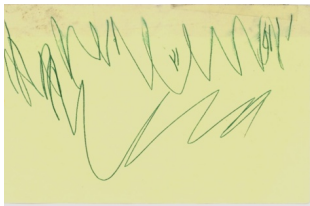


Reasons To Write:

Helping Young Children Discover the Power of Writing

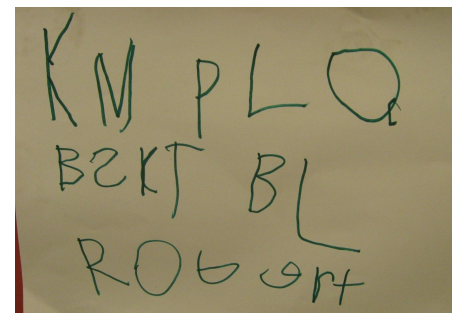
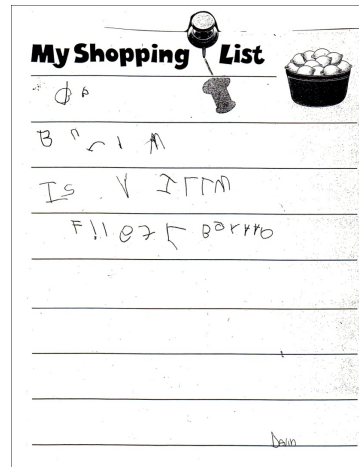
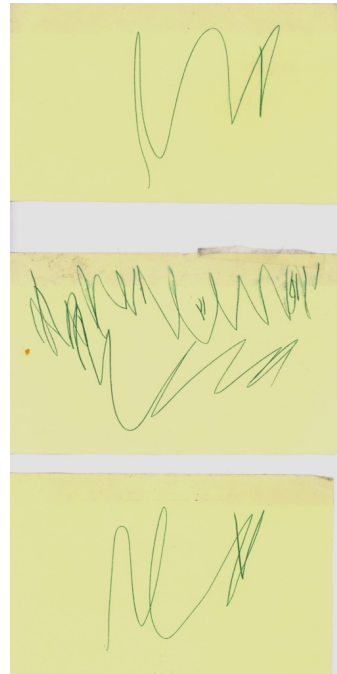


Getting Started

- ▶ Purpose
- ▶ Objectives
- ▶ Who is here?
- ▶ Name Tents
- ▶ Housekeeping



Is this child writing?



Is this child cooking?



A fourth grader's essay

It was a great day. The air was cool and still. It was August 7, 1998. I stirred in my silent room as my Mother shook me awake. We were going to the beach to have breakfast. I loved the beach in the early morning.

As we stepped outside into the damp morning air, seagulls squawked and screeched. The sun was lightening the sky in the east.

We walked side-by-side down to the beach. It was the best beach—Rehoboth Beach in Delaware.

A biker in a black sweat suit whizzed by.

The waves crashed onto the shores, smoothing out eventually. We got our feet so wet! We would go into the waves: the hair on our legs would flatten, then popup as we stepped onto the beach and out of the water.

Big Ideas About Young Writers

Apprenticing

- ▶ Young writers can't do everything older writers do. But they can do a lot when an adult props them up. So help them!

Language is fundamental

- ▶ Language skills are foundational to writing - so support children's language growth at every age!

Writers as thinkers

- ▶ Even the youngest writers are thinking about the marks they make - so give them opportunities and be curious about what they do!

Reasons to write

Children are motivated to be writers when there is a reason to write - so involve them in writing for real purposes!

Discussion

Writing Development

Think about writing development between birth and 5 years old.

What skills do young children learn that are important in learning to be a writer?

Writers are Thinkers!

Children Figure Out How Writing Works

- ▶ There is much more to how writing works than knowing how to make letters
- ▶ Child think about it from very early ages!
- ▶ You can see their thinking in their writing!
- ▶ Let's take a look....

Writers are Thinkers!

Exploring making marks

- ▶ Writing? Drawing?
- ▶ Exploration!
- ▶ Look what happens when I do this! And this!
- ▶ “Whatever happens, happens”



Representation - my marks mean something!

- ▶ I can represent something on paper!
- ▶ One thing can stand for another.



Supporting early mark-making

High chair

Markers, finger paint...food?

Easel

Paint...one or two colors, one brush is fine.

Table

Finger paint, markers, pencils, crayons. Only a few, at table

Encourage pretend play, model drawing and writing



Considerations

- ▶ Safety
 - ▶ Pencils etc. at tables, not shelves
 - ▶ Only a few
 - ▶ No marker caps

- ▶ Order/organization
 - ▶ One or two colors is fine
 - ▶ Shorter handles
 - ▶ Finger paint in water tub



Writers are Thinkers! Drawing or Writing?



When children are very young, their writing and drawing may not LOOK different. They differ in the child's *INTENT*

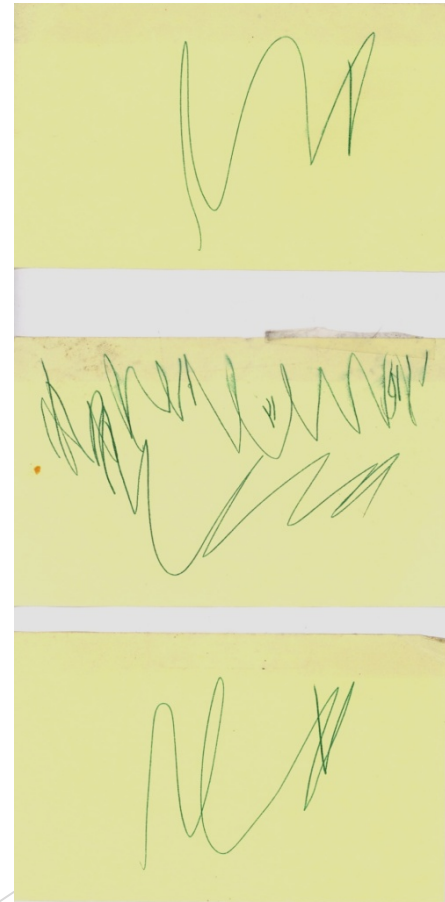
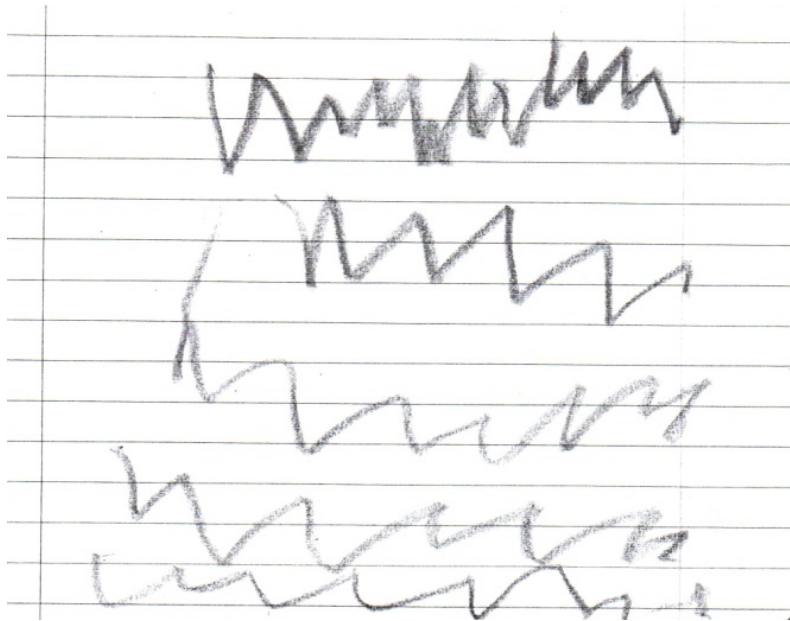
- ▶ Children who are “writing” believe they are recording a message.
- ▶ Children who are drawing believe they are portraying something.

Picture-Like Scribbles



What do you notice?

What might the child understand about writing?

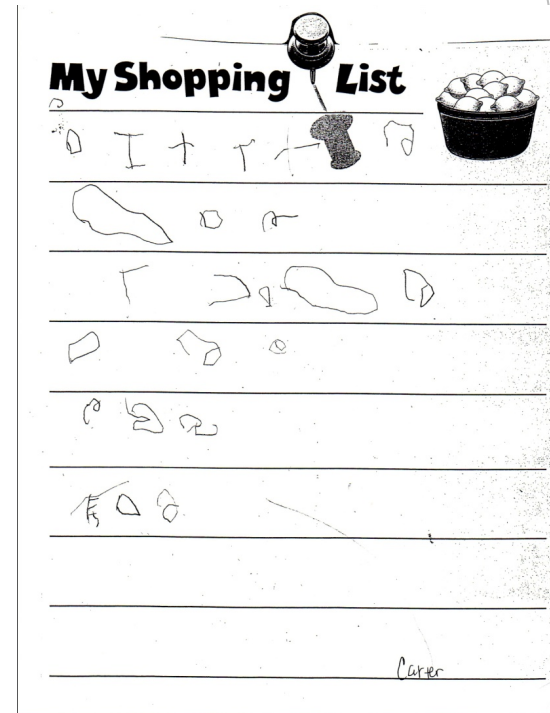
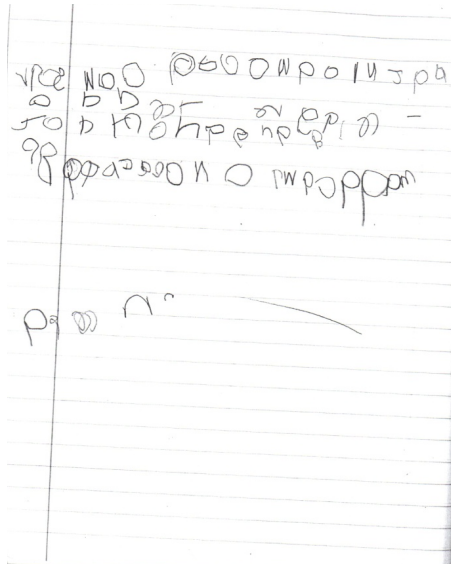


What do you notice?

