

## **A Shift in Thinking and Action**

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>> The following video segments are intended to provoke your thinking as educator teams about learning. We invite you to position yourself in a learning stance and consider these questions as you reimagine literacy and numeracy throughout the day.

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### **Planning for Small-Group Shared Reading**

>> When we believe children are competent and capable learners, we document what they currently know and can do which [background classroom noise] provides us with insights and questions about where the learning might go next. We create the opportunities for literacy and numeracy to happen authentically throughout the day in multiple contexts and in multiple places. To keep the focus on the learning we are flexible about where we are meeting with the children, how long we are meeting with them, and what level of support we are providing to them. As we reimagine literacy and numeracy instruction we hear educator teams making the learning visible by noticing and naming literacy and numeracy behaviours that are connected and applied in multiple contexts throughout the day. This morning children are busy constructing and creating with various materials at centres in the classroom. On the previous day, the educator team had noted that the same children were constructing together at the block centre. Three of the children are emergent readers and the educator team know that the precise level of support they need to promote their ongoing literacy development is small group shared reading. The focus in the children's play gives the educator team the idea to use the emergent level text, "Making Things."

>> I was thinking that this "Making Things" book is a good choice for our students because it directly links to a lot of their own concrete experiences like building, drawing a picture, and I think it will help make meaning for them.

>> They can make a connection between the words and between the pictures and especially this is good for those kids who have the second language at home and here.

>> They make sand castles a lot in their sandbox.

>> Yes.

>> Yes.

>> Sandbox, plus they go to beaches like in the summer.

>> Yes.

>> And if they build a castle, they can make a connection with the book; "Oh we have seen this somewhere and we learnt it from there," and they can use that.

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### **Inviting the Children Into New Learning**

>> Tenisha, Jeremy, and [inaudible] can you come with me for a minute? I want to show you a book on the carpet.

>> Ok, this is...this is a donkey.

>> Meanwhile educator 2 is interacting with a small group of children who are gathered around a bucket of Marble Works. They are trying to figure out how to put all of the pieces together in one structure.

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[ Try to figure out.]

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Discussion ensues with the children on the carpet making predictions. Educator 1 and the small group of children take a brief picture walk through the text observing and discussing the detail in each of the photographs.

>> Can you look at it and tell me when you look at the pictures, tell me what kind of things you think they're making?

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[ Found it! ]

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What's that?

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[ Inaudible ]

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What do you think they're building?

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Snowman. I can read it. I can make a snowman.

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Nice, so that's a snowman. What was the one on your page that you noticed?

>> It is important to educator 1 that the conversation with the children is spontaneous, thoughtful and reflective. She is rethinking her notion that it is important that each child has a turn to respond each time. Instead, she hovers on a response and makes sure the strategy they are focusing on is made explicit and visible to the children.

>> Which word do you think is "snowman?" Why do you think that one? What do you think? What clue is there?

>> It has an S.

>> It has an S, wonderful [inaudible]. Let's look at the next page; what do you think this is of?

>> A drawing.

>> A drawing?

>> Yeah.

>> Is that the words you think are used? What else could it be? It could be a drawing or a...? [Inaudible]

>> Colour. Picture.

>> A picture. And how did we know if it's a drawing or a picture; what word would we look for? What letter?

>> P.

>> P, good job. This, what do you think this is?

>> Tower.

>> Tower.

>> A tower. A tower. What's the picture...what is this picture after the tower?

>> Educator 1 also knows that being flexible with her time and keeping these sessions brief, around 5 minutes in length, allows for the literacy needs for all of the children in the classroom to be met in various contexts.

>> You're going to get a chance to go and make some things and then we're going to come back and see if the pictures match what the words say in the book. Ok.

>> As educator 1 makes her way over to the dramatic play centre to see what has been happening there, she makes a mental note to document how the children make connections to the text in their own play throughout the morning. She has the tablet ready so she can take photographs of the constructions the children are making.

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### **Explicit Learning About Concepts of Print**

>> Later that same day, after eating lunch, educator 1 meets backup [background conversations] with her group of three to read together the book, Making Things.

>> I want to show you the pictures.

