

When Sharing Is Not Caring:
A journey to understand and develop an
educational purpose for share time.

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Abstract

This inquiry project revolved around the wondering: “How can share time be used to ensure that students are improving their communication skills?” Sharing is a time where my second grade students are supposed to be working on their listening and speaking skills. I wondered if there were other educational goals that could be successfully included. After student, parent, and veteran teacher input, our class began working to make our time during sharing at afternoon meeting more meaningful academically and socially, and this process continues to evolve. The sub-questions that developed as the project progressed included:

- What is the real purpose?
- What are the students learning during sharing?
- How can I help the students internalize new expectations?
- Am I accomplishing as much as I could in that time?
- Can the structure for sharing time change the way students interact and what they learn from the process?
- How can I adapt the format to keep the students more engaged?
- What is the optimum length of time for sharing?
- Why does classroom management become difficult at this time?

By exploring these questions, this project is a journey that looked at sharing in the classroom and how the students could best benefit from share time. The focus for sharing time is on student learning and engagement.

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I. Description of Teaching Context

While teaching second grade, six hours of instructional time is just not enough to cover everything you would like to cover. In this paper, I will explain how share time is used in my classroom. I will look at many external and internal factors that impact share time in my classroom.

Radio Park is a small school, outside a college town. The average class size is 21. There is a somewhat diverse culture in the school because of Pennsylvania State University's graduate student impact. Many graduate students have students enrolled at Radio Park. With 398 students, free lunch is served to approximately 18% of the student body. This information provides the necessary information displaying differences in socio-economics and diversity within the school. This may or may not effect what students bring in for share time.

In second grade, there are three different classrooms. This is so partly because our community is made up of diverse learners. Each student learns at a different pace, but also that my classroom is composed of unique individuals.

In our second grade class, there are 8 females and 13 males. Three of the eight females receive learning support in math and reading, and one male needs learning support in reading. Two students in the class are African American, 19 are Caucasian.

All 21 students speak English in school and in their homes. One male student is on medication for an attention deficit disorder. As for socio-economics, our class varies from high-middle class families to families in poverty. Five students, two female and three males have parents who are divorced, and 15 students have two-parent families.

One male student's father is a widower. The breakdown of the class displays the actual diverse facts, but the truth is that each child learns differently and has many different strengths and weaknesses.

My mentor, Mary Robert, is an experienced mentor who has taught second grade for over 15 years. She is a patient, organized educator who has a love for teaching this grade level. In our classroom, we share our ideas and provide each other with the support needed in order to best teach the students. One aspect that Mary, has implemented since the beginning of the year is the use on external rewards for good behavior. This is not overly used but the students always have the opportunity to receive extra recess for making good decisions in the classroom. This factor led me to use external rewards in my teaching.

II. Rationale

In my classroom, we have done an activity we call sharing time for most of the year. This occurs at afternoon meeting and 3-4 students are assigned one day to bring in something to share per week. As I went through my inquiry, I analyzed different ways to do sharing to see what the implications of sharing time were in the classroom. As an educator, I did not want sharing to be a "bring and brag" session. As Katherine Snow Smith (2002) stated,

Show and tell always served two purposes. One was for language development, and the other was so that children could feel better about themselves by bringing in something from home. Then over the years, it got away from something that is special to you to something your mom or

dad or grandma bought you that was bigger and better and brighter than what your friends brought in (p. 2).

My wondering about sharing led me on a journey that has evolved over time. It came about because I know that some teachers do not feel that conducting share time is using time wisely. Throughout the year, I have heard teachers say that there are so many other parts of the curriculum to cover that there is just not enough time in the day to spend unproductively. I then looked at sharing in my classroom and thought about how it was going on a daily basis. It led me to question how useful a sharing activity is in the classroom. I was not sure what was going to come of this wondering.