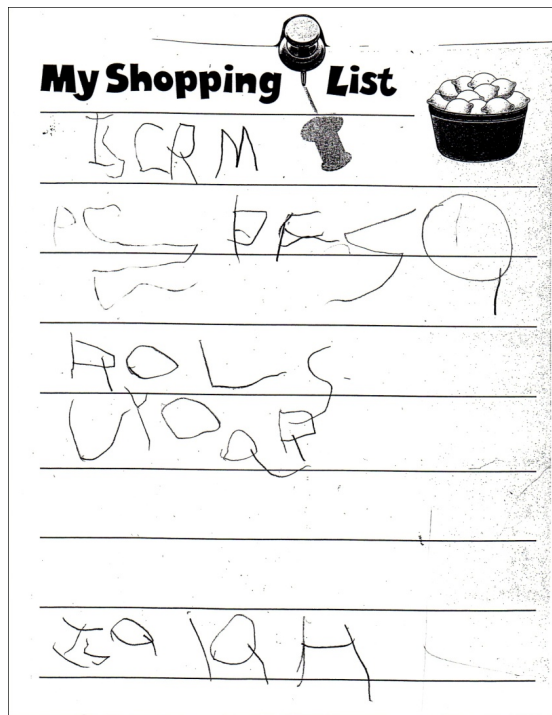
What might the child understand about writing?



Mock Letters



Conventional Letters



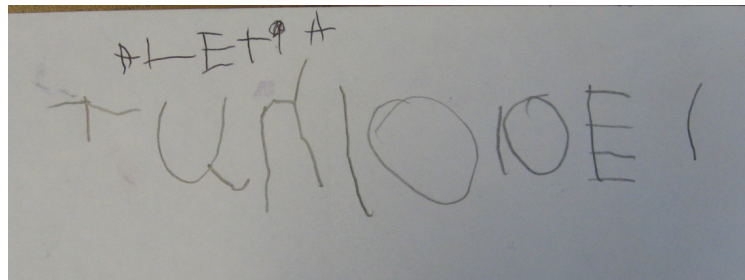
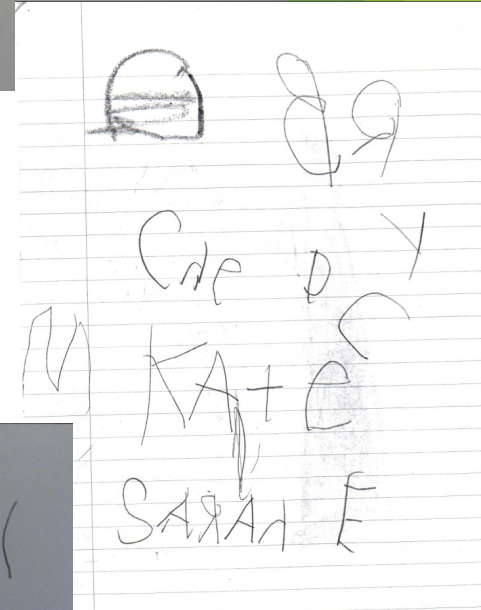
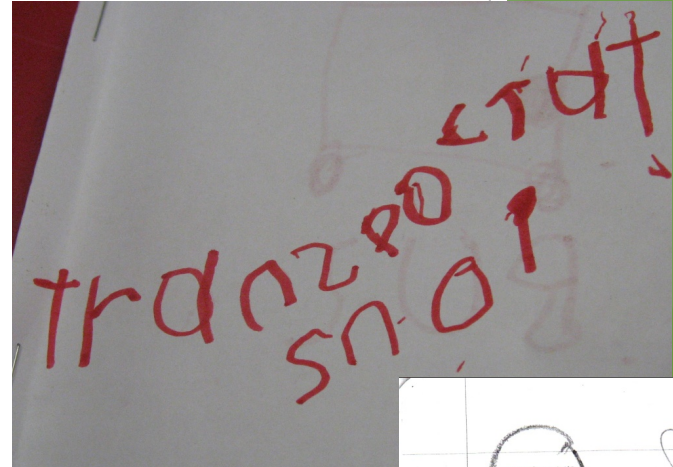
Plus fine motor!



Challenges

Forming Letters is Hard!

- ▶ Directionality
- ▶ Placement on page
- ▶ Reversals
- ▶ Diagonal lines
- ▶ Lower case



Making Marks - Write Your Name!

Please copy your name!

Just so it can feel a little more like the way it feels to a 3-4 year old...

...please use the hand you normally do NOT write with.

...And hold your wrist and fingers still - move your ARM to make your lines

Writing Your Name

How did that feel?

Want to do some more writing?



Handwriting

- ▶ Cognitive challenge - what writing consists of, how to do it
- ▶ Fine Motor challenge
 - ▶ Grip
 - ▶ Movement in arm, hand, fingers
 - ▶ Helping hand and arm

Don't let handwriting get in the way of writing!

Apprentice Young Writers

Guiding Making Letters

“Dot-to-dot” and stencils will not help children know how to make letter strokes.

“Hand over hand” will not teach children fine motor control.

Instead

- ▶ explain, demonstrate, offer starting point, break down into a do-able task
- ▶ Offer information about how to hold their writing tool

Writers are Thinkers!


Word Creation Strategies

So...how do I make a word?



Letter Strings

My Shopping List



A shopping list template with a title "My Shopping List" and two illustrations: a shopping basket and a bowl of fruit. The list contains several lines of handwritten text, some of which are upside down or partially obscured.

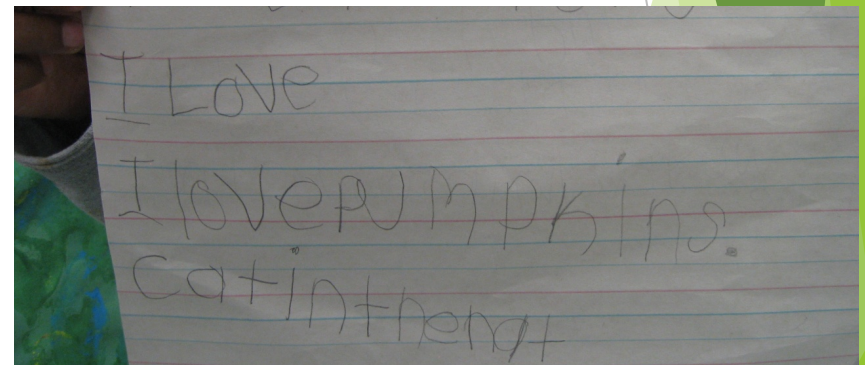
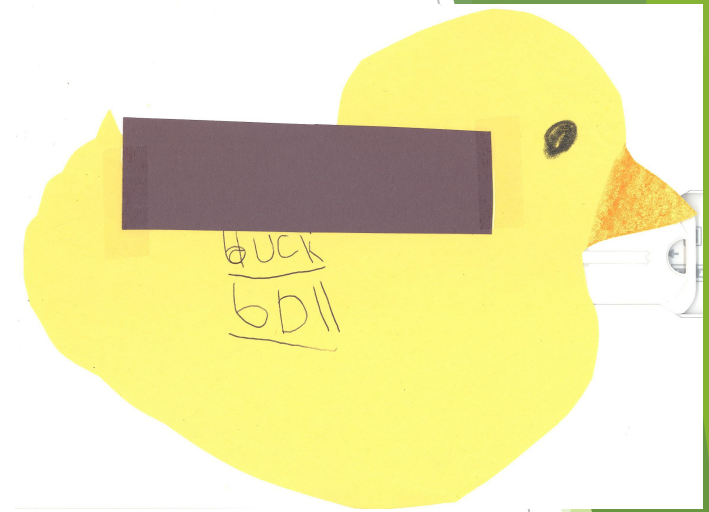
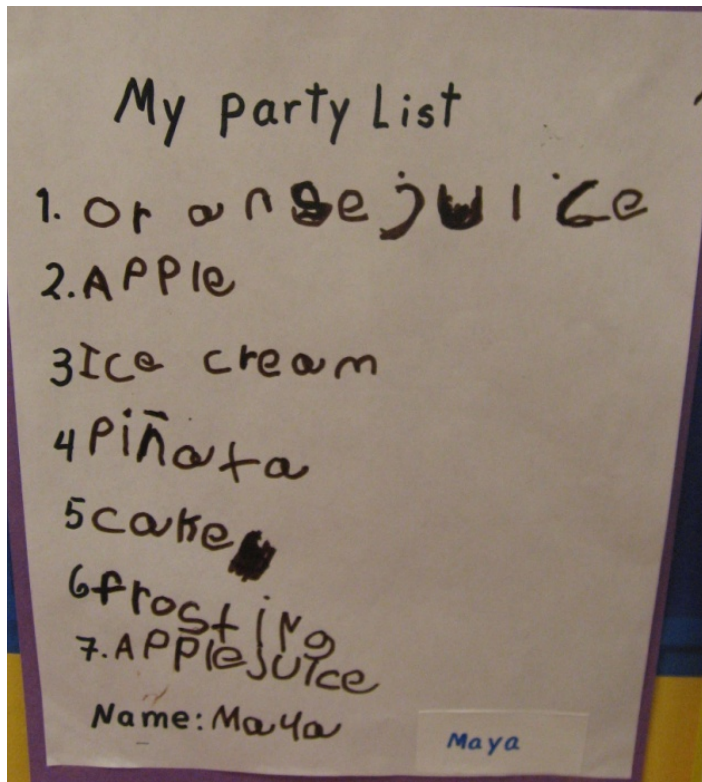
- Line 1: *Watermelon* (written upside down)
- Line 2: *Apple* (written upside down)
- Line 3: *Apple* (written upside down)
- Line 4: *SABON*
- Line 5: *Watermelon*