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[ Kids Talking ]

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>>Come back and sit with me for a minute.[Kids Talking]

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>> The educator uses the tablet to show the children the photos she took of their constructions from earlier on in the day. The children use the pictures to help them talk about their constructions.

>> So have a look at these pictures, [inaudible] come over here so you can see. What's that a picture of?

>> Me.

>> Me. You doing what?

>> I'm, I'm building.

>> Do you know what you're building? Can you tell us?

>> [Pause] Um, I'm building a big house for me.

>> For you? Ya. For you to live in? Nice. Okay. Let's look at the next picture. What's this a picture of?

>> A snowman.

>> You're drawing a what?

>> A snowman.

>> A snowman? And where did you see a snowman today? In the book. In the book. Well let's have a look at this picture. What's happening in this picture?

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[ Background Sounds ]

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>> A snail.

>> A snail? Where's there a snail? And what are you doing? I was tracing it. You were tracing it? If we were going to pick one word to match this picture [inaudible], what word do you think it would be? I build. What do you build here?

>> Um, um, a house.

>> A house? So we could write the word house together then? Couldn't we?

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>> Educator 1 records one word to match each of the pictures. The children are beginning to consolidate their concept of a word, and to understand that words have meaning. Educator one models how the word from the text matches the picture.

>> House. S, and then we put an E on the end. That's house. That's the word, house, for [inaudible] picture. Okay? So we can see the word house with [inaudible] picture. Come over beside me if you want [inaudible], so you can see. Let's look at [inaudible] picture now. What word do you think we could put with your picture?

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[ Background Sounds ]

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For drawing, so you're drawing, and what were you drawing today? A snowman. A snowman. So we could put snowman with your picture. So when I read, my books, I'm always looking for how the words and the pictures match, and sometimes the pictures give me clues when I don't know a word. Put your, put your books down on the carpet

for a minute, and let's turn to the first page. And notice how the author makes his picture match his words. Where do you think the...

>> I can make a snowman.

>> Okay. So where was the word snowman? I just want to make sure you know the word snowman. How do you know that that's the word snowman?

>> Because I see a S.

>> You see an S? Can you show me that? Okay, how do you know that that's the word snowman? [Inaudible child comment] Okay. Alright, let's turn to the next page. Now, you, let's point to the words as we read them like we do when we're practising.

>> I can, I can make a picture!

>> And how do we know that that word is a picture?

>> Because it has a P!

>> It has a P? And what's on this side?

>> Picture!

>> Who made that picture? The boy made the picture. It's his picture, isn't it? Alright, let's go to the next page together.

>> I can build!

>> Oh, let's look [inaudible]. What letter would build be? Is there a B in there? No. So what would it be? I can...make...a...tower. Let's read, with your finger.

>> I can make a tower.

>> Oh, I didn't see you point, how do I know?

>> Tower.

>> Tower is that one? How do you know that's tower?

>> It has a T.

>> Because it has a T.

>> It starts with a T. How do you know that that's a shadow? That word? Well, no, because the S doesn't make us a shadow sound. What else did you use here to help you figure out that word, shadow? What did you look at?

>> The picture!

>> Where does it show? What does it show in the picture? What's this?

>> A shadow!

>> It shows a shadow in the picture, and then that's what's helping you figure out that new word.

>> I can...

>> No, I want you to point.

>> I can make a...a smile.

>> Oh, where does it say smile? Is that smile? Hmm, what could it be?

>> Happy.

>> Happy.

>> Happy? What's this, let's look. Good readers are always making connections between the words and the pictures, so let's look.

>> I can make a happy face.

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## Small-Group Learning About Numbers

>> While educator 1 is engaged in small group shared reading, educator 2 spends time with another small group of children discussing the role of numbers. Small group learning happens across the day in many different contexts. At this particular time, educator 2 is interested in the children's thinking about numbers and their purpose. She audio records the children's discussion in order to capture their current thinking. Later she will discuss with her colleague where the children might go next with their learning about numbers.

>> Oh that's a library number? So we use numbers for many different things.

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We use numbers for addresses and we use numbers for schools?

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Yes, we use numbers for addresses, we use numbers for schools, and we use numbers for counting...

>> Or numbers for the money.

