

Recollection of learning to read

In our work in teacher education we are introduced to a lot of research and theories about different topics that are relevant to our field. It's important to recognize that we all come to our work with knowledge gained from our life experiences. When we gather stories that reflect our experiences, we are able to collectively generate knowledge about issues that are central to the field of early childhood. This collective knowledge making can capture the complexity and nuance of the issue we are focusing on. In our class we have been focused on supporting young children's emergent language and literacy, so it is a good time for us to draw upon what our own life experiences have to tell us about children's development in this domain.

Today we're going to share recollections of the process of learning to read. If you can remember your own experience of learning to read please plan to share as much as you can remember of that story. Or, if you'd prefer, you can share your memories of observing another person engaged in the process of learning to read. We will be sharing these recollections with our class, so be sure to choose a story that you feel comfortable speaking about publicly.

To bring your story to life, begin by taking notes about all the details you remember from this experience. Plan to gather enough details to be able to tell a story that lasts about 3-4 minutes.

- ***Who was involved in the process of learning to read? Teachers? Family members? Siblings or friends? What was your relationship to these people? What do you remember about how they worked with you and how they made you feel?***
- ***What feelings did you have related to this process? What parts of the process were challenging? What parts were satisfying? When obstacles arose, what helped to pass through them?***
- ***What was your sense of yourself (or of the child you observed in this process) as a reader? Was there confidence? Caution? How was this sense demonstrated?***
- ***What is your sense of yourself now as a reader (or of the child you observed in this process)? Has this identity changed or evolved? How do you connect this with your early reading experiences?***
- ***Finally, conclude your story by reflecting on how the experience you are recalling informs how you work to support young children in their early literacy experiences. What impact does this experience have on who you are as a teacher now?***