My party List

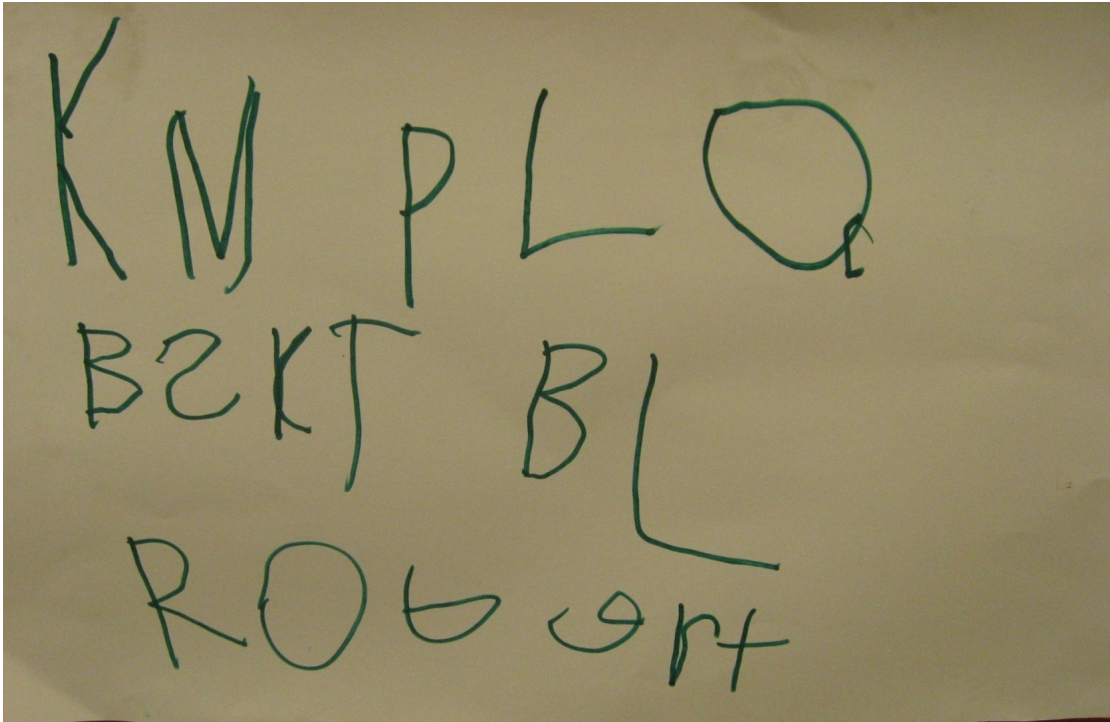
1. *Ratiation*
2. *Apple*
3. *SABON*
4. *Apple*
5. *Apple*
6. *Apple*
7. *Apple*

Name: *Anthony R.*

Copying



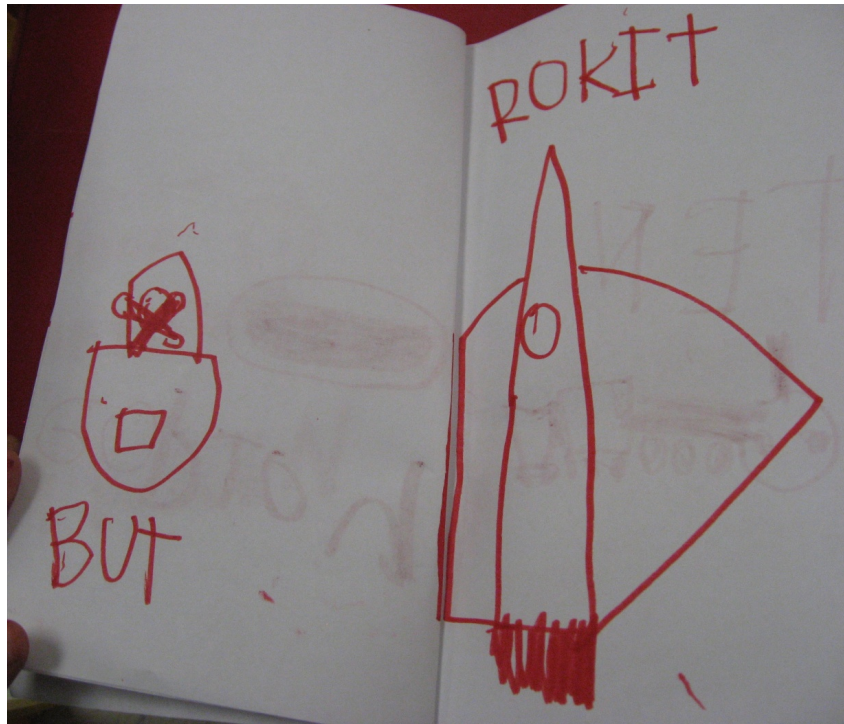
Letters and Sounds



How Did This Child Figure Out How To Write These Words?

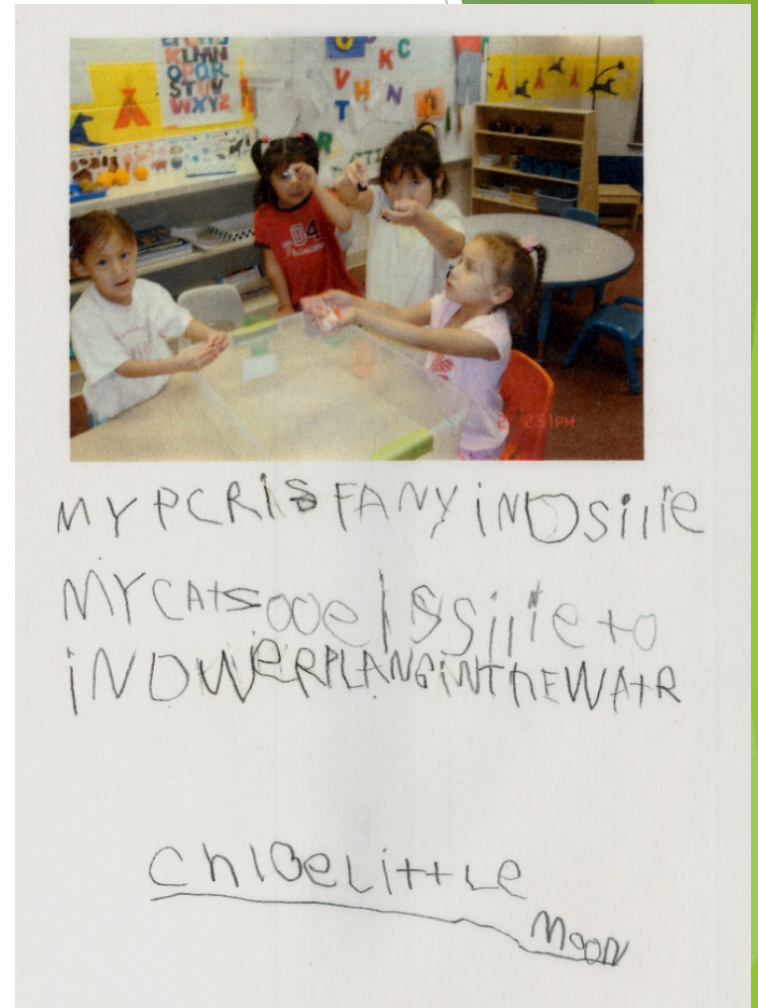


How Did the Child Figure Out How To Write *These* Words?



Word Creation Skill

Children who “get” that letters and sounds are related can now write anything!!!



Apprentice Young Writers Using Sounds to Figure Out Letters

Hints for Writing Pineapple


Infant and Toddler folks Feeling left out?

- ▶ Infants and toddlers are working on the earliest stages of marks and word creation.
- ▶ Support what they do rather than expect or demonstrate letters.
- ▶ And...what follows is what matters most!
- ▶ Marks and Word Creation are used as tools to write **well-crafted Messages for important Purposes**

Messages - Having Something to Say!

Journey from short, simple messages to longer messages that are reasonably detailed and coherent

Teachers in elementary grades report that the *most* difficult part of writing is not making letters or spelling. It is *having something to say*



“What children do in oral
language,
they also do in writing.”

“Writing in Preschool” p. 60

Language is Fundamental

Infants Develop Language

Infants label, express wants and needs, connect

Build language by...

Giving language

labeling, describing, using new words

Encouraging infants to use the language they have.

Conversational turn taking, interest



Language and Writing Grow Together!

