

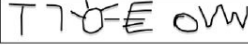
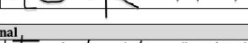
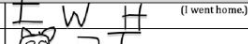
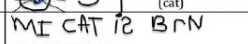
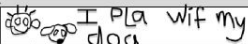
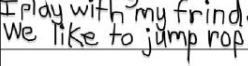
The background features several abstract blue watercolor shapes. In the top left, there are two overlapping, soft-edged blue blobs. In the bottom left, there is a cluster of small, dark blue splatters. On the right side, there is a large, light blue shape at the bottom and a series of concentric, curved blue lines in the upper right corner.

Writing Growth & Development in Kindergarten

Writing Stages

- Scribble
- Symbolic
- Directional Scribble
- Symbolic/Mock Letters
- Strings of Letters
- Groups of letters
- Labelling Pictures
- Environmental Print
- Letter/Word Representation
- First/Last Letter representation
- Medial letter sounds
- Beginning phrase writing
- Sentence writing

Developmental Stages of Writing

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	
Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
Groups of letters -groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	
Transitional	
Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	
Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

Learning Outcomes

- I can include my first name on messages created.
- I can share factual information.
- I can express ideas and information in a variety of creative ways.
- I can attempt to spell unknown words using letter-sound relationships.
- I can copy environmental print to become familiar with how words are spelled.



The Magical Yet

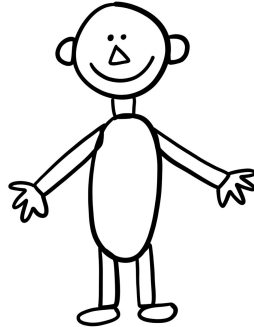


Intention: "The Magical Yet" book is the perfect tool to turn a negative into a positive when helping children cope with the inevitable difficult learning moments we all face. This encouraging and uplifting story reminds us that we all have things we haven't learned... yet! As learners, we look forward to exploring this text further to strengthen our school community and writing skills through a growth mindset.



Fine Motor

We have focused on pre-printing shapes, drawing self-portraits, and printing our names using appropriate case letters. Students are encouraged to add details and colours to their drawings. Students have engaged in self-assessment and peer feedback loops.



Literacy Through Loose Parts Play

- Collection of open-ended natural or manmade objects for children to use.
- No predetermined use or function, allowing children to interpret and creatively use.
- Allows manipulation and adaptation to children's interests and abilities.
- Promotes various play behaviours, including social, dramatic, constructive, and symbolic games.
- Encourages deep cognitive level of thinking, problem-solving, and persistence.
- Offers enormous possibilities for children to become critical thinkers.



Loose Parts Initials & Pictures

Learners selected a "loose part" to create the first initial of their name. We discovered that some initials with straight lines are easier to create compared to initials with curvy lines. Later in the month, learners created a fall or Halloween picture using loose parts and labelled the picture with a first letter that we covered in class (A, N, S, T, M, P, F, I) for example, P is for pumpkin.

“Magical Yet” Text Connection

Moving forward...

Learners will reflect on a winter activity they are hoping to get better at (e.g., skating, building a snowman, etc.). They will draw and label their pictures. This task will have different learner entry points (developmental stages of writing) and will include the literacy learning intentions.

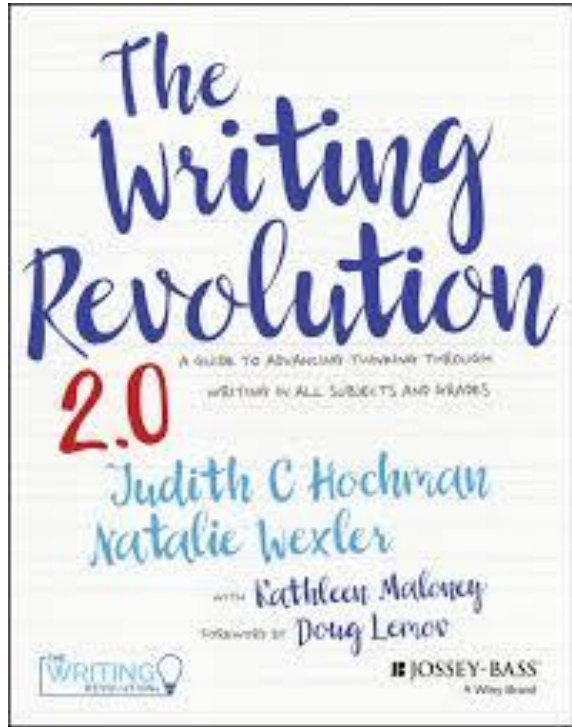


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Writing in Grade Four

Staff Development



As a staff, we have been using this text as a part of our professional development. It helps to push our practice forward, have common language and tools within the grades and to further support our students.

