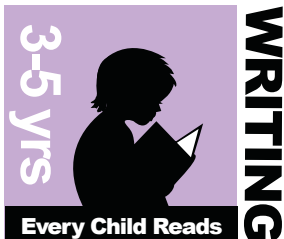




Principle 3



EQUIPMENT and MATERIALS



Computer with PowerPoint (PPT) or Overhead projector and screen



Transparencies W3-1 to W3-9 or Writing PPT

Optional:
blank transparencies and pens



Handouts W-10 to W-16



VHS video player and TV/monitor for Video:
ECR 3-5 Writing Module

Job Aids bookmark and poster

HOW TO USE THIS GUIDE

Symbols shown above will appear in the left column of the Trainer's Script when an indicated item should be used.

Trainer Actions also appear in the left column.

Text in the right column of the Trainer's Script provides the content to share with participants.

TRAINER NOTES

Training Time Total: 5 hours (approximate)

- Principle 1: approximately 2 hours
- Principle 2: approximately 1 hour and 30 minutes
- **Principle 3: approximately 1 hour and 30 minutes**

Participants Need to Bring...

Photos of their early care and education setting or home for an activity in this principle. Photos could be of any areas where children play, eat lunch or snacks, read books, paint, etc. If participants cannot bring photos, they may bring a diagram of their early care and education setting or home (sketched, not drawn to full scale!).

A copy of their daily schedule.

Homework Review

The homework review is the beginning activity for Principle 3. It may not be appropriate to conduct this homework review if there was not a break greater than one week between training sessions for Principles 2 and 3. If this is the case, conduct the homework review at a later time.

Video

A video is available to assist with this module. The video provides examples of developmentally appropriate activities which lead to writing skill development. See Supplemental Trainer Materials.

Developmentally Appropriate Expectations

Stress the importance of developmentally appropriate expectations during training. Writing is a developmental skill, just like learning to walk.

Additional Resources

The Follow-Up Modules contain additional information related to this module. If participants have several questions, look through the follow-up materials for additional resources.

Participant Profile

You will administer the Participant Profile at the end of this session. The participants will use the forms they filled out at the beginning of the module. Remind participants that they will complete the profile again in six months.

Job Aids

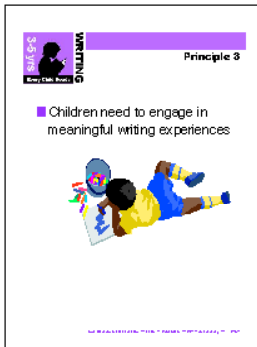
Photocopy and laminate Writing Module bookmark and poster for participants to pick up at the end of training.



ACTIONS / MATERIALS



Display PPT or
Transparency
W3-1



Welcome participants

**Bring the group
back together after
10 minutes**

TRAINER'S SCRIPT

Please find your homework assignment, Handout W-9, and your peer partner. Now form a group of four with another pair.

Review your homework, Handout W-9. Discuss what you learned from using these strategies and questions you have.

Select a reporter/recorder and record your comments. Take 10 minutes. Then we'll ask you to report to the large group.

Let's have each reporter share one thing their group learned.

What were some of the questions you had about these two strategies?

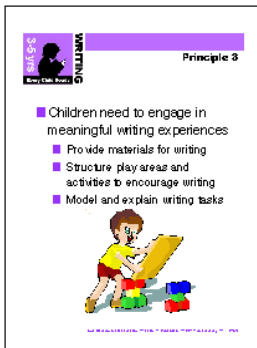
ACTIONS / MATERIALS



Distribute Handout W-10: Transparency Notes: Writing Module Principle 3



Display PPT or Transparency W3-2



TRAINER'S SCRIPT

The first two principles we reviewed included:
Children need to develop an awareness of print, and children need to develop fine motor hand skills for writing.

The third principle is...
Children need to engage in meaningful writing experiences.

We need to actively involve children in writing experiences.

