

Indicator #15
Collaborative Communication

Student participates in collaborative conversations with peers and adults.

Research

Constant communication allows students to coordinate and expand ideas, introduce and explain themes, and use behaviors that are appropriate for the conversation. Children must have a communication strategy to be successful at these tasks. Encouraging group work and discussions helps facilitate the learning of communication skills. The development of speaking and listening is crucial to a student's success in school and life. Children communicating and collaborating in groups build skills for children to share knowledge and interact with each other in a reasonable manner. Vygotsky stated that learning awakens in children a variety of ways that can only operate when they interact with more competent people in their environment and in cooperation with their peers. Children development of a social matrix is a major contributor to their cognition because the open area of communication that exists allows them to express and negotiate ideas as well as contribute to each other's understanding.

Aschermann, J. L. (n.d.). Children Teaching and Learning in Peer Collaborative Interactions. Retrieved June 03, 2016, from <https://theses.lib.vt.edu/theses/available/etd-04252001-140637/unrestricted/Thesis.pdf>

Comprehension and Collaboration- Collaborative Discussion
1.5.PK.A

Participate in collaborative conversations with peers and adults in small and larger groups.

The learner will:

- Use receptive and expressive language strategies to engage in extended reciprocal conversations with familiar adults and peers

The learner may also:

- Communicate using detail related to topic being discussed
- Pose questions related to topic being discussed
- Allow wait time before responding
- Engage in turn taking

Effective Practices:

- Explicitly restate comments made by children and encourage those responding to add further detail, or contribute further to the topic being discussed
- Encourage children to restate comments made by other children
- Encourage children to ask questions to find out more information
- Model appropriate participation in discussions including polite interactions, one person speaking at a time, or asking questions
- Embed opportunities for children to “turn and talk” to share ideas on a topic

ACTIVITIES

Activity:

Teacher reads a picture book about familiar concepts aloud (e.g. riding a bike, attending school for the first time, etc.) During the read aloud, at predetermined key points, the teacher will prompt students to turn and talk. When the students turn and talk to their partner they will be encouraged to share out what their partner said. Students will be encouraged to talk nicely with their peers and ask questions to clarify understanding of what their peers are saying.

Activity Prompts:

The teacher will prompt students by saying, “What did your friend think about what happened in the story?” “How can you explain your friend's idea better?” “What did your partner like about the story?” “What did your partner remember about the story?”

Evidence Collection Strategies:

- The teacher will be listening for students that are able to actively listen to their peers and restate what they said. The teacher will also observe the ability for students to engage in conversation with peers and the large group. The teacher will use anecdotal notes to document students who understand these skills.

Home School Connection:

- Student will restate and/or describe key elements of the story to their parents.