

Yosajanny Cesar Perez

Professor Garte

ECE 411

June 7, 2022

Being able to observe and interact with children in a public-school setting gave me an opportunity to collect ideas on how children use language and literacy in unique ways. I decided to observe two girls in the classroom, both aged 5 years old. Throughout the observations I was able to identify which strengths they had obtained in order to become speakers, readers and writers. I designed my lesson plan upon their strengths but wanted to build on expanding what they knew to enhance other areas of learning. My lesson plan focused on three contents which were invented writing, phonological awareness and concept of a story. Although this lesson plan was introduced to the kids, I know there are changes that could have been implemented to target the specific skill that I wanted the girls to learn from my activity.

While I reviewed my video the way I challenged the children to engage in learning would be in minute 1:36 of the video. I had just begun the story, but I wanted to slowly implement concepts of a story by asking the girl where the pigs were based on the images in the story. One child quickly responded that they were in the forest. I then proceeded to ask what led her to guess the forest and she responded that no one was around and there were trees around. I wanted children to acquire understanding the setting of a book, however I realized that I failed to explain that after the child's answer. After her responses I could have expanded on her answers to try to get them to understand what a setting in a story is. In minute 6:44 I challenged the children in learning the terms problem and solution by stating that something needed to be fixed. I engaged them to think about a time they either lost something or needed help with something which required being fixed.

The girls were both able to share things that happened to them. I also added that not everything can be fixed but they could create a solution or way to fix what happened. The girls shared and were able to differentiate what each one was with an experience they had. I think the girls understood the concept behind problem and solution which was my goal. However, I think it would have been more effective if I had used more scaffolding questions or discussed more about the different ways a problem and a solution can be presented in a story or real life.

The questions that I asked were a mix of closed and open-ended questions. During minutes 2:10, I asked the “Why do you think his house took a long time?” I believe this one was an open-ended question because the girls had different answers. The child responded, “because the pigs needed to put cement on all the bricks”. This engaged the children to use prior knowledge to try answer the question because the answer was not directly found in the text. Another example of an open-ended question was in minute 4:23 of the video. Here I asked the girls “why do you think the brick house didn’t fall down?” The girls both had different responses, one said the bricks were too heavy and the other stated that it was because of the cement. I then proceeded to tell them if the bricks were heavy or were they light, they were able to answer that they were heavy. During minutes 5:22 up to 5:59 I was asking only closed questions. The questions I asked connected with the area of focus concept of a story. I asked the girls what happened in the beginning of the story, middle and end. The girls came into this lesson with this prior knowledge, so they gave me one answer. However, when I came to the question about what happened in the middle the girls said they built houses and I followed up with what kind of houses they made. As we got into the questions related to my lesson plan, I tried to get them to expand on what they were saying. I began by saying what happened in the story that needed to be fixed, and the girls were able to answer that the wolf was trying to eat the pigs. I then proceeded to ask how they fixed the problem they

mentioned, what was the solution? The child answered that the pig burned its bottom, I expanded her answer by saying what kind of houses they made. This led the children to answer they made a brick house which had cement. I then asked what weight the bricks were, they replied heavy. This area of my lesson I believe shows a guided question.

During the activity the area where we used phonological awareness and invented writing was in minute 8:29. Here the girls were beginning the activity, I assigned them to write problem on one side and solution on the other. I attempted to help one child spell problem by pointing out our chopping method. However, she quickly said she knew R and I proceeded to ask her what sound the letter R made. As we get into minute 8:59 the same child asked me how to spell solution. Here I used the chopping method, and she used her knowledge on phonological awareness to write out the word on her paper. I had the same child sound out the word for me while pointing at her paper. The other child wrote CAMARU, here I asked her to sound out the word for me and expanded that by telling her what sound the U made. She stated “Uhh” but sometimes “U.” Her answer showed me that she had knowledge on letter to sound correspondence. At around minute 5:23 I used concepts of a story to let the children share what the beginning, middle and end of a story was. I asked the children what happened for each one and they each had a different response.

The changes that I would have made would have been the procedure. I believe I could have expanded more throughout the reading by giving the children variations of guided questions to get them to understand what a problem and solution was. If I had done that, I do think the girls could have expanded more on their ideas. In regard to the launch, I would edit the way I introduced the topic. I knew the girls’ loved pigs, but I wish I had taken more time to expand on what we were trying to get from the reading. I think this would have been productive as the girls would have grasped the concepts of problem and solution by gathering information from the book. Lastly,

during the actual activity, one thing I would have done differently is had them engage more with the ideas they shared. One of the girls said the star broke on her friendship necklace. We classified that this was her problem, but I would now extend as to why this was something she needed to fix, perhaps who gave it to her, how it was special. In other words, for them to find details that support their ideas. I believe all these things would have made the concept of problem and solution a lot clearer for them. They would have been able to extend more on what they were saying. In regard to the guidance to better support the language and literacy development I would have liked to give children more opportunities to explore the big idea on problem and solution. I think before reading the story I would have liked to ask them questions like “have you ever done something that wasn’t easy or maybe you wanted to give up”? “What did you do to make it better or fix that”? I think these questions would have helped them gain prior knowledge on the ideas behind problem and solution.

After looking at my video I was able to reflect on the things that I originally thought was enough to teach the children about my topic. I quickly learned that there was area for improvement with my lesson plan. However, I do think the way I read the story and spoke to the girls kept them engaged. Being able to look back has given a sense of awareness on what to work on as a future educator. The experience from this lesson will help me in other areas of learning in order to make sure the children are being taught in ways that they understand.