Length, Complexity, Detail, Coherence

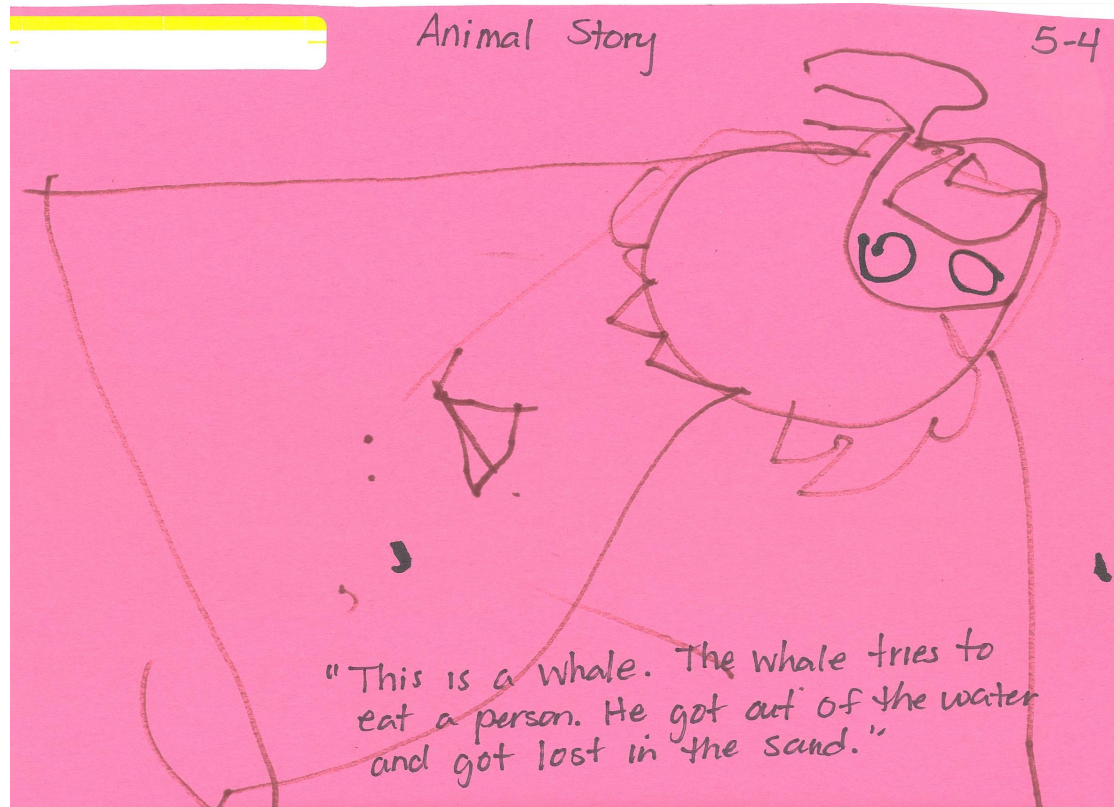


Labeling

Single Events



Coherence



Detail

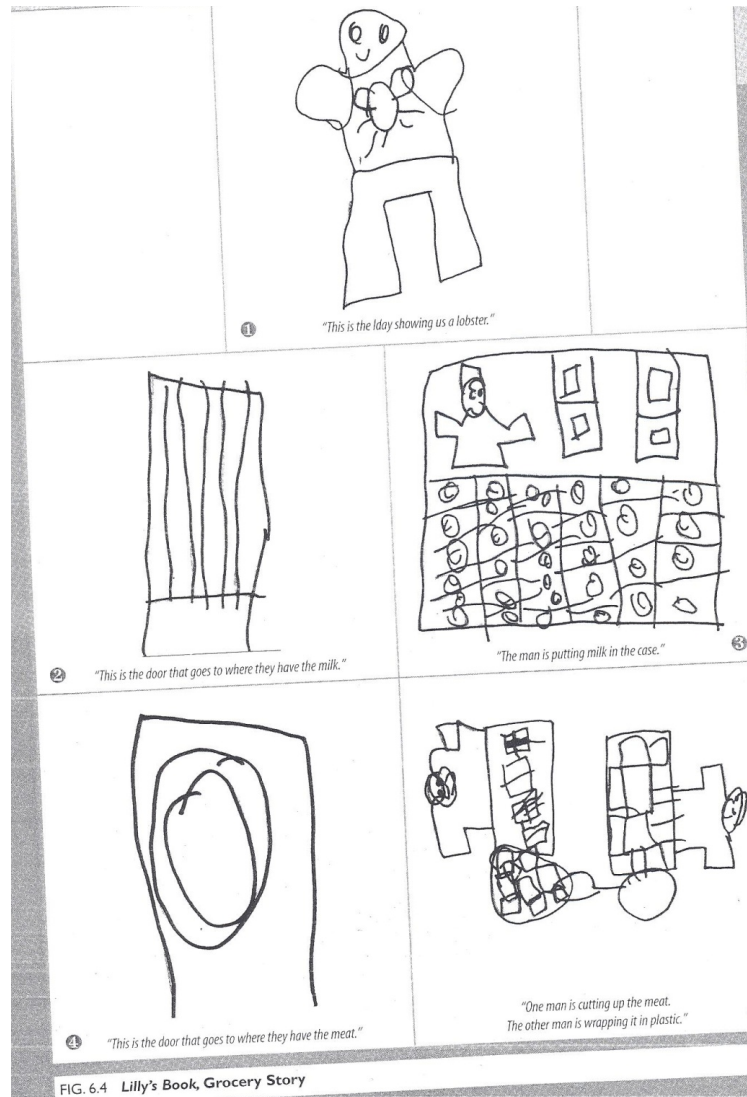


FIG. 6.4 Lilly's Book, Grocery Story

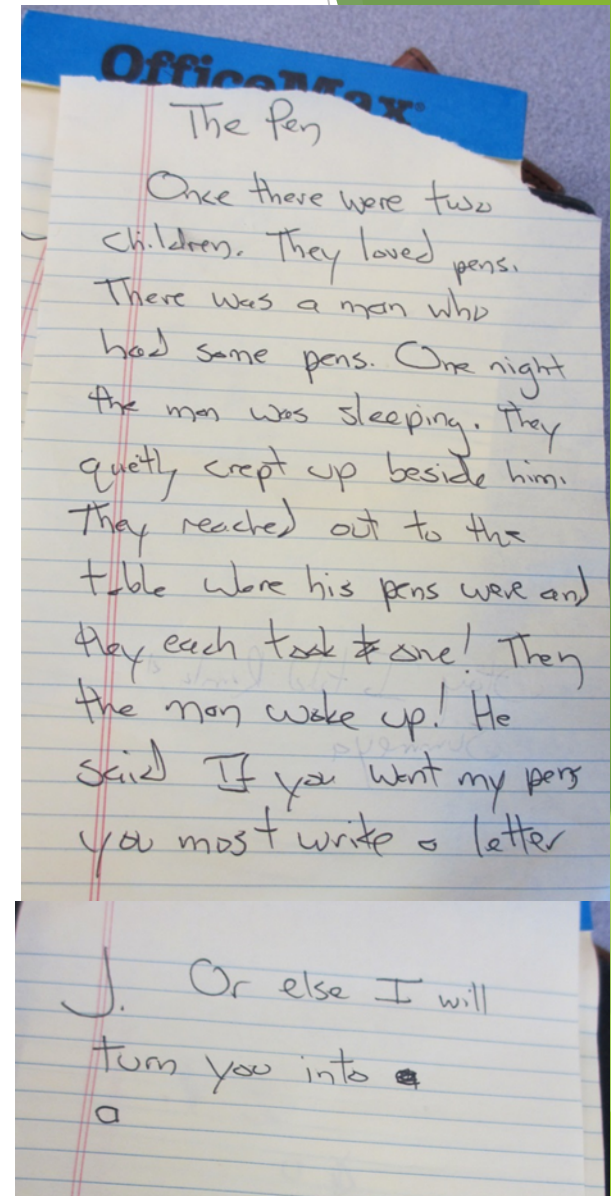
The Whales Got Nice to
the People

by Derek January 11 '2000

A long time ago there was people
in a castle and then big whales
came in the castle and they
were swimming in there and
baby ones too. And the
people said "aah" and the
whales said "don't be scared,

we're nice." And the people
said "how are we ever going
to get out of this deep
water." The whales said "you
can just ride on my back!"
Then you'll be out of this deep
deep water. Then you can
climb up a tree and then
you'll be safe." And then
the baby one said "hey
daddy!" And then the daddy
one said "whoa!" "The
baby one said "I'm gonna
go play with my friends!"

How Did This Story Happen?



Language

- ▶ Give children language!
 - ▶ New words!
 - ▶ Mirror talk
 - ▶ Challenging books - stories and information
 - ▶ Tell stories
- ▶ Encourage children to use the language they have.
 - ▶ Conversations
 - ▶ Stories
 - ▶ Explanation



Two Important Reasons Children Don't Write

- ▶ The child isn't confident in their **skills** or ability to put a message on paper
- ▶ The child is unaware of the potential **purposes** or ways that writing can be used

Why Do Children Write?

- ▶ When do your children write? What kinds of activities?
- ▶ Do they *choose* to write? If so, what reasons do they have for writing?

