

Research Question

The focus of my research is to understand how students can benefit from collaborative learning and what it can do for academic achievement in early education. *What happens to students' use of language (expressive), reciprocal communication and conversation, when engaged in learning experiences that are cooperative and require team building?* In round three of my research project, I will focus on a group of specific children. Looking at the students who are falling a bit behind academically and socially and checking what success they would have through curriculum that is based on cooperative learning and play. I am seeking to understand and identify how the implementation of lesson plans surrounding expressive communication and social interaction can increase student's collaboration skills and academic achievement.

Intervention/Innovation

In round three, I began my developing lessons that were based on both communication and use of language and social interactions. I decided to also focus on my attention on the nine students who were not at developmental level for both SED 4 *Relationships and Social Interactions with Peers* and LLD 3 *Communication and Use of Language (Expressive)*. This same group of children also were following behind academically, scoring lower in letter and word knowledge, comprehension of age-appropriate text, number of math quantity, and shapes.

I used the DRDP to determine which students were achieving desired results and which students weren't. Those that weren't were the children I put a greater emphasis on. According to the Desired Results for Children and Families, "teachers may differentiate their instruction and target individuals or groups of students to improve results in particular domains". Doing this while also using the desired results to identify strengths and areas of improvement. Attempting to help the children reach the expectations described in the California Preschool Learning Foundations' which the DRDP measures and domains are based on.

I developed lessons surrounding social interactions that required the students to use complex language. I provided the children with a rich environment full of language and rich interactions. I collected anecdotes each day with the help of my instructional assistant. Again, each whole group lesson was surrounded by a certain domain which then continued into the small group for the day. I provided the children with materials to extend their learning into free choice time. During this time, I was able to observe the children in an environment initiated by them to observe if the information I had provided them was being retained.

The large groups consisted of singing songs and literacy activities that required turn taking, partnerships, and back and forth communication. The nine children I was focusing on had more of my attention during certain times of the day and were chosen regularly to share thoughts and ideas on the activities.