What led me to this inquiry project was thinking about the classroom at the end of each day. Kathleen Daily (1997) has written that, “at its best, show and tell can provide an opportunity for learners to seek and construct meaningful communication as they make sense of their world and represent their learning through the spoken language” (p.223). She also points out that,

Show and tell offers an opportunity to develop expressive language as children learn to create and construct language, serves as a foundation for literary style, of communication, aids in word choice, enhances self-concept of the speaker, teaches the concept of an audience, and provides the opportunity to learn new knowledge (p. 224)

My students were well aware of the expectations during language arts, math, science, and social studies, but they knew nothing of the above opportunities for growth during sharing time. They simply did not know the expectations for show and tell. They knew that it was important that they pay attention and listen to directions during academic

subjects, because this was an activity from which they could learn. Unfortunately, the students did not seem to understand the goals during share time or pay the same respect during sharing.

Our day was structured and ran very smoothly up until sharing. I noticed this, and saw that the students did not listen to each other, did not pay attention to the speaker, and did not follow our set of classroom rules, which included raising a quiet hand when wanting to make a comment or ask a question. In my classroom, we had such a positive learning environment that I wondered why, when sharing time arrived, the students began to lose their self control and make poor decisions, leading to unproductive class time.

Sharing is important. Sharron Werlin Krull (2002), a child development specialist, says, beside the fact that children love to bring in things from home to show their friends and teacher at school, sharing helps increase children's socialization as well as their language skills. Sharing provides an opportunity for children to share a part of their world, what they like, what they know, what they found and what they feel. (p. 2)

The students just did not see this or seem to understand themselves why sharing is important. Throughout their entire lives, they will be asked to work with people, interact in social situations and even to make presentations. It is important that the students practice speaking in front of an audience at an early age, so they will feel comfortable and confident in years to come. The students also need to work on being respectful listeners in an audience. They will encounter many times throughout their lives where they will be expected to listen to others.

The word sharing is not just confined to “sharing objects.” Students sharing news or information are also a way that students can practice communicating. Ellen Booth Church states in *Early Childhood Today* (1995) that, “ share circle offers a wonderful opportunity to share feelings about the day, discuss problems, and make plans for tomorrow” (p.42-43). This speaks to how students are going to interact in society year after year, day after day.

The Pennsylvania state speaking and listening standards list the expectations of the students and what specifically the students should be able to accomplish by the end of third grade. The standards addressed are:

A.: Listen to others.

- Ask questions as an aid to understanding.

B.: Listen to a selection of literature (fiction and/or nonfiction).

C.: Speak using skills appropriate to formal speech situations.

- Use appropriate volume.
- Pronounce most words accurately.
- Pace speech so that is understandable.
- Demonstrate an awareness of audience.

D.: Contribute to discussions.

- Ask relevant questions.
- Respond with appropriate information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Display appropriate turn-taking behaviors.

(Pa State Speaking and Listening Standards, 2005).

Thus, for standards purposes and for the student's own personal social knowledge, mastering speaking and listening skills during sharing is essential. Speaking and listening skills are also important to a healthy classroom community. Belonging to a community means that you should feel like you can share yourself with others. As Dr. Belinda Gimbert, a teacher educator says, "listening attentively and responding with relevance ... shows that the community members are showing interest and concern—giving the power to care" (2002, p.1).

III. Questioning and Wonderings

I decided to use this particular topic for my inquiry for the following reasons:

1. Speaking and listening skills are very important.
2. I wondered how well sharing was contributing to enhance these skills.
3. I wondered what else could be done in the best effort to help the students.

Since the beginning of the year, I often worried about what we were accomplishing at sharing time. I thought about whether the students would be meeting state standards by next year. After gradually moving towards this idea, I was reminded that appropriate communication is a skill that students will need to work in any social and academic situation. I looked at how the students did all types of sharing, such as headline news and telling about their weekend. After watching students struggle as listeners and speakers, I thought about how effective share time was in the classroom.