Resource

Purposes: Some Reasons Young Children Write

Included in the handouts



Reasons to Write

- ▶ Children will write when there is a reason to write
- ▶ There are *many* purposes ways that children can use writing *if* an adult
 - ▶ introduces the purpose
 - ▶ apprentices the child in the process

Modeling and Apprenticing Example

Writing Farewell Cards

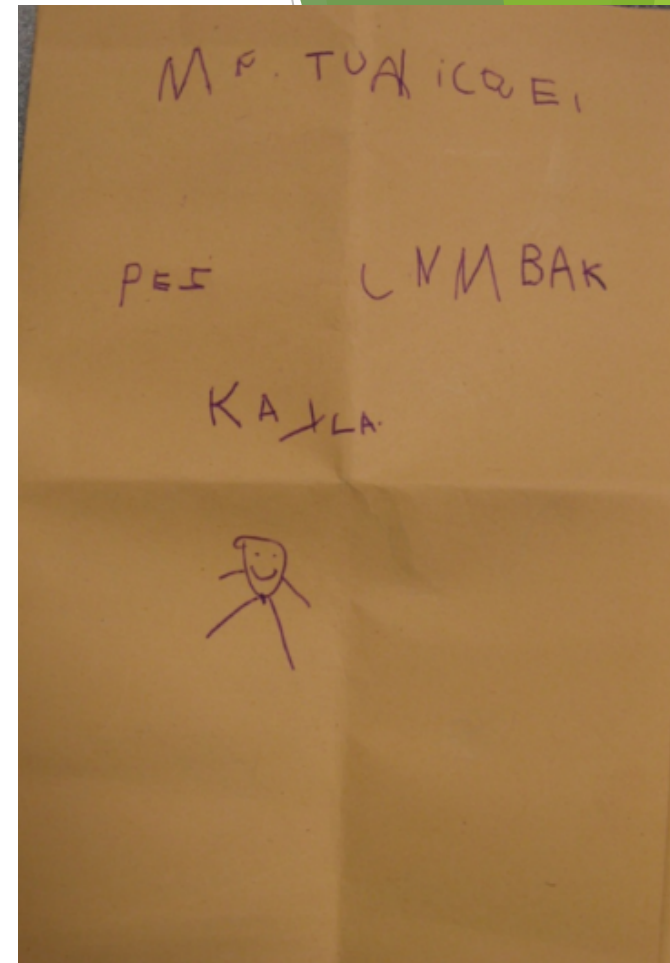
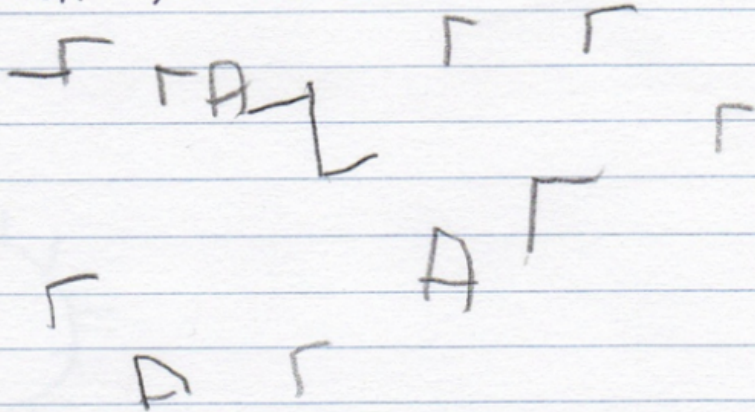
Taking Phone Messages

Notice...

What information do children receive about writing?

Farewell Notes

I love you Mr. Tunica E!
I write a song for you
and I want you to come back.



Phone Messages

IMPORTANT MESSAGE

FOR _____

DATE _____ TIME _____ A.M.
P.M.

M. _____

OF _____

PHONE _____
AREA CODE NUMBER EXTENSION

FAX
 MOBILE AREA CODE NUMBER TIME TO CALL

TELEPHONED	PLEASE CALL	
CAME TO SEE YOU	WILL CALL AGAIN	
WANTS TO SEE YOU	RUSH	
RETURNED YOUR CALL	SPECIAL ATTENTION	

MESSAGE _____

SIGNED _____

**Office
DEPOT**

IMPORTANT MESSAGE

FOR _____

DATE 05/07/10 TIME _____ A.M.
P.M.

M. 4:00

OF _____

PHONE _____
AREA CODE NUMBER EXTENSION

FAX
 MOBILE AREA CODE NUMBER TIME TO CALL

TELEPHONED	PLEASE CALL	
CAME TO SEE YOU	WILL CALL AGAIN	
WANTS TO SEE YOU	RUSH	
RETURNED YOUR CALL	SPECIAL ATTENTION	

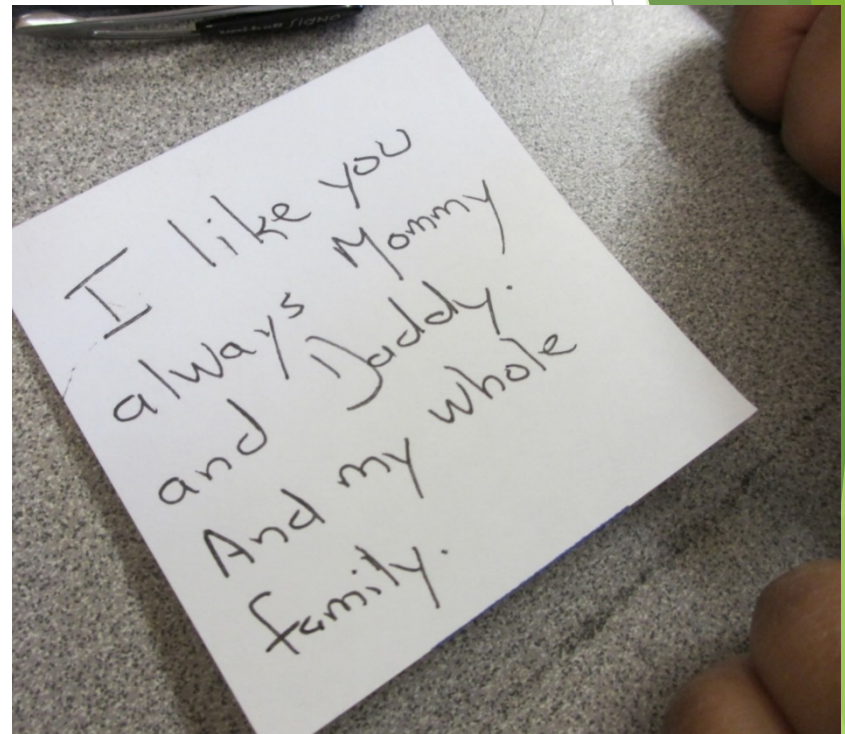
MESSAGE _____

SIGNED _____

**Office
DEPOT**

“I Love You” Notes

- ▶ Goal - tell someone that you love them or care for them
- ▶ Solution - Write an “I Love You” note!



I love my man and dad and my sister.

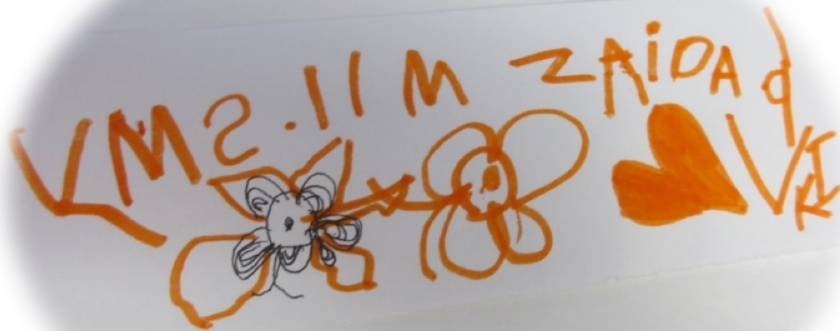
I love everybody is my friend.

Hi mom

I love my mother and my brother and my sister and my baby brother and my big brother and my other little brother.

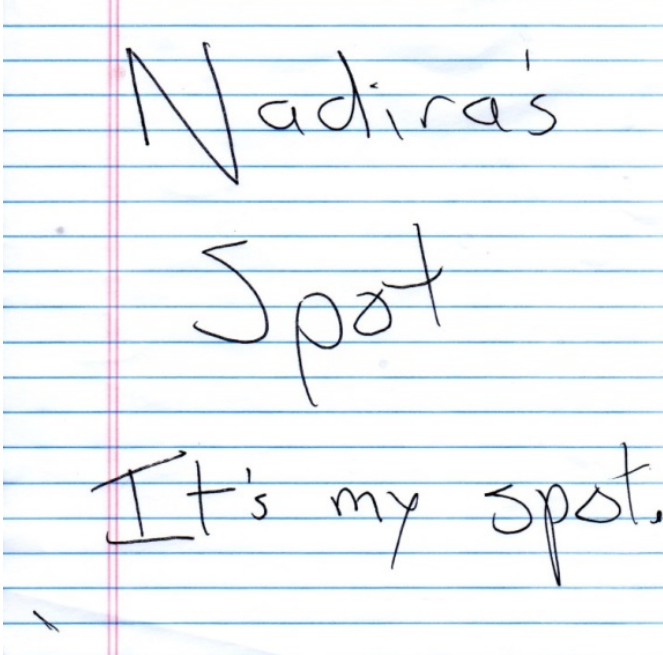
Zaida's Love Note to Ms Molly

VM2.11M ZAIDA ♡ VM

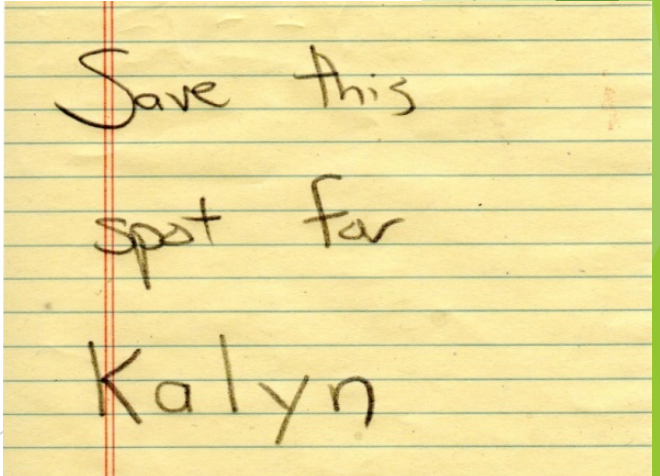
A close-up photograph of a white envelope with orange marker. The text 'VM2.11M ZAIDA ♡ VM' is written across the top. Below the text, there are two drawings: a bee on the left and a heart on the right. The envelope is placed over a document with some printed text, including the words 'Activity' and 'strength'.

Private Property/No Trespassing

- ▶ Problem - child does not want other children to take something
 - ▶ Ex, her place, materials
- ▶ Solution - Write a sign that says “don’t touch my stuff!” and put it on the materials



Nadira's
Spot
It's my spot.

