-At Word Family Praxis Paper

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 Teaching comes with many struggles and there is a higher level of stress when it comes to teaching the early years. The amount of importance early exposure to literacy has throughout ones life stems from these early experiences provided by teachers and early childhood educators. Our Pedagogical tool and the activity, which accompanies the tool aims to use storytelling as a means to teach children language skills at the kindergarten level. As Cope and Kalantiz (2000) emphasize there is a relationship between storytelling and the development of classroom culture. Building a sense of self within a safe community provides young children with the best foundations for learning. This 75-minute lesson uses a story created by three graduate students at the faculty of education called “The Princess Story”. This activity integrates four skills: listening, reading, re-telling and visualizing. Our pedagogical tool helps young learners acquire new language through scaffolding prior knowledge of words taught through our read-aloud story and then challenged by the children vocalizing, constructing and re-shaping through the use of our “SAY IT, BUILD IT and WRITE IT” tool.

 “We have found that most children need intense scaffolding when teachers first introduce the concept of isolating first sounds in words or when they teach phonemes that children find harder to learn (McGee and Ukrainetz, 2009).” We wanted to address this concern through using our storytelling to introduce a new word family and then through using the pedagogical tool, challenge the children and allow them to gain confidence through consistent use of our pedagogical tool and mastering this concept. This being said, McGee and Ukrainetz (2009) state, “Scaffolding is the intentional, strategic support that teachers provide that allows children to complete a task they could not accomplish independently.”

 Our online story will be read to the children as a large group and then asked “are there any words that sound the same?” The teacher will stress the first phoneme when sounding out the words. The teacher will then provide the children with the pedagogical tool and provide an example of how to use the tool. We will ask the children to read the words to each other and “SAY IT” and then “BUILD IT” and finally, “WRITE IT”.

 To engage the students visually we decided that our introductory story should provide multiple aspects such as rhythm, rhyming and repetition. Which has proven to be an effective method of teaching young learners.  "Using multiple modalities to communicate meaning by providing pictures, songs, textbooks, narratives, spoken and written words, gestures, films, or videos support understanding (Herrell & Jordan, 2016)." We stressed the importance of using gestures, facial expressions and variation in tone of voice while reading the story.

 The intention of the lesson will be to ensure that every student uses all four modalities of learning. Participating acquires interacting and communicating which can be effective for the learning process. Through applying all of these multiliteracies we guarantee that children will reach higher-order thinking skills and learning. As well as

Motivate and stimulate children to enjoy the learning process.

References

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