My main inquiry question developed as:

“How can share time be used to ensure that students are improving their communication skills?”

The sub-questions that I pondered are as follows,

1. What is the real purpose?
2. What are the students learning during sharing?
3. How can I help the students internalize new expectations?
4. Am I accomplishing as much as I could in that time?
5. Can the structure for sharing time change the way students interact and what they learn from the process?
6. How can I adapt the format to keep the students more engaged?
7. What is the optimum length of time for sharing?
8. Why does classroom management become difficult at this time?

IV. Inquiry Plan Description

Month	Data Collected
February	<ol style="list-style-type: none"> 9. Pre-assessment of sharing time through written observations completed by my mentor teacher and me. Pre-assessment of sharing with video taping by Professional Development Advisor. 10. Journal entries and notes from my own personal reflections on sharing time. 11. Mentor takes notes on share time with me leading.
March	<ol style="list-style-type: none"> 1. Sent out parent, veteran teacher and student surveys. 2. Continue video taping share time by Professional Development Advisor. 3. Continue reflection through journals and personal notes. 4. Mentor takes notes on share time. 5. Discuss share time with interns and veteran teachers. 6. Begin to analyze data.
April	<ol style="list-style-type: none"> 1. Continue video taping share time by Professional Development Associate

	<ol style="list-style-type: none"> 2. Continue data analysis and consider follow-ups. 3. Conduct student interviews. 4. Continue journal entries and personal reflection notes. 5. Mentor takes notes on share time.
May	<ol style="list-style-type: none"> 1. Continue videotaping by Professional Development Associate. 2. Continue journal entries and personal reflection notes.

V. Data Collection

There were many steps in the development of this inquiry project. After I found my question, I then began to take notes and reflect upon how sharing time occurred in the classroom. I also had my mentor and PDA look at sharing and write notes and videotape sharing.

I thought about what parents thought about sharing and how their children were talking about sharing at home. I sent home a parent survey that asked the parents questions about their feelings on share time and their outlook on their child’s feeling on sharing (See Appendix A). Then, I thought about how the students felt about sharing. I gave a student survey that asked the students what they liked and disliked about sharing and how we can make it easier for our class to share (See Appendix B).

These two pieces of information gave me plenty of data to analyze. After I looked at it all, I realized that parents and their children felt that sharing was an important part of their day. I then thought about how the Pennsylvania State Speaking and listening Standards could be addressed more in the classroom (See Appendix C). I did not want share time to become “bring and brag” time. I reviewed the standards with the students, had a class meeting about why sharing is important, and tried to implement sharing

stations. As Ellen Booth Church (2005) states in *Early Childhood Today*, “This is a good time to revisit this traditional preschool staple, change what doesn’t seem to be working about it and add some new twists” (p. 36-37).

At this point, I decided to create sharing stations. At these stations, the sharers shared for 1 minute to half the class and then afterwards, one person from each station met and told each other about the sharing. A student’s name was picked from a cup and that person had to be able to tell the class about the sharing they saw and about the sharing that their partner had told them about. I had this video taped for data collection.

I changed the share time to a system again and sent home a parent letter telling the parents that we are going to be working on meeting the Pennsylvania standards and that the children can practice sharing at home by answering a set of questions (See Appendix D). The real importance lies in what skill the standards are telling students to develop. By meeting the standards, the students will be achieving success in skills such as speaking and listening, which they will use their entire lives. The parents were told that the questions would be displayed in the classroom for the students to look at during sharing. This would help a student if he or she were stuck on what to say. The parents were also told we would be having themed sharing every once in a while.