ACTIONS / MATERIALS



Display PPT or Transparency W3-3

3-5 yrs WRITING Principle 3: Meaningful Writing Experiences

Outcomes

- Adults will provide writing materials and create play centers that promote writing
- Adults will model and explain writing tasks



Display PPT or Transparency W3-4

3-5 yrs WRITING Principle 2: Meaningful Writing Experiences

Early Learning Standard

- Children engage in early writing experiences

Benchmarks

- Children will attempt to communicate with others using scribbles, shapes, pictures, and/or letters to write
- Children will tell others about intended meanings of drawings and writing

TRAINER'S SCRIPT

At the end of this principle, it is expected that you will have an understanding of how to engage children in meaningful writing experiences and be able to:

- Add writing materials throughout the environment so children have opportunities to experiment with writing.
- Create play areas with writing materials so children have opportunities to practice functional writing tasks.
- Model and explain functional writing tasks so children see how writing is used in daily life.

The Iowa Early Learning Standard includes:
 Children engage in early writing experiences.

The benchmarks for Principle 2 of the Writing Module are:

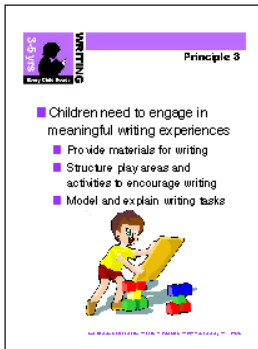
- Children will attempt to communicate with others using scribbles, shapes, pictures, and/or letters to write.
- Children will tell others about intended meanings of drawings and writing.

Let's look at the third principle.

ACTIONS / MATERIALS



Display PPT or Transparency W3-5



TRAINER'S SCRIPT

The first strategy in providing opportunities for children to engage in writing is to provide materials for writing.

Children need an area, such as a writing center or table, to experiment with and explore writing. The writing area should be available throughout the day to supply children or adults with writing materials as needed. A variety of writing surfaces should be presented such as chalkboards, easels, and slant boards.

Effective writing areas contain a wealth of materials: a variety of writing tools such as pencils, markers, crayons, chalk; colored pencils; all kinds of paper of different sizes and texture; and tools for making books such as a hole punch, string, brads, and a stapler.

Magnetic letters and magnetic boards, stencils, letter forms, and alphabet letter stamps and pads can promote children's exploration of letter and word formation.

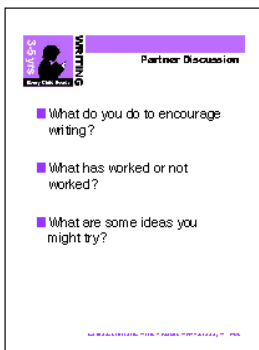
Writing props are important to provide, such as folders, brief cases, clip boards, mail carrier bags, business cards, index cards, price tags, post-it notes, etc.

Writing materials and supplies should be changed often to keep children interested in writing.

ACTIONS / MATERIALS



Display PPT or Transparency W3-6



Distribute Handout W-11: *Setting Up a Writing Area*

After 7 minutes, call the group together

TRAINER'S SCRIPT

Find a partner who is not your peer partner.

Read and discuss the ideas on Handout W-11 with your partner.

- What do you currently do in your early care and education environment to encourage writing?
- Do you have an area like this?
- What has worked or not worked?
- What are some ideas you might try?

Discuss this for a few minutes.

Comments or questions about this handout?

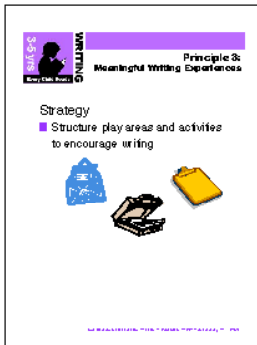
What writing materials do you provide for children?

What unique writing tools or props have you seen other teachers or parents use that are not listed on the handout?

ACTIONS / MATERIALS



Display PPT or Transparency W3-7



TRAINER'S SCRIPT

The second strategy is to promote writing opportunities throughout the day by structuring play areas to promote writing.

Children's play areas provide numerous opportunities for writing.

Writing can be used to carry out real life adult functions in children's play. Adults should include literacy props in familiar play areas in the classroom and at home.

