

**Submission for Week 1**  
**Reflection: Where am I on the continuum?**

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In the "Letters in My Name" activity, my objective and approach was a **supportive: partnership climate**, acknowledging the importance of collaboration between myself and my students in both play and learning. This was reflected in various aspects of my approach.

Firstly, I ensured personalized engagement by providing each child with their own baggie containing the magnetic letters of their name. Some received capital letters only, others received capital and lowercase letters and two students who were on the higher level received letters for their first and last name. This individualized touch aimed to convey my understanding and appreciation for each child's unique learning needs and preferences based on my previous observations.

Moreover, I promoted hands-on learning by supplying magnetic boards and letter links. This facilitated active engagement with the materials, fostering a sensory and experiential approach to letter recognition among the children.

As a teacher, I actively observed how the children interacted with the activity, allowing me to have a better understanding of their individual approaches and levels of engagement. I took anecdotal notes to assist in my planning for future small-group activities. Also, I took time to scaffold their learning by helping them to make connections between letters in their names and those of their peers or other simple words referring to our letter chart.

A highlight of the activity was witnessing the children spontaneously collaborating with each other. This unforeseen teamwork underscored that the learning environment I created not only allowed for individual growth but also encouraged shared learning experiences and teamwork.