The new sharing system was that the students had to listen to the speaker, have eyes on the speaker, stay flat on their bottom, and raise their hand if they had questions. The speaker had to stand and talk about the sharing and answer the questions that were posted on the whiteboard (See Appendix E). At the end of sharing, a student would draw a popsicle stick with a student’s name and that student would have to tell about the things the students shared that day. If the class works exceptionally well, they receive a sticker

(See Appendix F). If the student chosen could tell about all of the sharings, the class received another sticker. The students will receive a prize after 8 stickers, 24 stickers and 40 stickers. The students brainstormed the ideas for prizes. These prizes were extra recess, outside read-alouds, a food treat, extra sharing time and a food treat. External rewards were familiar to my students because they are used already in my classroom daily. The students were told to bring in sharing that made a sound in some way to supplement the end of our sound unit. A parent letter was sent home to tell the parents about that week's themed sharing (See Appendix G).

Veteran teachers were called upon at this time and their valuable input was questioned. I gave expert teachers surveys to fill out about sharing in their classroom, how it was handled, and what they thought about it in the classroom. I looked at these pieces of evidence to see what the next step was in my inquiry (See Appendix H).

I chose to give our Room 14 Sharing Stars assigned seats in the circle. Each child was given a red, white or blue star to bring to the rug during sharing. The students had to sit in the red, white, and blue, pattern. This separated some chatty students. The students received their first prize because of their efforts working together. They were all congratulated for doing their part to earn the prize. The purpose of this was to improve behavior.

I also used my own personal reflections and notes to think about sharing each day. I then asked my mentor to observe sharing and write her thoughts and comments on student behavior, engagement, speaking skills and listening skills (See Appendix I and J).

The last data I collected was information from personal student interviews where I had some students clarify what they meant for some questions on their survey. This evidence was used to enhance student opinion data.

VI. Data Analysis

I collected data in many ways. I used my own notes and personal journals, parent surveys, student surveys, veteran teacher surveys, video recordings, my mentor's notes, and student interviews.

My mentor's notes indicated that sharing was unstructured and the students had a high ratio of calling out in February. Her notes then showed that some of the behaviors she saw were silly comments, calling out, laughing that catches on to the rest of the class, and students not sitting flat and were sitting on their knees. I had to give multiple cues, which were to raise your hand when asking a question or make a comment, that they should not be calling out and that their eyes should be on the speaker. I reminded students several times and the students did not respond. By April, sharing became more structured and the students listened more often and knew what was expected of them while sharing their object by looking at the sharing chart. The class still had to be reminded of the expectations before we began share time. My mentors notes consistently said that the students used a loud speaking voice when sharing, that eyes were on the speaker, that the students were not talking and that they were sitting flat.

I broke my notes all down piece by piece. I looked at my notes and journals about sharing from the month of February. These notes show a pattern of students calling out,

averaging more than 10 times per share time. My journals documented that the students did not listen to the speaker and I sometimes wondered if the other students even knew anything about the person’s object at the end. The notes also recorded the students jumping into the middle of the circle on the rug or sitting on their knees to see an object or complain about not being able to see the object. In March, my notes showed that the students calling out rates were now averaging 6 times per share time. My notes also showed that every student was now staying in their spot during share time. In April, my notes showed one major difference from March, the students could retell what the students shared that day and could give detailed information about it. I analyzed my reflections looking for patterns in student behavior in regards to how they sitting quietly, looking at the speaker, raising a hand to ask questions, standing and talking loud when presenting, and so on. The chart listen below shows the change in pattern of behaviors.

Note Reflection

Behavior Before Any Change	Behavior After Change
Audience “flocks” to the person sharing	Audience stays in sharing spot
Audience calls out	Majority of audience raise hand to comment
Audience is looking around room	Majority of audience has eyes on speaker
Presenter sits when speaking	Presenter stands while speaking
Presenter does not know what detail to include	Presenter uses sharing questions to add additional information
Presenter walks around to show object	Presenter shows object from sharing spot

I then looked at student interviews. Twenty-one out of twenty-one students reported that they “like” share time when asked the question, “Do you like share time?”