A photograph of a white piece of lined paper with blue horizontal lines and a red vertical margin line on the left. The text is written in black ink in a cursive, child-like style.

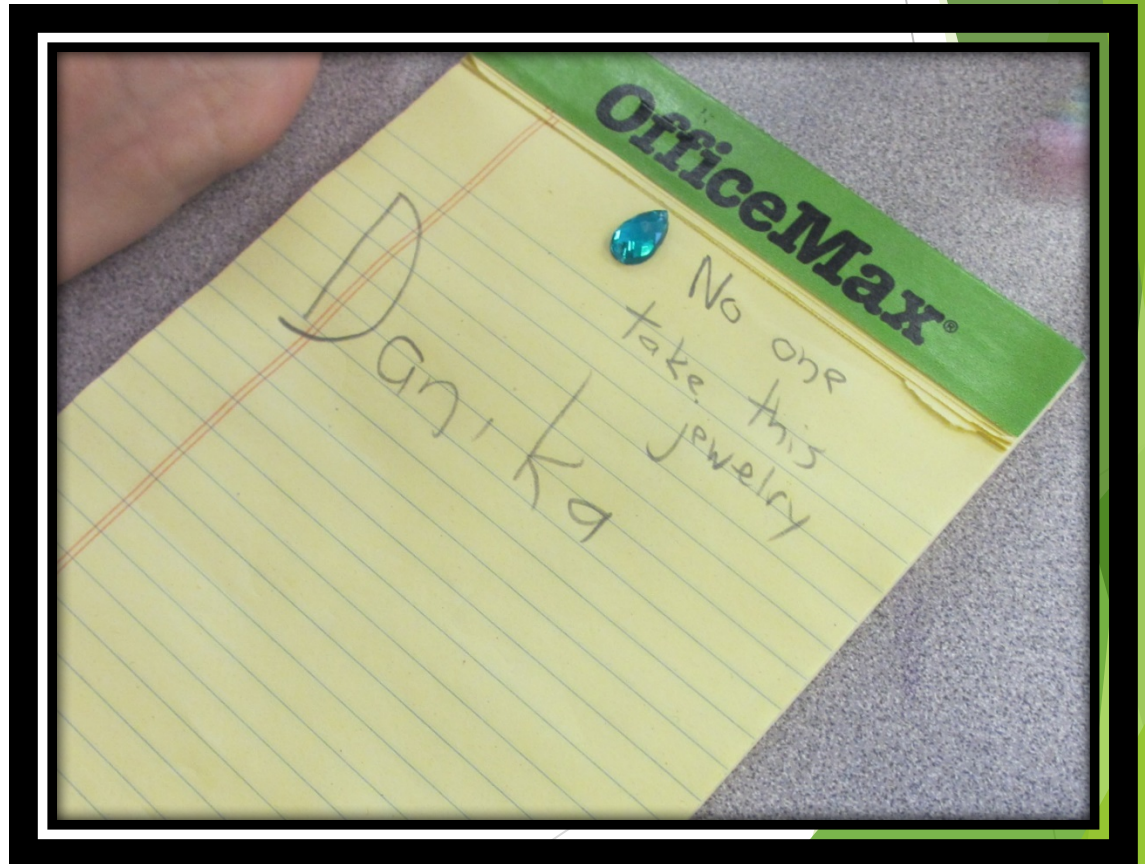
Save this
spot for
Kalyn

A photograph of a yellow piece of lined paper with blue horizontal lines and a red vertical margin line on the left. The text is written in black ink in a cursive, child-like style.



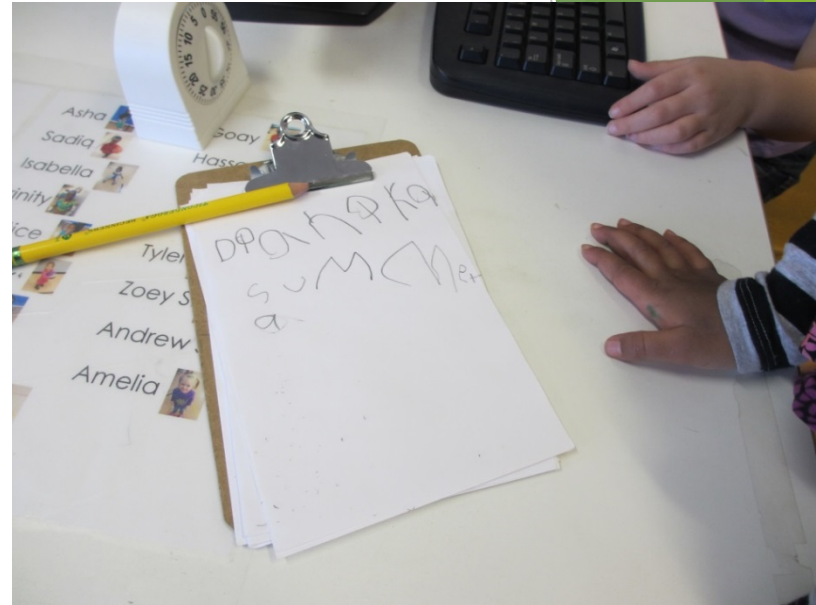


Danika's Spot
Saved for
Danika

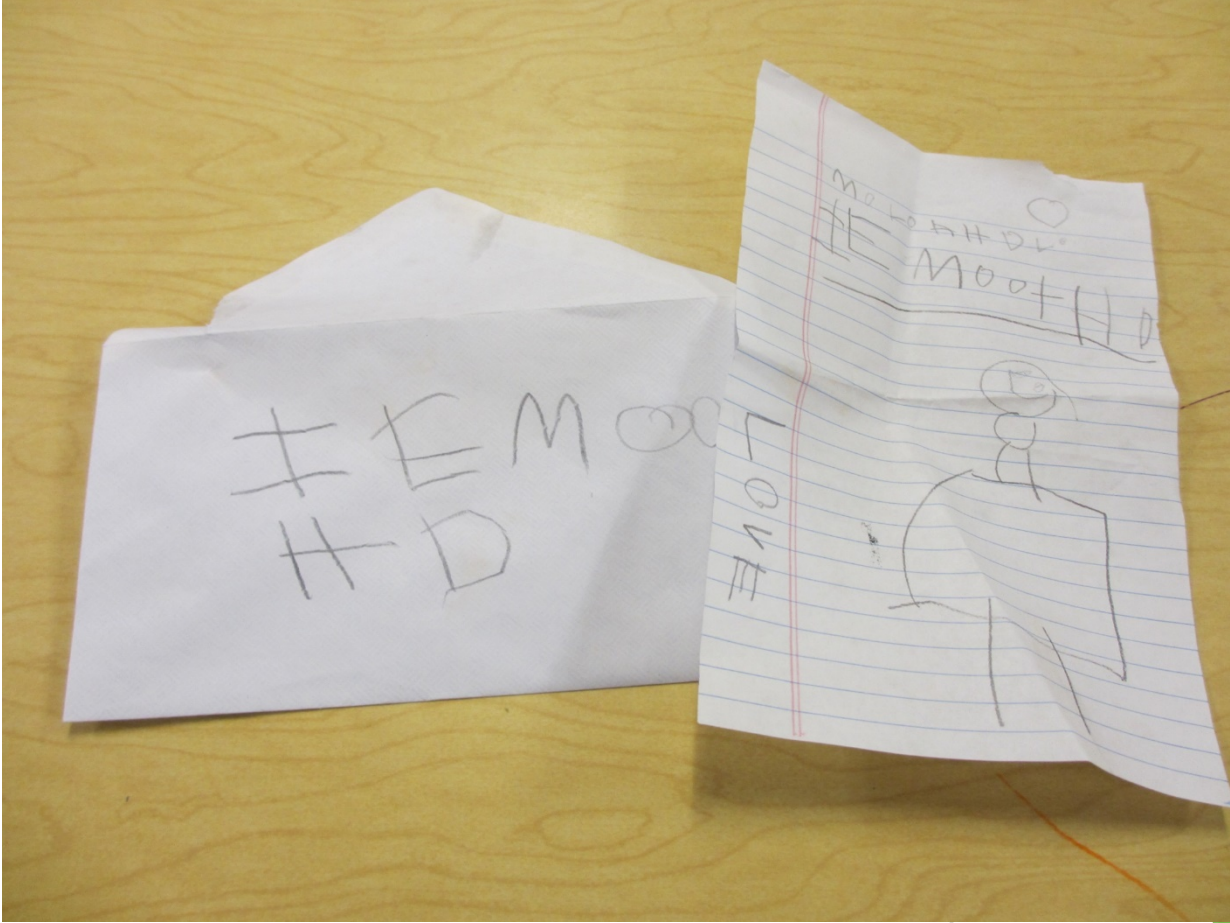


Turns

- ▶ Problem - everyone wants to use the computer!
- ▶ Solution - Make a turns list. People can sign up for turns



Mail



Reminder Notes

Bring a little
notebook for
Nadira

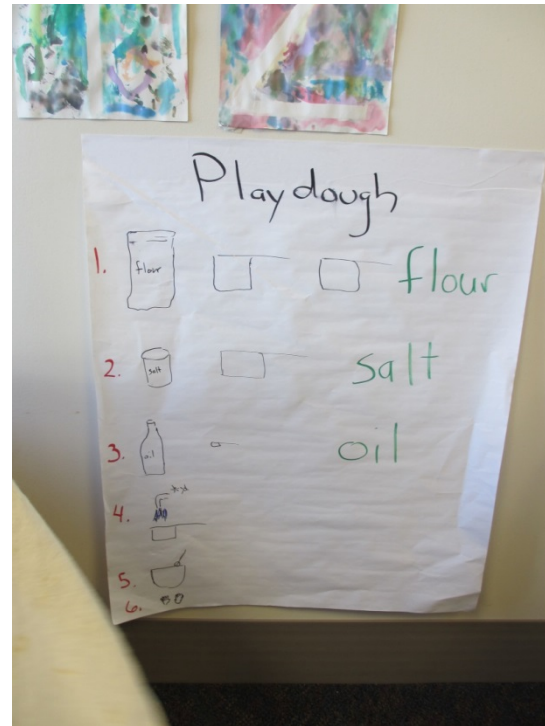
Bring a notebook
for Kevin.

