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ELD 307

Assessment 1

2/25/14

At 8:55 am on my first day in the field, 23 eager third graders entered the room. As they settled in for the day I began to watch and pay attention to how they communicated with one another. I continued to do so for the rest of the day. Observing self talk, one-to-one talk with an adult, one-to-one talk with peers, peer group talk, small instructional group talk, and whole group talk.

In order to collect my data, I printed out copies of pages 109 and 110 from our *Kidwatching* book. On the first page (109) I filled in each box and I observed talk taking place for that specific box. Not every box is filled out or not filled out in detail due to the fact that I did not get chance to observe that setting that day. To fill this out I really needed to tune into conversations and observe what was being said and how students, and the teacher if involved, were acting. The second worksheet (110) is a checklist. In order to fill this out I had to observe the conversations that would take place during lessons and during any other time in class.

I found many interesting things when collecting my data. The first sheet (109) tells me that it is common for students to talk out loud to themselves to work through problems. When the teacher is talking to students he/she gets down at their level, looks them in the eyes, and gives them their full attention. When students are talking between in each they seem to compete for a chance to talk. Of course, this depends a lot on the personality of the child. However, I found that students love a chance to talk with their peers. When students are instructed to turn-and-talk with their neighbor, the chatter in the room is very loud and you can tell the students enjoy sharing their ideas with one another.

I was given the opportunity in the field to work individually with an ELL student. In my time spent with this student I found that they depended a lot on my help. I really needed to explain the questions in multiple ways before the student understood. The student was very quiet, but tried their best to pronounce the words we were reading in the story. During whole group instruction there is not much peer-to-peer talk unless told to do so. I noticed the teacher asks a lot of questions, makes connections, and always has a friendly caring demeanor.

The second sheet (110) gave me more of a broad overview of what is talked about in the class. Stories are shared during morning meeting and during free time. The teacher and students ask questions after the student tells their story and always pay attention. Some things that occur a lot throughout the day are reporting information, explaining instructions, expressing language and making the words sound exciting, building relationships, taking social action, expressing points of view, taking leadership, asking questions, and responding to peers’ and teachers’ information. All these functions in talk are highly important in the classroom. Talk needs to take place in order for students to gain knowledge and learn.

By looking at my findings I can easily decide what kind of lessons I would plan. For example, if I wanted a lot of group talk and collaborative talk with students I would do a mini lesson, a lessons on the rug so students can turn and talk, or even a small group instruction where students can work together on a project. I can even look at a lesson I have planned and then look at my findings and decide how I think the lesson would be most effective. Would it be most effective if students can work together, or more effective if they work alone and silently to gain the skills on their own? My findings are very helpful in this sense and can guide me in the direction I would want to take my lesson. Knowing how students talk and interact with each other is a very important skill to have as a teacher and will help you develop lessons as you go.