The answer to why they like it varied though. This answer came in four types of responses. I developed categories of responses and analyzed the data again based on these categories. Some students said, “They don’t know.” Some said, “Because I can show my stuff.” Some said, “Because the other kids listen to me” Some said, “Because it is fun.” This data showed me that the student enjoyed sharing as a whole, but valued it for different reasons. One thing that was predictable was that no student said they like sharing because it helped to improve/strengthen their listening and speaking skills.

As the surveys returned I began to look at other teacher’s input. I gave out 10 veteran teacher surveys, received 7 and separated them into teachers who do sharing in their classroom and teacher that do not do sharing in their classroom. I found that 5 out of 7 do sharing in their classroom and 2 out of 7 do not. The seven that do complete sharing in their classroom reported that they do it to meet standards, improve communication skills and allow students to build a positive self-concept. The two teachers who do not do sharing feel share time leads to a “bring and brag” session that the students do not respond to in their classrooms. They did though support the sharing of stories and believed that you get to know a student by what the student has to say. The other question I looked at in my survey was, “What do you think sharing should look like?” ALL veteran teachers thought that sharing time, whether they believed in bringing in an object or just sharing stories should be about the students learning about each other through public speaking and listening skills.

The parent surveys gave two different types of information. On one hand, they told me how the parents saw their child’s perception of sharing, and it also told me what they themselves thought of sharing. When analyzing this data, I focused mainly on what

the parents and their children thought about sharing. Out of the 15 parent surveys, 14 of the parents thought that sharing was a worthwhile activity in the classroom because it is a fun activity for their child AND because it focuses on the Pennsylvania State Speaking and Listening Standards. One of the parents thought that it was a fun activity just because it was fun for their child. The surveys also showed that 13 of the parents thought that a themed unit related sharing time was a good idea, while 2 of the parents did not think themed unit related sharing was a good idea.

As for how the students liked sharing, from a parent’s perspective, I found many different types of data. When I considered how often they heard about sharing at home, I found that 3 of the surveys indicated that the student do not mention sharing at home, 13 surveys indicated that the students talk about sharing 1-2 times per week and, 1 of the surveys indicated that the student talks about sharing 3-4 times per week.

The next question on the survey that I looked at displayed how excited the students get when they get to bring in their own sharing. The surveys showed the following:

# Of students of excited	# Of students sometimes excited	# Of students excited
2	1	12

The data showed that 2 students did not get excited, 1 did sometimes and 12 got excited about sharing their sharing day. While looking at whether the students practice what they are going to say for sharing at home, 8 parents said their child did not practice while 7 said they did practice at home. The last way that I looked at sharing was whether or not sharing should be limited to unit-related materials.

The last survey that I looked at was the student surveys. Out of the eighteen surveys I received back, 18 students checked that they liked sharing. As for why they liked sharing, my results varied. Out of the 18 surveys, 6 of the students wrote that they liked sharing because it is fun and gave no explanation. One of the students indicated that he or she liked it because he or she could get to learn about the other students in the class. Three of the students wrote that they like sharing because it gave them a chance to show the class their belongings. Two students wrote that they liked listening to other students talking about their sharing and the 6 remaining surveys displayed that the students like talking about their things with other people. The last way that I looked at the data in the student survey was by looking for if the students said they did or did not like talking in front of the class. Five of the 18 surveys indicated that they do not like sharing in front of the class, 1 of the students said that they sometimes do and 12 of the surveys displayed that they did like talking in front of the class.

I analyzed the videotapes, looking for student behaviors. This means I was more specifically looking for calling out, sitting flat in the audience, eye contact with speaker, talking about the item, standing while presenting, and raising a hand to ask the presenter a question. The videotapes showed an overall difference in sharing time. In February, sharing was an unstructured part of the day where the students did not sit still and listen to the speaker. This was documented on two occasions. In April, sharing was a time where the students stayed in their sharing spot, had their eyes on the listeners and raised a quiet hand if they had a question. This was documented six times through my mentor's thoughts, my personal reflection, and videotapes.

