

- Mrs. Wilson used the children's home language to facilitate story comprehension and English vocabulary acquisition. When talking about the new poem, the main concept was that the queen made tarts, but the jack stole them. She was establishing prior knowledge for the students when she asked if they knew what a tart was. After telling them that a tart was a pie, she directed her attention to her non native English speaking students. She wanted to make sure they still held an interest in learning. She asked the students who spoke Chinese what "pie" was in Chinese. Immediately, you see a few Chinese students gain excitement and start speaking in Chinese. This was a great way to make sure that their culture was incorporated into the lesson and not have them be discouraged from participating. As stated in *Storybook Reading for Dual Language Learners*, "Teachers who are not fluent in the home language can find Spanish definitions of words in a dictionary or ask for help from Spanish-speaking parents or members of the community." Mrs. Wilson, who was not a Chinese speaker, had help from her instructional aid, who did speak Chinese. Ms. Li was not only able to help the Chinese speaking students gain a better understanding about what a pie was, in a language they understood well, but also helped Mrs. Wilson. This is a great example of how teachers should learn important keywords regarding their lesson in order to communicate with students that speak a language other than English, as mentioned in *Storybook Reading for Dual Language Learners*. With Ms. Li's help, Mrs. Wilson is able to understand the Chinese in a better sense. This in turn aids in how she presents her lessons and content to her students, making sure everyone understands and is engaged in what they're learning. This is a great example of teamwork in the classroom! In addition, Mrs. Wilson also has storybooks about vegetables with the word shown in English in Chinese. The two boys pronounced the letter of the vegetable in English and were able to identify what letter the vegetable starts with as well as pronounce the word in Chinese.
- The Question of the Day and center work supports oral language development for each child. This is because "The Question of the Day" sets them up for what the reading activity later on. Once every child answers, the entire class will have a discussion with the teacher based on that question. In the video, we see that Mrs. Wilson's "Question of the Day" was "Have you ever had a rice cake?". The students answered the question in the morning and when it came time to read the story, the teacher brought up the question in order for the children to talk about it out loud as a class and to the teacher. The center work helps to develop oral language because the group of children can talk amongst each other about the activity while doing it. We see the young children counting out loud the amount of scoops that fit in the small, medium, and large hearts. They are practicing their number skills as they do the activity. The ABC center is a great way for the children to work on multiple skills. Not only do they practice spelling out the word with magnetic letters, they also write it out, draw it, and pronounce each syllable of the word. By

incorporating all these skills during one activity, the children are improving their ability to execute each skill. They were effective methods for developing oral language skills because these opportunities gave the children the opportunity to work on skills that can be turned and used for something greater. For example, having the children at the writing center work on their writing skills, along with pronunciation, sounding out words, and their ability to recognize letters, all these skills are then put together and used to create a story! Before they write their story, they can brainstorm out loud what they would want to write along with incorporating vocabulary words that they have learned previously. Overall, I think having the children create their own stories is a great way to assess the children's ability with each individual skill needed to put together a story.

- The most significant teaching experience I learned after viewing the video is how crucial it is to have a classroom made up of different centers where the children can really work on improving and eventually executing vital skills. I admired how Mrs. Wilson took her time with story time and really brought up different points before, during, and after story time. Before story time, she included the "Question of the Day" as a pre-discussion. Before she read the book, she had the children observe the book. As stated in the textbook (Chapter 3, page 39), "Inquiry projects in prekindergarten are characterized by great variety. They always involve talking, listening, discovering, touching, experimenting, and finding out." Mrs. Wilson's multiple centers in her classroom is a prime example of this! The sensory activity with the scoops allowed for hands-on experimentation and discovery to find out how many scoops filled the heart. While completing the activity, the children were talking amongst each other about how many scoops fit in their heart. These centers are a great way to promote independent learning and working together as a group. Isolating learning is not a thing in Mrs. Wilson's classroom and I greatly admire that! Having different centers is definitely an idea that I would incorporate in my own classroom layout.