>> Numbers for the money, yes!

>> Numbers for calling.

>> Numbers for what?

>> When you like dial numbers to call people.

>> Oh, you dial the number. What is the first number; what do you think of?

>> Like if you live in like Canada you have 416, but I don't know the other places what is the number for the first. But everybody in Canada has 416.

>> So we use numbers everywhere and all the time.

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## **Reading and Writing Connections**

>> When we were reading today...

>> Just before the school day draws to a close, educator 1 brings the group of three children together, one more time, to extend their understanding of the small group shared reading text.

>> Give us a clue of the words that might be on each page.

>> Making stuff with different things.

>> Like what? Can you think of something? Or something that we make in the classroom that might have been in the book?

>> Blocks.

>> What would you build with the blocks? What would you make?  
>> A house!  
>> Ah, a house. What else could you make? A castle.  
>> A building!  
>> A building. And they did make a castle in here, didn't they? What was, what did they make their castle out of?  
>> Blocks!  
>> No...I don't think so. Do you remember? Go to the, let's go to the last page. What did they make their castle out of?  
>> A sand, a sand.  
>> Sand!  
>> Sand. So that's what readers do, they make connections between what they're reading, and their lives, and making connections helps them understand what they're reading. So, let me show you pictures again. So we could make a book ourselves using the pictures we took this morning. Showing other people what we do.  
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## **Co-construction**

>> [Background Music] Educational researcher, Steven Katz, encourages us to think about learning as a shift in thinking and action. Part of the shift in thinking and action for educator teams is to consider the impact of co-constructing the classroom environment and materials with the children. Let's listen in to two educators, from the previous segment, discussing the thinking that informed the classroom practice just viewed.

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[ Music ]

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>> When I arrived, this wasn't a kindergarten classroom, it was actually...a classroom used for junior children, so the setup was actually very slow at the beginning, because we had very limited resources. But, over time, it's really been layered, but layered with the children's work, and we've changed things around a lot, to make sure that every corner of the room has been used. We just recently took out the teacher desk.

>> because we need more space for the kids.

>> We needed more space. And we've been able to kind of balance out the centres so that every corner, which we find if the children have more space and are spread out...

>> It's easy access for them to go from one centre to another centre.

>> And you made the connection about the physical space, and your thinking around that to self-regulation, as well.

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>> Yes. The children have a lot of opportunity. Of course we, we've done a lot of conversations about that since September, when the children first came in they would step on the books. They were so excited to read the books, they were ripping the books. You know they, they would maybe take all the materials out at once, and use them all up. So we've had a lot of conversations about the environment, and about how to treat the materials, and as you can see though today, they're, they're really in a, in a

good place with their relationship with the materials and with each other. And I think that was a lot of community building.

>> I know that you've done some thinking about how the classroom environment is critical for children to become literate and numerate. Can you reflect on some of that thinking for us?

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>> Well, for the literacy and numeracy, especially having that embedded in all the areas of the classroom, not just one specific centre. So, even at our carpet where we just meet every day, there's a number line that's hung up across the board that the children like to, to use at different times or even transition times. In each of the centres, literacy and numeracy is part of it, whether it be through the, the text, their abilities to draw, what they're demonstrating with the materials, the blocks.

>> And that's how they're learning through each other too.

>> I think, yeah, and I think at the centres, you see a lot of shared learning. The relationship between the students, in their oral language, and their, and even their, well, look it, even here where I have photos, you know, that I take, that shows the relationship of the children, and learning together as well.

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## **Re-Imagining Learning Materials**

[ Music ]

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>> When they're out in the yard they bring things in, and they've brought in worms, they've brought in snow, ice that we've, we've melted and done experiments with, and a few weeks ago they brought in these seeds that had fallen from the trees, and asked if they could paint them. So, what was interesting too about, about this piece of, of work is that it was two children that worked on the same piece together, and they used a lot of detail to really notice the different features on the, on the seeds. And they also had a conversation about it. One of the boys had said these are the buds, and the other one said, no, they are the flowers from the tree and we found them over there on the ground. And one of the, one of the reasons, I think, that they're noticing things more is we had spent quite a bit of time beginning of the year really looking at a tree in our yard, and the tree, we projected an image of tree onto a large paper and had the children trace. And what they really noticed was that trees aren't big trunks with a, you know, a green circle on the top, but they're actually a lot of branches. And now look on the earth poster, that we've started a mural. We've noticed throughout the room that those attention to detail has become evident in a lot of their work, and when they draw trees they're now drawing branches.

