watching the child as they try to sound out the words as they write, and I will be able to see if the child has mastered the language/literacy ability when the child knows how to act out to everyone their work and mention some words from the book in it or some sounds the animals makes from the book.</p> <p>2. Oral</p> <p>I will hear how the children are saying the words or the sentences they said or made themselves and then I will figure it out if they are good at reading or making sentences or not. And which words the child can recognize</p>

<p><i>and/or what information you will collect from the children</i></p>	<p>3. story</p> <p>By the story they made and acted it out, I will know if the <i>children have learned the language/literacy skills by using sentences and words in that or not.</i></p>
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Pre-Planning: Setting a Learning Goal & Anticipating Multiple Paths to that Goal

BY: LAILA MUNASSAR

<p>Learning Objective(s)</p> <p>What do you want students to know, understand, or be able to do as a result of this lesson?</p> <ul style="list-style-type: none"> • <i>Which specific grade level science or social studies standards does this relate to?</i> 	<p>Science:</p> <p>Observes familiar plants and animals (including humans) and describes what they need to survive</p> <p>a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment)</p> <p>PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</p> <p>b. Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals)</p>
<p>Rationale</p> <p>Why are you teaching this lesson?</p> <p>Questions to consider: <i>Which language and literacy skills does it build on? How does it extend the skills learned in your previous lesson? How does it fit within the curriculum? In what ways does this lesson represent your commitment to social justice?</i></p>	<p>I'm giving this lesson because I want the kids to learn more about animals, and it also helps them improve their language and literacy skills by teaching them additional vocabulary words and increasing their listening comprehension. This lesson will inform children how animals sound, what they eat, and much more in order for them to understand how they are. It corresponds to what kids already do in class, such as always talking and making animal sounds, as well as taking animal toys to show me their parts and what some animals eat based on their best guesses.</p>

<p>Prerequisite Knowledge</p> <p>What prior knowledge are you counting on?</p> <p>Questions to consider: <i>What will you do if students demonstrate that they do NOT have such knowledge? What will you do if it becomes clear that students have already mastered your objective?</i></p>	<p>If students <i>demonstrate that they do NOT have such knowledge I will show them more videos and books about the topic and ask them more questions about it and then they could draw it for me or tell me some words or vocabulary's, they heard because this age is still young. They will specifically need to know about how some animals sound and what some eat. if it becomes clear that students have already mastered my objective by saying for example some words or vocabulary's like the names of the animals for example cow and cat and say the sounds of animals as a beginning, I will then let them start the lesson step by step and try to help or show some students that do not understand about it.</i></p>
<p>Anticipate Evidence of Learning</p> <p>How will you know if students have achieved the learning objective(s)? Consider listing multiple ways that students might demonstrate understanding by the end of the lesson. Include ways they will use language and literacy skills to demonstrate learning</p>	<p>At the end of the lesson, there will be a large visual representation of what the students have achieved: animals' pictures and their names next to them. This will not demonstrate whether all students can define or describe some of the words or the animals' names, however, each student will only have to extensively think about one animal or word and the words are for example the names of the animals they saw like a cat a cow in order to choose the short story that they will act out about animals. This relates to the Learning standards by Recognizing the different structures of familiar animals.</p>

<p>Teaching for Diversity</p> <p>Think of 3 different ways that you can present and engage the topic/ lesson as well as 3 different ways children can express their learning. Consider language/literacy diversity in your ideas</p>	<p><i>Multiple Means of Representation</i> <i>What are some different ways that content could be presented to learners throughout the lesson?</i></p> <ul style="list-style-type: none"> ● There will be three stations set up: books, a video station, and a conversation station. This will allow for students to access information, show them different stories about animals that they could choose from and collect words using various mediums. I will take each group of 3 students to go to each station to help them and explain it to each one first because they will need more explanation and my help in each station.
	<p><i>Multiple Means of Expression</i> <i>What are some different ways that students could “show what they know” throughout the lesson?</i></p> <ul style="list-style-type: none"> ● Students can draw animals they saw from the stations. Also, another student says the sounds or the name of the animal to their classmate to help them out. And let them show each other how the animal they chose sound. And I will let both students act out the animals they chose and say their sounds

	<p>together and maybe say the animals' names with animal toys and pictures they have and chose because this age is still young for that, and I just wanted them to practice and try.</p>
	<p><i>Multiple Means of Engagement</i> <i>What are some different ways that you can help students get “fired up” about their learning during this lesson?</i></p> <ul style="list-style-type: none"> ● Stations ● Exploration ● Challenge of finding the animals they want to act out. ● Excitement of “showing what they already know”

Planning: Step-by-Step List of Instructional Moves

In each section below, specify the sequence of instructional activities. Bullet points are fine. Providing a “script” for what you plan to say is also fine. Consider how you will coordinate materials, bodies, and time. Use small boxes to indicate time.

Materials List:

- Animal books about their short stories.
- Colored Papers
- Colors and pencils
- A small fake microphone
- Animal toys and pictures
- Fake scissors

Introduction

How will you invite students into the learning experience?

Consider:

A hook, an immersive experience, a connection to yesterday's lesson, modeling...

**Minutes:
3rds
10**

Today we are going to learn more about animals' life's, sounds and many other and we are going to choose one animal from all! It has been a little while since we have seen some of animals in class, so we are going to spend some time in stations exploring sources we have about animals.

You all are going to be an animal names detectives and collectors and you are going to collect as many animal words or pictures or toys from the classroom as you can that are connected to animals and then we will go to the section that has boxes of animal's toys to let them choose from it and look at it. Think of this as your "animals important list." and then make some animals sounds with your classmates and copy how some animals act with the ones you chose from here.