For example, in the children's housekeeping center, a message pad and pencil may be placed by the phone or close to the refrigerator for making grocery lists. At home, message pads and pencils may be kept beside the real phone and refrigerator for messages and lists.

Recipe cards and blank pages for making cookbooks may be available for children in the cooking center area.

The restaurant may have a pad of paper and pencil for the waiter/waitress and the post office may have envelopes, pencils, and stamps (stamp/stamp pad or stickers).

Place paper, scissors, tape, markers, and pencils in a block area so children can create signs and messages such as "Please save!"

In a science area, include forms and blank books for children to draw pictures and record observations about plants, animals, or rocks found there.

...continued...



ACTIONS / MATERIALS



Show video
*ECR 3-5
Writing Module*



Distribute
Handout W-12:
*Let Children
Write:
Encouraging
Literacy in
Play Areas*

Encourage participants
to write
additional ideas on
Handout W-12

TRAINER'S SCRIPT

Watch this segment of the video. Look for additional writing materials throughout the environment. Look closely at the play centers for samples of writing materials. Watch for ways in which the adults model writing for the children.

Here are some additional examples of how to encourage writing in different play areas you may set up. Any ideas to add?



ACTIONS / MATERIALS



Distribute Handout W-13: Practice/ Reflection Log and Example: *Providing Opportunities for Children to Scribble, Draw, or Write*

After 15 minutes, call the group back together

TRAINER'S SCRIPT

Please find your class/home photos or diagram and your peer partner. Decide on three things you can add to your environment that will provide more opportunities for children to scribble, draw, or write. In the date column, write the date you introduced or added the writing opportunity to the children. Take 7 minutes and work on one partner's plan and then spend 7 minutes on the other partner's plan.

Please add these items, activities, or play areas to your environment by _____ (date of next training).

Also, write in the right column what you learned or observed from the children's responses. Did they play in the centers or area differently?

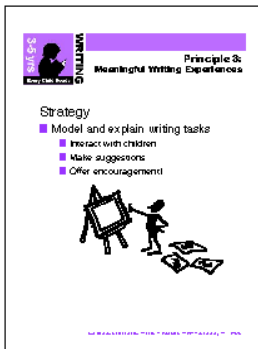
There is no peer observation for this homework assignment.

Questions?

ACTIONS / MATERIALS



Display PPT or Transparency W3-8



TRAINER'S SCRIPT

Writing props and materials will enrich children's play.

However, children need the parent or teacher to model and explain writing tasks, our third strategy. Adults need to interact with children, make suggestions, and offer encouragement as children learn to use writing to communicate messages in their play.

For example, if an area is set up for post-office play, mailing labels could be provided for children to write addresses to put on envelopes. The adult could model the routine to get children started addressing envelopes.

“Children, this morning we have a new play area, the post office. There are envelopes, stamps, and labels you may use to address letters to your friends. I’m sending a letter to my friend Dena, so I’ll write her name on a label (demonstrate scribbling or writing). Now I need to put a stamp on the envelope. Let’s see... what should my letter say? I know, I’ll thank her for sharing her markers with me. Watch me write this letter. Dear Dena, Thank you for sharing your markers! Your friend, Nancy. Now, I can mail my letter to her.” (Put letter in mailboxes for children.)

...continued...



ACTIONS / MATERIALS

TRAINER'S SCRIPT

To encourage children to write, adults need to provide many opportunities for young children to see adults writing for real reasons.

For example, let children see you making to do lists or grocery lists, writing and addressing letters, writing phone messages, and writing instructions or directions.

Children imitate adult models continuously. Children will soon pick up a writing tool and use it as they have observed adults writing.

Parents and teachers teach children that print has a real purpose and many uses by providing models and examples of writing in daily activities and by providing opportunities for children to engage in writing.

Adults further facilitate children's writing by setting up reasons to write, modeling the writing, and by calling attention to what the adults have written.

Adults can provide models and examples of writing for children before, during, and after routine or special events that are meaningful to them.

For example, before going on a field trip, the adult may make a list of animals the children would like to see at the zoo. During the field trip, the children could look for the animals and check-off animals they saw. After the trip to the zoo, the teacher could review the list of animals that were seen at the zoo. The adult could write more about each animal, such as its color, if it was awake or asleep, or what it was eating.