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## **Re-imagining Teaching and Learning**



[ Music ]

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>> So we've been on a fascinating journey in Ontario since we've been working through the process of full-day kindergarten and we want to take a moment to connect with educator teams, like yourself, to hear about your journey in the work. And it all centres around learning, the children's learning, our learning. So I know that you've been focused on this question about, you know, how do you know when your children are learning?

>> Well we often talk with one another when we see things in the classroom, for instance, when the children bring back the language that we've been using or that we've introduced to them. That was kind of one of our goals since the beginning, was to get into some richer conversations. What we've, we've realized is that they're really internalizing the things that we have shared with them through books, through knowledge-building at the community circle and through their materials at the centres, and our discussions at the centres. They're really internalizing that and then they're able to show it, either through their language to us, through their own artwork, and through their own writing. And conversations with each other even.

>> So by this we know they are absorbing everything. Whatever we tell them, they're absorbing the words and they are coming back and communicating again.

>> So you're hearing it in what they're saying, you're seeing it in what they're doing, and you talked about how their representing their thinking, so what's been the change in your practice to make this happen for the children?

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>> I think really just, at the beginning really, first of all really building a, a sense of community, a safe place for them to share their ideas, allowing them to feel respected and that they can, can tell us what, what they're interested in everyday and how they're feeling.

>> Yes.

>> And then also taking these kind of shared experiences that we have together, over things in the yard, and things in, in our community and our surroundings that we can talk about together.

>> Yes.

>> So I think we've kind of did almost like a layering technique, where we've kind of got used to introducing an idea, either talking about it or reading about it, and because the children love the book and they're so engaged, then we kind of extend that, and make it a part of something that they can do and show. They'll, they'll have other things in the class that will remind them of that learning, and then we know that that learning has been internalized, and they repeat in different ways, and with new ideas.

>> So you're really being responsive to children's natural curiosity.

>> Yes.

>> About how the way, how things work in the world.

>> We can make the connection from one thing to so many other things.

>> It's interesting, because even, for instance, even with the houses the other day, one of the students asked me if they could, they could build a house, and then he wanted to draw it on a clipboard, because we had done that when we were, when we were taking information for the birds. So they're getting that kind of idea, as well as kind of collecting information, doing their own research, and then, and then demonstrating their

understanding in different ways.

>> And we've spent a day with you today, making thinking and learning visible, and we heard you say lots of times, so that's what readers do, or you made a connection. So that's really what, when we think about who the literate and numerate learner are, it's about the things you're describing, how they make those connections from their prior experiences into that new learning, and then you see that shift happen in their learning.

>> Yes.

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## Re-imagining Children's Thinking

[ Music ]

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>> When you take a look around this room, you see lots of examples of documenting children's learning, and I know you've been on quite a journey with pedagogical documentation. Can you share some of that journey with us today?

>> Well we started, at the beginning of the year, taking pictures, you know, of what the children were working on, and what they wanted to show us, but then I started taking photos of, of things that I, I wasn't expecting. For example, one day we were playing with the boxes, and the children were standing in the boxes. And I couldn't understand why they were standing in the boxes, and they said, well we're in the elevator. And I said, oh, okay, and I hadn't realized that's part of their experience. So that was wonderful and then they were counting the floors as they went on the elevator and down the elevator, and then they would talk about getting in the elevator and how many could fit in the elevator. So I took pictures of this, and I've shown them, shared that with them, and we've been able to talk about it and have discussions since. And a similar episode happened, remember the day when they found the fish?

>> Yeah, the snow piece, and it looks like a fish, and we just put it in the container and then we let it melt and the next day, when they, they were so interested in sitting in a circle and looking at the piece of the snow, but it just looked like a fish.

>> And we predicted, I think, how long it would take to melt.

>> How long it would take, yes.

