How does Ruby demonstrate positive approaches to learning by attending and engaging?

Sitting under the big canopy tree outside, Ruby begins to hear a noise lurking around her. “Tree,” she says to me as she takes in her surroundings. The noise continues, and Ruby stands up and walks over to one of branches swaying in the wind. “Weaves (leaves),” she points out to me. Pausing for a moment she lets the leaves move throughout her hand, paying close attention to the movement and sound she is hearing. She hears the sound again. She gasps, “Oh! Weaves.”

“You hear the leaves blowing in the wind,” I explained to her. “Wind,” she repeated after me. Ruby continued to sit under the tree paying close attention to the sound it was making in the wind. She would look over her shoulder when the tree made a noise behind her and turn to me and say “Tree.”

I believe Ruby was demonstrating attending and engaging by engaging to the sounds around her and paying close attention to the leaves that were making the swooshing noise. Ruby demonstrated Teaching Strategies GOLD 11a. Ruby was able to understand that the tree was making the noise because of the wind. I would like to see Ruby comprehend language.

How does Ruby listen to and understand increasingly complex language by comprehending language?

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