...continued...



ACTIONS / MATERIALS



**Distribute
Handout W-14:
*Opportunities to
Model Writing***

**After 5 minutes, call the
group back together**

TRAINER'S SCRIPT

Frequently, the adult may need to encourage children to get involved in play and writing activities. Once children become involved, the adult can step aside.

By encouraging children to communicate through writing, arranging areas to promote writing, and placing writing materials in many different areas, adults will be teaching children that print has a real purpose and many uses.

These are some examples of how to incorporate writing into early care and education settings.

- Writing during daily routines.
- Writing during children's play experiences.
- Variations of writing and using children's names.

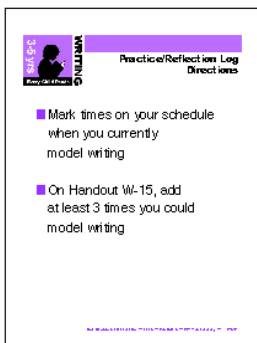
Please take a few minutes to review the handout and add ideas we have talked about that are not currently on it. You will have about 5 minutes. Please review this handout individually.

Questions or comments about the information on Handout W-14?

ACTIONS / MATERIALS



Display PPT or Transparency W3-9



Distribute Handout W-15: Practice/Reflection Log and Example: Modeling Writing

TRAINER'S SCRIPT

For our session today, we asked you to bring your daily schedule that outlines the activities or lessons for the children. Please find your schedule and your peer partner.

You and your peer partner are to review your schedules for times you model writing for children. Make notes on your schedule of all the times you are currently modeling writing for children.

Add three more times you will model writing, and write these ideas in the second column on Handout W-15. Also, write what you will do/say to model writing.

Write the date you modeled writing in the date column.

First, work on one partner's schedule and plan, and then do the other partner's. Take about 20 minutes to complete both – 10 minutes for each partner.

Questions about the activity?

Please use your new ideas for modeling writing and giving children opportunities to write between now and _____ (date).

Record children's responses and your questions on Handout W-15 and bring it with you to our next session.

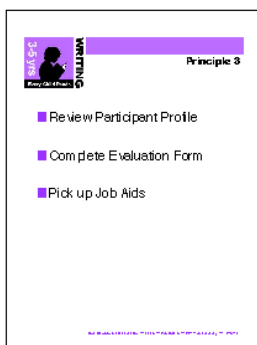


ACTIONS / MATERIALS

**After 3 minutes,
tell the group to start
the second role-play**



**Display PPT or
Transparency
W3-9**



TRAINER'S SCRIPT

Now we'll take 6 minutes to role-play with your peer partner one of the times you will model writing for children. Do one person's role-play first and then the other's.

You don't need to discuss each other's role-plays. I will tell you when to switch roles.

What did you learn from these role-plays? Anything you want to remember when you do them in "real life?"

You have two homework assignments to complete between now and _____ (date of next session). Please bring Handouts W-13 and W-15 to our next class.

Before you leave, please pick up a bookmark or poster Job Aid for the Writing Module.

When you return to your early care and education center, place the bookmark or poster where you will see it and use it regularly.

One or more bookmarks or posters are available for each Every Child Reads module. You may want to punch a hole in the top of the set of bookmarks and put them all on a ring that will help you flip through them easily.



ACTIONS / MATERIALS

Return each participant's Participant Profile



Distribute Handout W-16: *Participant Class Evaluation*

Collect both the Participant Profile and Evaluation at the end of this session

TRAINER'S SCRIPT

Here's the Participant Profile you completed when the class began. Please read the questions again. This time, think back and mark your understanding of language skills when you started the Reading Module training. Please circle your response this time.

REMEMBER, your answers should reflect what you were doing before learning the strategies in the Writing Module! You will have a chance to show everything you are accomplishing with your children when you repeat this form six months after all the training is complete.

The last thing we need to complete today is the evaluation for the Writing Module training. Please give any feedback that would be helpful to trainers for future training.