{I will take out a picture of a specific animal}:
Does anyone know what this animals name is or what is their sound?

Great! Now it is your turn. Everyone is going to get 2 animal pictures and will tell me what it is

		and then I will tell them to choose one animal from the 2 and say their sounds and keeps the picture with them.
<u>Exploration/Concept Development</u> Consider: <i>Guided practice, independent practice, a group or partner exploration...</i>	Minutes: 5	In the book Center each student will be walking around by themselves to come up or choose on short animal story from there and keep it with the picture I gave them earlier. (Might pause after first 2 minutes to do some of closure activity and then let them go back for one more for 3 minutes)
<u>Closure</u> How will you bring students to closure with this learning experience and connect it to future learning? Consider: <i>A share, a closing challenge, a sneak peek at tomorrow's goal....</i>	Minutes: 10	Students will come back to the carpet with their one animal picture I gave them and the short story they chose in the book center, and each one will stand up and act out the animal in the picture like their sounds, names, and what color they are or what they eat after that they will act out what animals do in the short story they chose. Important Question: what was the animals doing in the short story you read in some parts? As you go through your day today, you could think of other animals you like, what is their names and how they sound.

Assessment Plans

What understandings will you look for/ listen for, throughout the lesson? In other words, how will you continuously check in to see that students are moving toward the objectives you named above? At the end of the lesson, what data will you analyze/reflect on in order to determine whether or not all children met your objective(s)?

Teachers will primarily assess this lesson by taking notes on the kind of work or instructions students are collecting and how they are using the sources to access their memory. Teachers might have children discuss their favorite animal or the term they are most proud of discovering/thinking of. Teachers can obtain a sense of student involvement and self-motivated learning patterns in this way.

I will show the students a book about animals at the end of the lesson, and we will all act it out together. I will ask them to help me spot some animals they saw in the book, and we will try to copy the sounds of the animals, which will serve as a reminder of their learning for the day, as well as a prompt to keep

assessing their own learning as they progress. As a type of study, students might also be asked how they believed the station work went.

Differentiation/Individualization Plans

How will you differentiate your instruction based on students' readiness levels? Learning styles? Culture? Interests? Will you incorporate any environmental support, materials adaptation, activity simplification, children preference, special equipment, adult support, peer support, invisible support?

I will differentiate my instruction based on students' readiness levels,

whenever possible, tasks and learning activities should be just ahead of each student's present level of expertise, I will teach each student that speaks Another language if they the book or the word in their language spoken or if they want me to show them the video translated into their language. And I will see what each student interest is so I could focus on it more for example if they like to act out without talking and they enjoy it they could do that, and I will let them. I will incorporate children preference and peer support

Laila Munassar.

Using the video, find scenes from the video to address and support the following:

1. When and how did you challenge the children to engage in learning? What New learning did you hope the children would acquire from this? Was it effective or what could you have done differently?

At the beginning of the video, I challenged the children to engage in learning by first gathering them to sit in one table and then explaining to them step by step about the activity we will be doing while sitting.

The new learning, I hoped the children would gain from this is how to be "patients" while waiting for their turn, as well as learning more about animals' names, as not all children know the names of all animals. This was effective.

2. How did you address the strengths and needs of your group during the activity? Give examples.

I addressed the strengths and needs of my group during the activity by letting some of the children help their classmate and say with them for example in the video when I was asking a child "what sound does this animal make" another child replayed with "meow," and that would let the child to be confident and answer or talk more. And again, when a child was struggling about the name of the animal in the picture, I said to him "is this a lion?" and he replied with the sound of the lion so that helped him achieve that.

3. What kinds of questions did you ask children? Were they open or closed questions? Did your questions and responses make children think more deeply? When and how?

The questions I asked the children were:

"What animal do you see"

"Can you copy the sound of this animal with your classmate"

"What you see in the cover of your book"

“Is this a bear.” “Do you want to act it out”

The questions were closed questions mostly, and yes, my questions and responses made children think more deeply for example when I asked the child when she said this is a rabbit I said, “are you sure, this is a rabbit because I see a mouse” also when my response was “what your animal do act it out if you do not know the name of it.”

4. When and how did the activity engage children in language and literacy development?

The activity engaged children in language development is while we were looking at the pictures, they have I told them to say the sounds of each animal they chose, and the activity engaged children in literacy development by telling them to say the names of the animals and if they do not know I will help them how to say it and get up and act it out by sounds and moves.

5. What changes would you make to your guidance to better support the language and literacy development of the children?

The changes I would make to my guidance to better support the language and literacy development of the children are that I would bring an iPad and let them listen to the sounds that animals make so they get an idea of it and repeat it after because some students for example do not know the sound rats makes and some other animals.

6. What changes would you make to the activity (materials/set up, the launch, the procedure, etc.) based on what happened? Why do you think these changes would improve the learning?

The changes I would make to the activity (materials/set up, the launch, the procedure, etc.) based on what happened are for the procedure I will let each one pick what I gave them without saying “you go first, or she is first” like each just picks and not go turn by turn because they will not wait in the video I made and they would want to go first. And about the materials I would change the children choosing books to act out and instead I would give the children a paper with my handwriting of the names of the animals and let them write or draw over it with any color or pencil they choose so they get an idea of the letters each animal name has. I think these changes would improve the learning because it would give children an example of animals and how those animals names and letters look like to give them an idea of it.