Bring a notebook
for Janika

Ramla will
help with
my camera.

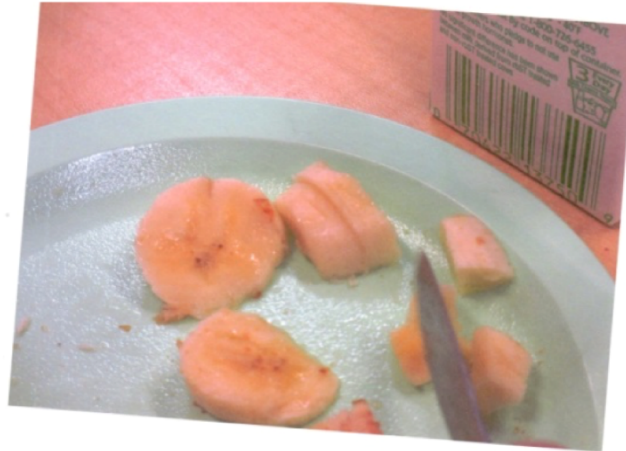
How-To

- ▶ Problem: How do we remember how to make something? Or share how to make it with someone else?
- ▶ Solution: Write down how to make it?
Recipes, directions...





How to make
a banana sandwich
by Ivette



1. Cut a banana



2. Put jelly on the bread.



3. Spread it around



4. Put the bananas on



5. Fold it over





6. Eat it !



Yum!

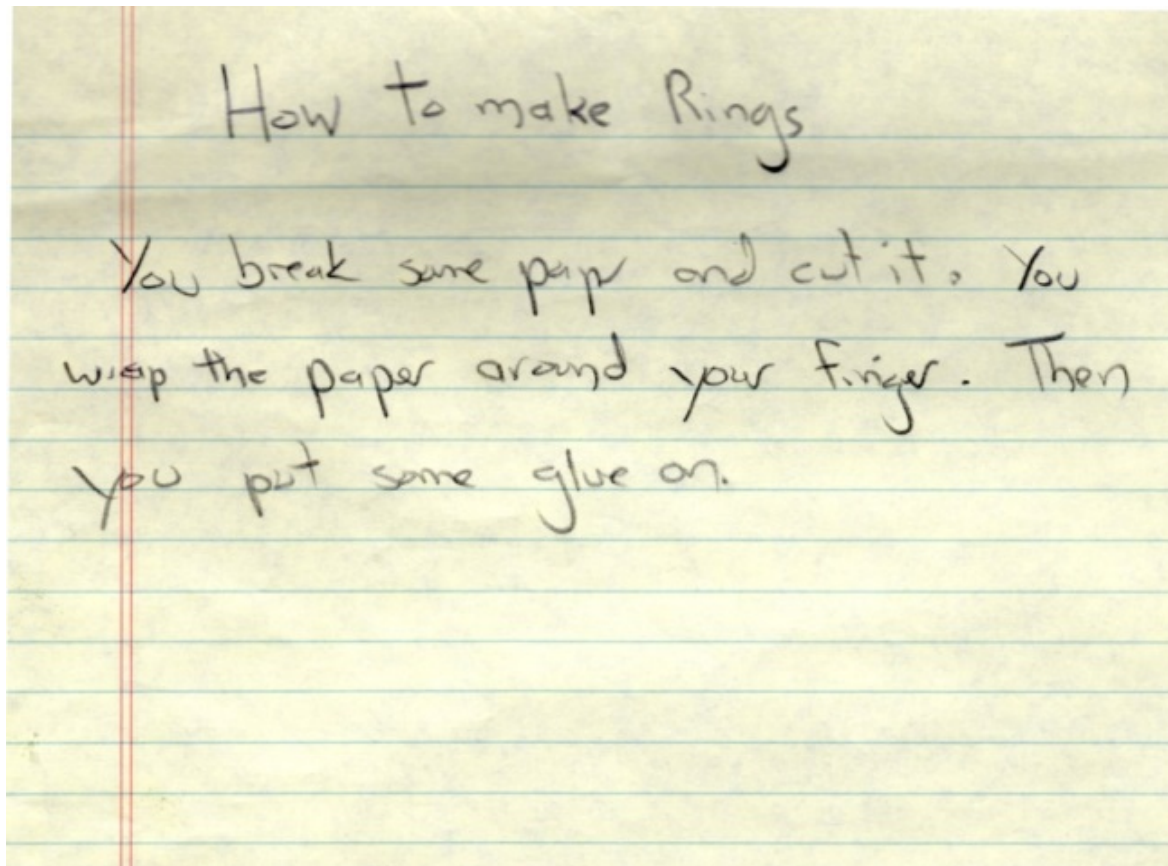
How To Make a Butter Sandwich

How To Make a Butter Sandwich

1. You open up the biscuit.
2. You put the butter on. You use a spoon to spread it on.
3. Then you put the top on.
4. You eat it!

By Tyresse, Ivette and Donika

How To Make a Ring



Promoting Writing for Purposes



What do you notice these educators doing to promote all this writing?

Writing Goes Viral!

Children also learn about writing from each other

1. Make your writing spaces social
2. Show children each other's writing

Writing is Social

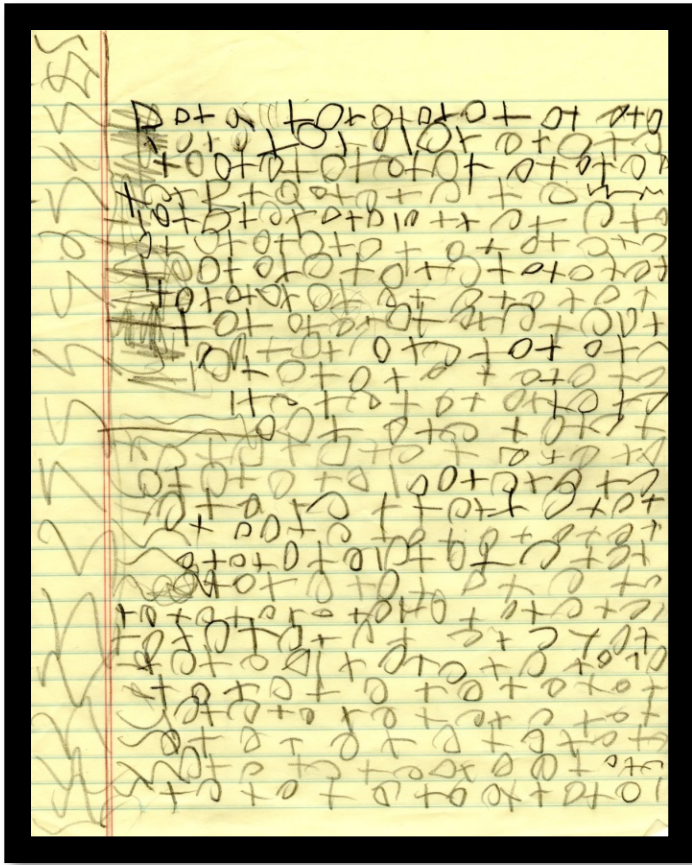


Share Children's Writing

- ▶ Class book
- ▶ At group time



Engaged Writing



- ▶ What can you tell about the amount of effort this child put into this writing?

(over 300 “letters”)

- ▶ Why do you think she wrote so much?
- ▶ Do you think she is going to become a good writer?

Authentic tasks encourage self-regulation because they give students a genuine purpose for participating in an activity

▶ (Guthrie & Wigfield, 2000)

Literacy with Passion

Let's help children learn to read and write with the same passion that they talk and play



Children as Storytellers

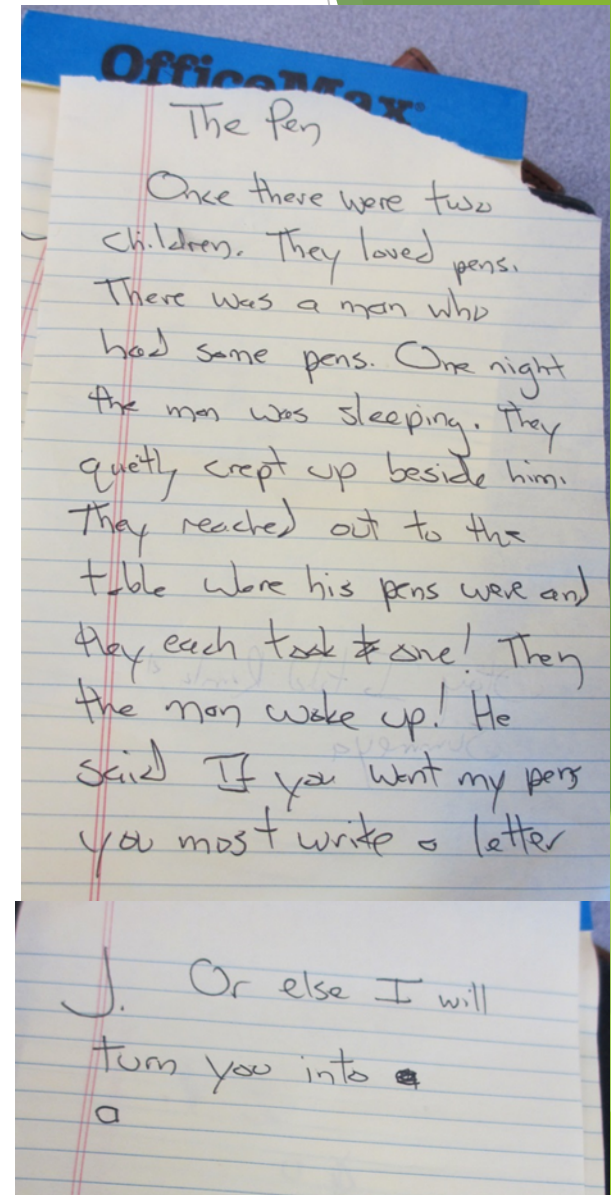
The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The rest of the background is plain white.