Finally, I thought about why this bothered me so much in the beginning. I looked for patterns in my journal that maybe showed I was more comfortable with the classroom management when sharing time seemed to be structured more effectively.

VII. Claims and Evidence

Before I list my claims, I would like to point out that I started with my sub questions listed above, but was not able to answer the following questions:

- Am I accomplishing as much as I could in that time?
- How can I adapt the format to keep the students more engaged?
- What is the optimum length of time for sharing?
- How can I help the students internalize new expectations?

I was not able to answer these questions because I did not collect enough data to support and give evidence to these questions. These are questions that I plan on focusing on the rest of this year and in the future.

I was able to answer these sub-questions:

- What is the real purpose?
- What are the students learning during sharing?
- Why does classroom management become difficult at this time?
- Can the structure for sharing time change the way students interact and what they learn from the process?

I thought that my inquiry would lead me to finding a solution to making sharing the most productive in the classroom. Instead, the data I have collected provided me with some ideas of how I can structure sharing to be most successful. Yet, it was clear that there is no one way that is perfect. One day sharing may go well with clear expectations and then the next day is very disorderly even with the same expectations set. This is because student behavior and engagement changes on a daily basis.

Claim 1: When sharing strategies were changed, student behavior seemed to improve.

My first piece of evidence to support this claim comes from watching the video recordings of sharing time. By watching the videos from February, I observed students who did not pay attention to the speaker, or were only captivated by the “toy” and were not displaying attributes of processing what the speaker was saying. This was clear when I asked a student if they could tell me what another student had just said and the response was, “no, because there was too much talking.”

The videos through April show that most of the students could retell what the student sharing had talked about during sharing. This shows the students may be listening more closely. The videos also showed students bring sharing in and have information ready to share about the object most of the time.

The second piece of evidence that I have is student interviews. Most of the students said that they were more excited for share time when we used our “sharing stars” system. Students always enjoyed sharing, but the students this time said that they knew they were working together to help our class receive a prize. The students did not want to let any of their other students down, so this seemed to be a motivating factor.

Claim 2: Most students’ public speaking skills seemed more focused as a result of the sharing questions.

This claim can be backed up with evidence from my own personal journal entries and anecdotal notes. Before the share questions were posted, the students often started sharing by talking about what the object was and why it was special to them. The students did not know what else the sharer was supposed to be talking about, so most of the time they did not ask further questions. After the sharing questions were posted on the whiteboard, most students used this to look at while they were sharing and also for other

questions to answer to include in their share time. Most students then talked about their sharing by answering the questions and were able to stay on topic the entire time.

A second piece of evidence that displays how the students stayed on topic was from watching the video recordings of share time. By watching the before videos and then the after videos, I noticed while the share time questions were posted that the students who were sharing knew what they were expected to talk about. Most students did a good job answering all of the share time questions relevant to their object. The students glanced from time to time at the questions to give them ideas on what to say next. This appeared to keep the students focused on their sharing and allowed the discussion to be just about the object that the student was sharing.

Claim 3: Students asked more relevant questions when there was a specific share time topic.

As Marty Kirschen (2000) stated, “share time is supposed to be directed toward the presenter and not a reference back to themselves” (p1.). My anecdotal notes clearly showed that most students did not ask on topic questions before there was a specific share time. In fact, many audience members used their time to contribute by just adding comments. Even when share time expectations seemed to be set, the audience members would respond with questions that did not have to do with the item. When sharing had a theme the students were more prone to ask questions that had to do with the unit. Example of this could be when the students brought in an item that made sound or a dinosaur object. An example of this would be a student asking, “How does it make sound?” instead of “I think that is cool.”

The video tapings also make this evidence even stronger by showing that on average students asked three relevant questions about the item when it was unit related. The students asked questions that were posted on the whiteboard and were not answered by the sharer. Other than these questions, most students asked relevant questions that dealt directly with unit of study.

