

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Deepening Our Understanding: Supporting Children's Writing**

[background music]

[Text on screen]: Deepening Our Understanding

NARRATOR: As you watch the following video segments, we encourage you to try documenting what you are seeing and hearing without judgement. Learning is complex and dynamic. Viewing the video multiple times provides an opportunity for you to think about what you are seeing and hearing from a variety of perspectives.

[Text on screen]: Using Reflective Frames

The following reflective frames may be helpful to keep you in an inquiry mindset and assessment for learning stance. When I saw.. I am thinking this is evidence of... When I heard... I wonder if it means when I saw... I am thinking it might be evidence of the conceptual understanding in overall expectation.

[Text on screen]: Supporting Children's Writing

[educator 1 and student 1 sit at a table, with a tablet, piece of paper and pencil in front of them]

EDUCATOR 1: So Journey, I brought some paper and pencil over. Because I thought that we could make a book, and you could do a page on what you made today. So using the photograph that we took, [looks through photos on the tablet] what was it that you made this morning?

STUDENT 1: A snowman.

EDUCATOR 1: Yeah. And then you told me the word to write that connected the meaning with that picture. And what's that word right there? What's, do you know what the whole word says? Snowman! So we were going to write what you're doing in this picture, and make it a story that we could put in a book. What, what do you think we could write? What could we write about?

STUDENT 1: I made a snowman.

EDUCATOR 1: I made a snowman? Sure! Okay, so, you know what, I'll, why don't you start, there's a book, we don't really need the book, why don't you just write, I made a snowman, and then we can put it with the picture. So you know how to start with the first word, look at that. I...

STUDENT 1: [writes 'I'] M. [writes 'M']

EDUCATOR 1: Good! I...mmm, what do you want to say? Made.

STUDENT 1: D. [writes 'D']

EDUCATOR 1: D, good. Made. Dah. Aah. [student 1 writes 'A'] Yeah. Very good. A snowman. Now, you could send it out or you could use the word Here that we wrote together. Would you like to use this word?

STUDENT 1: [Nods] [writes 'SN']

EDUCATOR 1: So you've done the S and the N, what's next? What's next? I like the way you put your hand there to hold the paper. [student 1 writes 'O'] That's good. [student 1 writes 'W'] W. [student 1 writes 'M'] This is where the scrunching happens. You might have to make them a bit smaller to get them in. You got two more letters. What's your last two letters?

STUDENT 1: A.

EDUCATOR 1: A. Okay. [student 1 writes 'AN'] Wonderful. So can you read to me what you wrote?

STUDENT 1: I made a snowman.

EDUCATOR 1: [holding book "Making Things"] Snowman. Wonderful. So, it's really wonderful the way you've written a whole sentence here Journey. I made a snowman. When we look at the book that we read earlier, this is a sentence too. It says, I can make a tower. What's that at the end? What's that at the end?

STUDENT 1: Period.

EDUCATOR 1: A period. Do you think we could add a period? That might be something that we can do now that you've written a whole sentence? You could add that. [student 1 writes a period] Wonderful, that's great. And now, that you're done that, I'll be able to take this picture [pause] of you making the snowman, and put it on the page for our book. Because you drew a pic, you're drawing a picture of a snowman, it's going to help people who are reading the book to know that that word's a snowman. The picture is going to help them know the words and connect picture, the word to the picture, in our book too.