

Part A

1. How is talk used in your fieldwork site?

Talking that use in the fieldwork site is very calm manner, they communicate instructions and express feelings. Talking done in a safe way so that children always feel comfortable to speak.

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?

One thing I notice when the adults talk to the children wise, and the adult try to listen to the children carefully. When the children talk to other children, they are talk friendly, share each other's thoughts.

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

One example that relates to the reading is the teacher let children to read and write, also allow children to share their thought as a class.

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

My first day of fieldwork and we as a class wet outside playground. After a 45 minutes later the way to the class. Two children start saying to each other “I don’t like you”, “I don’t like you too”. I was holding one of the children’s hands and trying to stop but they are wiring stopping. Then the teacher came and said, “when a adults talk and tell you something, you need to listen”.

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 and culture coming from two different families, different thoughts. Because when the children are in the class, they don’t do that follow the teacher instruction. This refers to the reading “The Diversity of children’s Language and literacy Practices”, because in this reading it talks about not judging the children about their behavior instated help the children with their language (pg39).

Literacy

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

The signs of literacy in the fieldwork site are leveled every object where children can read. The math books have each children's name on it

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

The children did their painting that hang on the wall it has small message as well.

3. How do children engage with print?

The children do get engage with the paint because it has color in it and the picture that explain what's it going on.

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

When Children do their independent work that when people write, and the reason people write because it has so much information about the children's what they do, how they do, have it it as data or a report.

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

Writing used as part of the routines, relationship between adults and children because when children write they write their own

with their own vision. Keeping writing as part of the routines helps children to keep up with their spelling and help them with the punctuation.

6. Do the adults have goals for children's literacy development?

If so what are they? How do you know these are their goals?

Yes, the adult does you have goals for children literacy development. To improve children literacy development the adult usually does the site words and make the children spell it out without looking at. Also, the adult makes children to create a sentence with the site wars that they learn.

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

In the field work site children have their routines every day. In the classroom every morning my children comes they do their agenda. Children do their morning meeting with their teacher after that they do their sight words. later, they have a reading session where children

- 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

Part B

While working with the children in my small group who are 5-6 years old. I realized that they could read and tell their own story during writing journal. Child A like to participate in every activates his favorite subject is math, that his strength. Child B like to read and write, when the teacher tells the class to do journal time child B gets excited. Child C is five years old he speaks English and Spanish, mostly in class child speck English. Child is very good at math and reading.

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

1. What makes a good reader?

2. Do you think ever comes to something he doesn't know?

3. If you know someone was having trouble reading, how would you help that person?

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

Based on the assessment results reading because when children get to do reading. They don't like to read book, or any activities related to reading. Reading helps learn new vocabulary, reading books create an environment for the reader to imagine what's happening in the story.

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?

One area of challenge that children share in talk is reading. When my small group get told to read, they usually get confused with words like To and Too. To build the strengths as a future teacher I will give them more time and do one on section and help them.

Part C

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?

I challenged the children to engage in learning by working on a worksheet in which the students had to create their own idea of what a living and nonliving thing was. A new learning that I hope the children would acquire from this lesson is that they will be able to sort different objects into the right theme. Students were able to look at a mix of pictures and then put these pictures into the right column that they belong in. Using charts to see a difference is a new learning technique the students learned. This was very

effective because students can compare living and nonliving things. They were able to contrast the two topics.

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

I addressed their strengths by allowing the students to use their prior knowledge to discuss what they believed a living and non living thing. The students are really good at listening and discussing with each other their thoughts. When I asked them questions they stopped to listening to each other responses. Some of the students would repeat the same answers as their peers. But I was able to guide them to think of new ideas.

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?

I asked the children what they thought examples of living and non living things were. This was a open ended question. So the children were able to think of as many ideas as they can. My questions and responses were very straightforward so the children did not have to think more deeply to answer them

although my questions did let the students think outside the box to create as many ideas as they can that fit into the concept of living and nonliving things.

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

While the students were doing the sorting activity, the students were able to engage in language by discussing with each other where they believed each object fit in the chart. The students were also able to read the assignment and vocabulary on their worksheet to complete the assignment.

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

Some changes I would make to my guidance is instead of having the video, I would ask my students to read out loud the text. This will give my students time to ask my question as we learn

together. I would give the students more time to actively think and use the vocabulary in their own sentences

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?

Changes that I would make to my activity is that I would include a writing activity to challenge my students. I feel like the students didn't get enough time developing their language and literacy because it was a bit of a easy matching exercise. By asking the students to write sentences they will be able to use their new vocabulary actively. I would ask the students to write a paragraph explaining how and why certain objects are living and non living. This would improve learning by challenging students to form sentence structures that smoothing transition in a paragraph.