

Eat task 2: subdomain 602.8 - teaching methods literacy and elementary reading

[Education](#)



EAT Task 2 EAT Task 2 Elementary aged children, five years to 14, learn a lot of things. They have to master the rules of reading, speaking, writing, listening, viewing, as well as visual representation between these ages (McCarthy, 2009). This paper will discuss how the above factors develop in these elementary aged children.

Reading

Children listen to stories and narrate them on their own understanding (Simmons, 2012). They play with alphabet blocks, draw pictures, write letters and watch as grownups read for pleasure. Through listening to stories and playing with alphabet blocks is how children learn to create meanings in letters they see (Simmons, 2012). Elementary children make various language discoveries when they explore, play and communicate with others. Language skills are vital avenues for cognitive growth as they allow children to discuss their discoveries along with experiences. Reading is developed as children use words to explain concepts like up and down, as well as expressions, which let them discuss past and future events (McCarthy, 2009).

Writing

Reading and writing techniques develop together (Simmons, 2012). Elementary students learn to write by observing the printed materials in their residences, classrooms, as well as communities. Elementary students watch and learn how adults write – do a crossword puzzle, correspond with a friend or make a list – in order for them to also learn how to write. This gives them insight on how to place their hands and shape words accurately to come up with the correct content. They also learn how to write by doing their

own writing (McCarthy, 2009). They practice to put what motivates them on paper and; hence, develop the necessary writing skills, which help them in their education.

Speaking

Elementary aged children learn to speak when something fascinates them (Simmons, 2012). Elementary-aged children start to view circumstances from others' views, moving past the selfish thinking that is a normal trait of early childhood. Children normally, over the course of elementary education, become fluent readers, which enhances their speaking (Williams, 2009).

Their social relationships become gradually significant as elementary education progresses. They learn to express themselves through interactions with their peers. Children at this stage are expected to create friendships with others of a similar gender where they learn to speak together. Positive relationships with their friend, educators and relatives are what lead to proper speaking techniques of elementary aged children (McCarthy, 2009). Children, in language arts, will develop speaking skill while trying to relate to the content given to them as they read stories among other things.

Listening

Elementary aged children, same as speaking, learn to pay attention to things that fascinate them (Simmons, 2012). Their listening skills develop when they know that they can get something positive out of listening. For instance, a student will listen to the instruction given to him/her by his/her educator to evade been punished after the instructions. An elementary aged child will also listen to the academic content provide to him/her by their educators in order to pass the examinations (McCarthy, 2009). Listening in language arts

is developed as the child listens to the instructions of the educator knowing that there might be consequences in their future if they do not listen (Simmons, 2012).

Viewing

Elementary aged children view things according to the way they were raised (Simmons, 2012). They will like something positively that grips their attention immediately in a nice way. However, when something does not interest them, they will view that thing negatively (McCarthy, 2009). In language arts, students take interest in contents that accompanied by pictures, which make them interesting.

Visually representing

Visual presentations are learned through creativity. Elementary aged children observe how grownups present their things, which they tend to copy in school (Simmons, 2012). For example, when a student is asked to give a presentation in front of the entire class, he/she will tend to imitate what news anchors do when they deliver news to the audience (Williams, 2009). In language arts, visual presentation is developed through seeing how people present themselves to others and how adults carry themselves. students will want to carry themselves the way their teachers do in front of the class in order to avoid any embarrassment (McCarthy, 2009). Imitating adults is an extremely powerful tool in assisting elementary aged children to learn how to give presentations.

References

McCarthy, C. (2009). *Development of elementary students: Learn how they think*. New York: Harvard University Press.

Simmons, B. (2012). Learning the minds of elementary students. New York: Oxford University Press.

Williams, G. (2009). Stages of development in children. New Jersey: John Wiley & Sons, Inc.