Claim 4: When expectations are set, most students know what they should talk about, how to be a good audience member and they know what to listen for.

The evidence that supports this claim can be found in my notes and video recordings. Before the students learned about the standards and we had a class meeting on how we should be acting during sharing, most students said the same things during share time. My notes and the video recordings show that most of the students did not have their eyes on the speaker, were not sitting flat and were calling out or talking during share time. These things impacted the students listening who were acting inappropriately because they were not able to tell what the person sharing was talking about. Most of the time, the sharer did not stand up, know what information they should be giving and speak loudly and clearly.

The video recording and my anecdotal records show that after the lesson talking about how we want our sharing time to look, most students became more conscience of how they should be acting as an audience member or also as sharer. The students were now standing up, speaking louder and answering the sharing questions on a more regular basis. The audience members were more often than not sitting on their bottoms and listening attentively to the speaker. The audience members asked questions and had their

eyes on the speaker. The teacher at the beginning of each share time reminded the students of the expectations they had set for the class.

VIII. Conclusions

As I reflected upon my wonderings, I began to think about how sharing time felt for me since I became more interested in our classes' progress. Student's behavior during sharing time improved when sharing time became a more structured and purposeful activity. This means that the students could make better decisions to sit still, have their eyes on the speaker and listen attentively, when a set of expectations were set clearly. Knowing that sharing was an important part of our day and that they were going to be held accountable for their actions also led to a more successful share time for students.

The other intriguing part that I found was that the students enjoyed bringing in unit-related items. They had more to say about the item and could then link their object to something we were learning about every day in class. This only reinforced the hard work that the students were completing in the classroom. When the students brought in items that were either Light and Sound or Dinosaur related, they could talk more about the object because they had learned information about the topic in class. This allowed the students to use their prior knowledge, which led to discussions that revolved around the content being studied in the classroom.

This structure led to a higher ratio of well-behaved students; but was it the structure or the external incentives that kept my students on their toes? This was the question that my data did not answer. If I were doing this part again, I would collect data that showed me how my students acted when expectations were set clearly every day, and

also what changes were made when external rewards were the incentive. My mentor does use external rewards consistently with small groups and as a class.

Overall, my findings were that sharing is more beneficial to the students, for state standards purposes and for communication skills purposes, if a structured share time is conducted that sets expectations for the students. However, if I were going to look at this wondering again, I would word some of my questions in the survey differently. I would use an easier rating system on the parent survey, so that it was easier for parents to quickly take time out of their busy day to complete it. I would also conduct more routine counts of how many students called out versus how many students were on task the entire time.

As for a post-assessment, I would ask the students how they feel about our new sharing routine, after our chart is filled, to see how the students react when there is no outside reward. Their behavior during sharing, after receiving external rewards, will be interesting to monitor. If at all possible, next time I would videotape sharing on a more regular basis to see the way student's behavior fluctuates from day to day.

The main emphasis of my inquiry is not complete. In the next few weeks, I will continue to keep anecdotal records of share time, set expectations, and monitor student behavior and engagement. My hope is that after our external incentives lessen and disappear, my students will have matured and will understand that they will be rewarded with the skill of being able to clearly communicate in any third grade classroom.

IX. New Wonderings

After much thought about my original wonderings and the data I have collected, many more questions have arisen. These include:

- Can sharing be incorporated into other subject areas, such as language arts, social studies, math and science?
- Are there other ways to make sharing as productive as possible?
- What other ways can the students improve their speaking and listening skills?
- When is the most appropriate time for sharing time in the classroom?
- How can each student be held accountable for his or her own sharing performance/behaviors in the classroom?

These questions came about by looking over the student interviews, surveys, notes and reflections about sharing. I plan on continuing my search for these answers in my classroom this year and throughout my teaching career. This profession guarantees an educator to come across a wealth of wonderings- and I am glad that after this experience, I can approach each journey open minded and prepared.

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