

Findings

Looking over the qualitative data I can see that children are beginning to use more language with increasingly complex words and sentences. The children went from only using two words together to communicate to now using short phrases, some using short sentences to communicate. I was able to see the difference between the interactions as well. In round one the children were primarily only playing side by side, not cooperating or speaking to one another. Now they are participating in brief episodes of cooperation with one or two other children. There is a great association between expressive language and academic achievement, “heightened risk appears to be tied specifically to global language skills, rather than the ability to perform discrete linguistic tasks,” (Del Tufo, 2019) children who have a hard time communicating are more likely to have issues later with listening and reading comprehension.

When looking at the children’s academics I can see that the children now are demonstrating awareness of a few letters by name, they are still struggling with letter recognition, but I am hoping to see improvement. The same for number sense these group of children are only recite numbers to ten. However, they are having trouble counting one to one correspondence up to ten.