Story Dictation

Young children can dictate stories. When they do, they...

- ▶ Develop oral language skills - use language!
- ▶ Learn about how stories work (narrative form)
- ▶ Observe conventions of print - they watch while you write!
- ▶ Learn letters and sounds - watching you write
- ▶ Are motivated for literacy

How Did This Story Happen?



Apprentice Young Writers Getting Started

How can we help children get started with telling stories?

- ▶ Encourage children to tell a story about what they are pretending in dramatic play
- ▶ If there is some topic that a child talks about frequently, ask if they want to make a story about it
- ▶ When a child shares something at arrival, ask to write it down as a story

Apprentice Young Writers During the Story

- ▶ Listen! Write down what the child says.
- ▶ Say out loud what you are writing as you write it
- ▶ Ask for clarifications when the child's story is confusing
- ▶ Restate non-standard English in Standard English (or 1st Language) and ask if you can write it in Standard
- ▶ For some children, point out some letter-sound relationships

Some Beginners' Stories

Kayla - "A princess story"

Lucas - "Spiderman and batman. Spiderman runned up and Batman went pow."

Derek - "Once there was a little mouse. And a Batman. And a whale. And there was a scary sound. Whooo! The end."

Some Stories from Vivian Paley

“Pretend I’m the baby and you only love me and you don’t talk on the telephone”

“The daddy turned off the television.”

Scaffolding Story Telling

Story Dramatization

- ▶ Assemble a “cast”
- ▶ At group time, read the story out loud
- ▶ Assist the cast in acting out the story

Dramatization Benefits

- ▶ Storytelling “goes viral”
- ▶ Younger children learn more sophisticated storytelling strategies from older ones

??? Time !!!

How can I do this? It takes time!

1. Just do it! Language and stories and seeing writing are important.
2. Consider asking your most challenging child to tell stories to you. It will change your relationship with him. And it may help him to share his stories

Jackson



Jackson's First Story

The Venom Suit Story and the
Toxin Suit Story

There's a Carnage suit. And a
risky, venom and antivenom. Spiderman
turned into a Carnage Venom Suit. Risky
Venom

There are lots different kinds of
venom. There is light venom and rope venom
and lack venom and halt venom.

Venom

Another Early Jackson Story

Venom girl took her suit off and then she was a carnage girl. Then she took her carnage girl suit off. I was watching on my Dadi computer. He was at work. Jasmine was watching me. Jasmine ~~was~~ is my sister.

Venom girl was in a video. My mommy is mad at me 'cause I need the Venom suit on. Cause my mommy is annoying me when I am watching my movie.

So then I put the suit on and threw a venom web at my mom. I turned into a Ninja and my mom turned into a Ninja. It make

and it made my mom mad too.

NOH

A Few Weeks Later

The Costume Story

I am going to have a spiderman costume. You put it on and go to Halloween. You go trick or treating. You get some candy. You go home and eat it. But just some of it. Me and Desiree and Mom and Trey. Trey had a scary costume with blood. And he has a sword and kills people for pretend. Mom didn't have a costume. Desiree had a costume.

Jackson

Later

Black Light Jackson

I got a toy web shooter with a light.

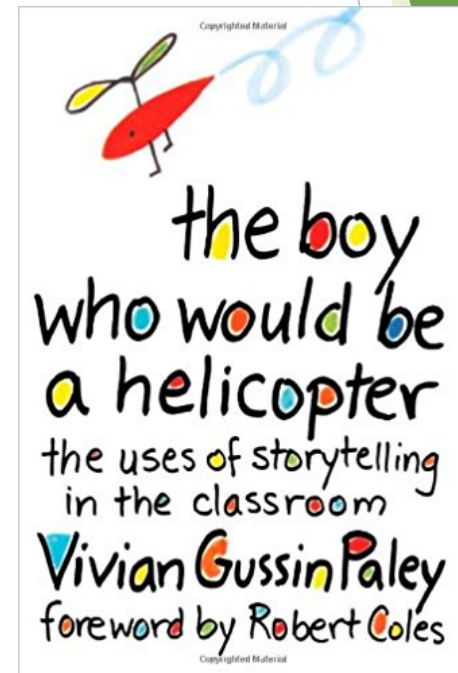
It's a flashlight.
It doesn't really shoot webs.

It just glows in the dark. And then you shut it off. And I'm not scared even though it's dark.

I stay on my bed with my Mommy. I sleep with ^{my} Mom.

In storytelling a child says “This is how I interpret and translate right now something that is on my mind.”

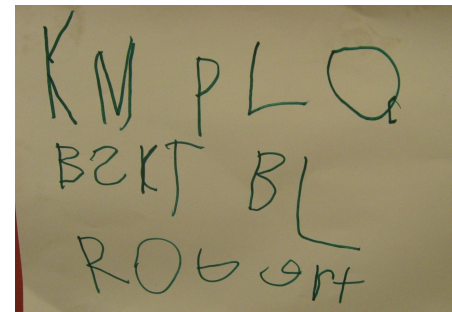
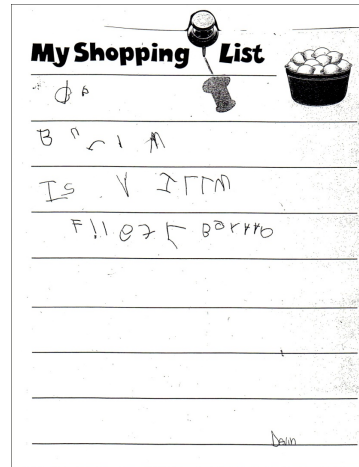
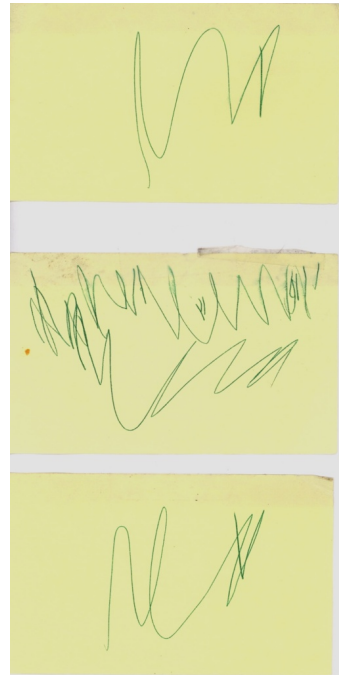
Vivian Paley



The fantasies of any group form the basis of its culture.
That which we have forgotten to do, the children do best
of all. They make up stories.

Vivian Paley

What Makes Someone A Writer?



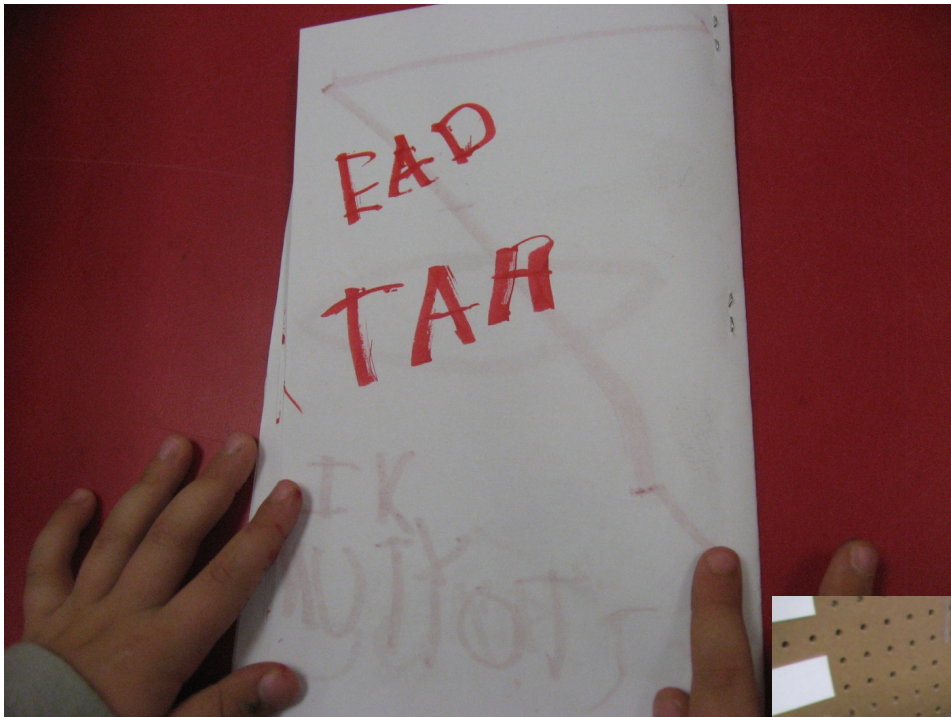
Post Card Reminder

On the back (blank) side of your postcard, write..

- ▶ Something you want to remember about how children learn to write
- ▶ one action you want to remember to do to support children's

Put your name and address on the front!





“Nothing you do for a child is ever wasted”



Jonathan Fribley

jonathan@cloudnet.com