Writing Outcomes

In grade four, I can:

- write a variety of text structures
- create texts for a variety of audiences and purposes
- organize ideas into paragraphs, including topic and concluding sentences
- work through the writing process, including planning, drafting, revising, editing, and publishing
- reread written texts to identify what can be added or deleted to enhance creative expression

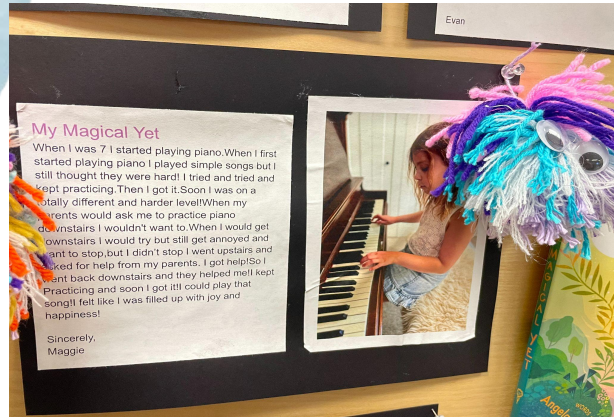
The Magical Yet

How we started:

- things we can do
 - things we are working towards doing
- ★ helped to develop growth mindset in learning



Student Examples - My Magical Yet



Our Focus

- First, students began by grouping ideas together in a logical order to create paragraphs.
- Next, they learned how to write topic sentences and concluding sentences to their paragraphs.
- We then moved on to procedural texts where students utilized sequencing words to help organize their ideas.
- ★ Moving forward, we will get more into creative writing where the students will write multiple connected paragraphs where they experiment with sensory details.

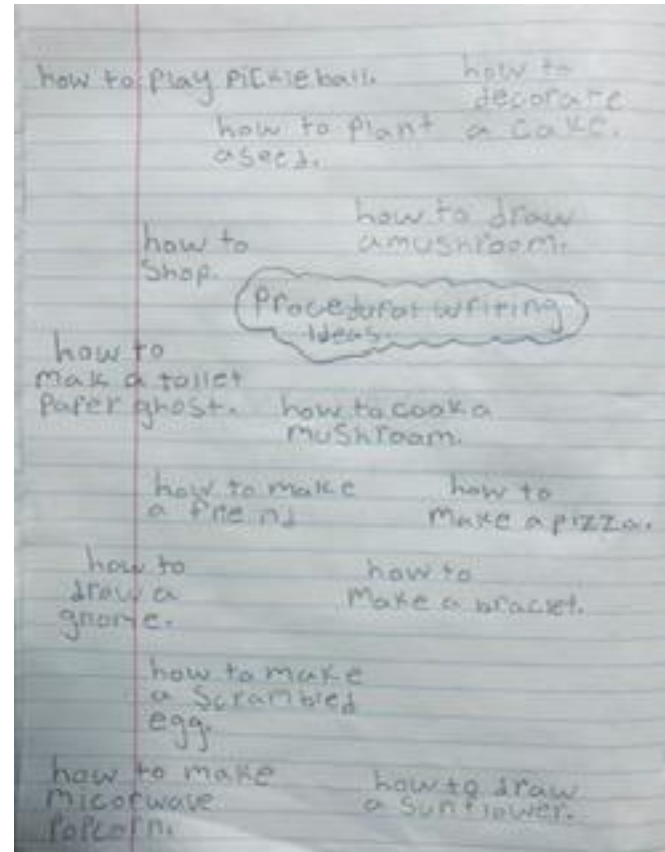
The Writing Process

For all writing in grade four, students go through the writing process.