>> We had imagined that this snow fish would just melt into water, and when we came back the next day, there was actually an outline of the fish made by dots. And that was a surprise to us!

>> Yes! I was surprised too.

>> And it wasn't what we expected, so by documenting the process, it was wonderful because it was something that wasn't planned, and to see their responses. So all of a sudden, you know, we had comments like, when it melted, the dots made the shape of the fish. And, and then their hypotheses, like maybe the dirt was behind it, and when it melted, the dirt was inside the water, so they really were figuring that out, and it was something that we just couldn't have, have planned to happen.

>> And one of the child said maybe the fish melted or it jumped out and went back out, outside again.

>> They do have these working theories.

>> They do.

>> About why things happen, and you can certainly see the evidence of that, and it's so important to have that captured, so that you can revisit that with the children, and I think that you've mentioned how critical it is for the children, that you have in this classroom, to revisit their thinking over and over again, in order for it to go, go deeper.

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>> And they are so capable of that, and that's what we have learnt from this is that they're capable of this consideration of different topics, and, and the predictions and the observations, and they've become really, really up to doing observations, which we've seen now with the snails and the plants, and it, what they've learned in one project, they just seem to apply those skills in learning the context in other areas.

>> Again, it's that, that focus on how you know when learning happens. It's that connectivity and the application into other, other contexts, and as you've said, there are many children in your classroom that, that have diverse needs, that are acquiring an, an additional language here, and it's, it's fascinating to see what their, their thinking is.

>> One of the things that I've noticed that the pedagogical documentation has done for us is it's helped us realize when there's been a change in thinking, for this, you know, for even just particular students. So, for instance, one of our students was quite sure that the, when we had had this ice sculpture, that it had jumped out and, and left the container. And then by going through a few more days of exploration, that also involved bringing in more snow and melting it, and seeing that it's actually melting in different processes, then he was able to think back and realize that that fish...

>> Didn't jump out. It was the snow had melted.

>> Yes. So there was that ability to see that, that shift in thinking, and his change in his own hypothesis.

>> Which, in fact, again can expect the literacy behaviours we've been talking about, where thinking is impacted by experience and we synthesize our thinking, and it, it changes as we get more information. So, you really are, again, able to connect their thinking into those literacy and numeracy behaviours through the analysis of your documentation.

>> Yes. And I think by revisiting things more than once, or giving them other opportunities, you allow that opportunity to see the change as opposed to just saying, oh, that's all that, you know, that's all we're going to do about that, but by revisiting and continually trying things in different ways and having other children comment, we kind of build in that opportunity for the change in the thinking as well.

>> And we define that in the document, under the heading, the Social Construction of Knowledge, right? It's a very constructivist view of how we create learning and, and knowledge.

>> Yes.

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## Reflections on Learning - John Hattie

[ Music ]

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>> There's, there's two halves to the equation, in any classroom, whether the students are doing what the teacher is doing, and both are essential for the learning to occur as we wanted. And one half of the equation is how do you get teachers to see the learning through the eyes of the students. Now, the first thing that requires is for you to stop and listen to them. And one of my problems in other schools is teacher talk. Hey, I'm in academic, we talk even more. How do you stop and listen to the learning? And so that's the, the theme about the first half. There are lots of ways you can listen. You can do it through assessment, but you can do it by even listening to student questions, which I think is a very underestimated part of what listening is about. You can stop and learn it by looking at what students are doing. You can stop and learn it in terms of understanding about the progress. So there are lots of ways you can listen. The other half of the equation, like, we're very good in education jargon, meta cognition. Now when I say that to groups of people, you can see their eyes glaze over and, oh, here we go again. It's an incredibly powerful jargon word, and I actually struggle to know what it means, as a jargon word. To me it's simple. When students become their own teachers, when you're your own teacher, you know how to self-regulate, you know how to self-monitor, you know how to know to try different strategies. You know when things are not working, you know error detection. Like, the phrase we often use in schools is lifelong learning. Now, I've, I find it a vacuous notion. Not because it's not important, but the notion doesn't mean anything to me. What we want most of all, of our students, by the time they leave us, is to be their own teachers, to know, to know when they don't know, so they can go and seek.

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Hell, 5-year-olds can do it. A lot of 15-year-olds lose it [phonetic]. So that's where the two halves come together is how can you get students to take more responsibility for their own learning, how can they go, particularly in this age where there is so many more resources through technology, to use other resources. I'm worried that they're using them at the moment in very, very simplistic surface ways. How do we teach them to be better learners? So that's where the two parts come to, and that's trying to come up with the story that was underlying the data. Those two phrases seem to sum it up. And so what concerns me is, if I had to sum it up, know thy impact. How can I, as the adult in the room, know the impact I'm having on you, on all the other people in the room? And about what? And to what level am I acceptable? Acceptable to me that I'm having the kind of impact I'm having. If you go into a classroom with that mindset, that my job is to know my impact, everything else follows for me. About one minute a month, teachers talk to each other about teaching. That's what I want to change more than anything else. How can you have a conversation about what learning looks like, what teaching looks like, what the impact of my teaching looks like, when I'm talking to you, my colleague? We have so many structures in schools that mitigates against that. We have a lot of staff meetings where we talk about other stuff, what we see, other methods of teaching, but we're not very good at talking about the impact that we're having. That's what I want to talk about when I'm talking about the learner is the teacher, so that the teacher, as a learner, is how can we have a conversation about what I'm doing well, and, hey, if I'm going to learn what I'm not doing so well, who I'm doing well with, and it's music to my ears when I go into staff rooms and I hear teachers saying, I'm having troubles with this kid, what, what other strategies do you think I could know or try that would make a difference? And then you get into a diagnosis. What's

going on here? And that, to me, is the power of the teacher as the learner, and again, the schools I work with, I can hear excellent discussions about that, which is quite different from hearing about a, another teaching method, another curriculum innovation, all those things are necessary, but they're not the key you, it means to me as the teacher as the learner.

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## Deepening Our Understanding Supporting Children's Writing

>> [Background Music] 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. 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.

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[ Music ]

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>> 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, what was it that you made this morning?

>> A snowman.

>> 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? 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...good! I...mmm, what do you want to say? Made. D, good. Made. Dah. Aah. 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?

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[ Background Sounds ]

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So you've done the S and the N, what's next? What's next?

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I like the way you put your hand there to hold the paper. That's good. W.

^M00:02:59

[ Background Sounds ]

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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? A. Okay.

^M00:03:18

[ Background Sounds ]

^M00:03:25

Wonderful. So can you read to me what you wrote?

>> I made a snowman.

>> 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? 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. Wonderful, that's great. And now, that you're done that, I'll be able to take this picture.

^M00:04:11

[ Background Sounds ]

^M00:04:15

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.

^E00:04:38

## **Deepening Our Understanding Supporting Children's Writing Using Technology**

[ Music ]

^M00:00:05

>> So [inaudible], we're going to write a story about your picture. What does your, what are you doing in your picture?

>> Building.

>> Building...what were you building?

>> A house.

>> Okay, so let's write that. Do...come and see if you can find the letters to type. I, you want to say, where's I? There you go! Good job! And then we hit this, that's a space bar.

>> H!

>> What do you want to say? What do you want to say?

>> I...

^M00:00:36

[ Background Sounds ]

^M00:00:40

>> Or I build a house?

>> Um, um...um I build.

>> Okay. I build. So you've got the I, we did a space, what's the next sound? Beh, build.

>> Yeah, B.

>> Yeah! Can you find the B?

^M00:01:00

Good! Build. What's the next sound? Okay, build. Build, and then we're going to do a space after that word, I build a...

>> A.

>> A. Space. Now, there's the word house. Do you want to spell that out? What do you think, when you want to sound it, what is the first letter?

>> A, o, u.

^M00:01:31

[ Background Sounds ]

^M00:01:40

>> I know, there's a lot of them, isn't there? S, you're doing a great job.

^M00:01:49

I like the way you're looking at all the letters. Look, what's the last letter there? I build a house. Okay.

^E00:01:57

## **Deepening Our Understanding Co-learning in Play**

[ Music ]

^M00:00:05

>> I think this goes here.

^M00:00:07

[ Background Conversations ]

^M00:02:35

[ Music ]

^E00:02:48