It is:

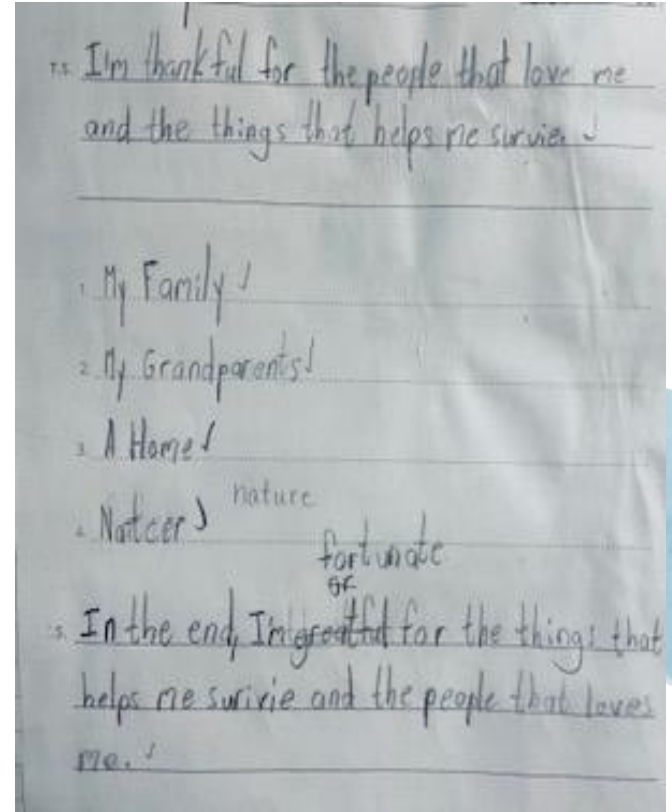
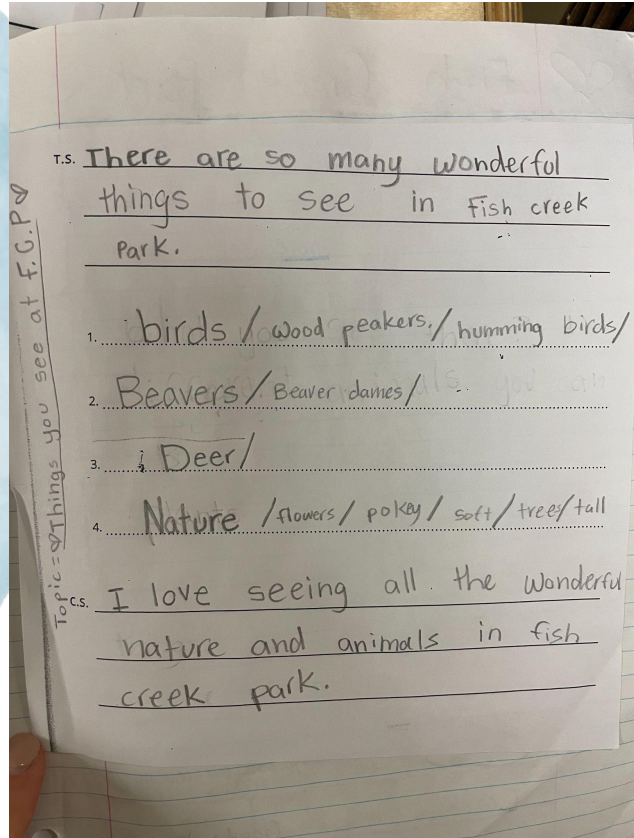
- brainstorming
 - planning
 - writing
- editing and revising
 - feedback
 - publishing
- assessment and reflection

Brainstorming

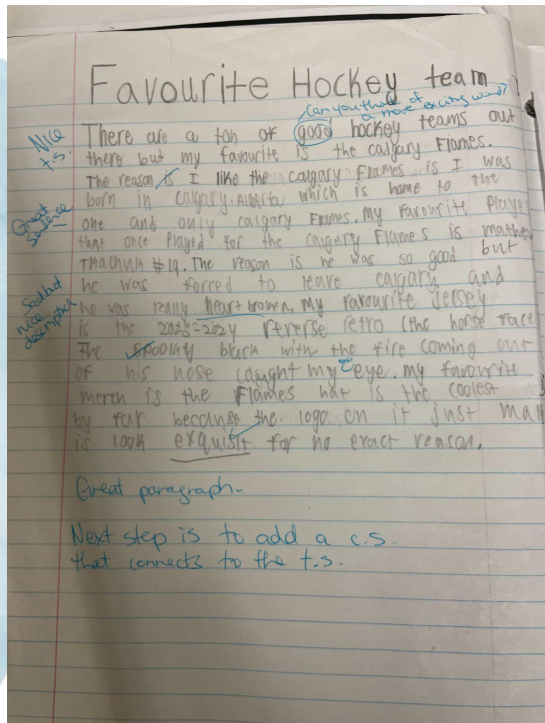


Planning

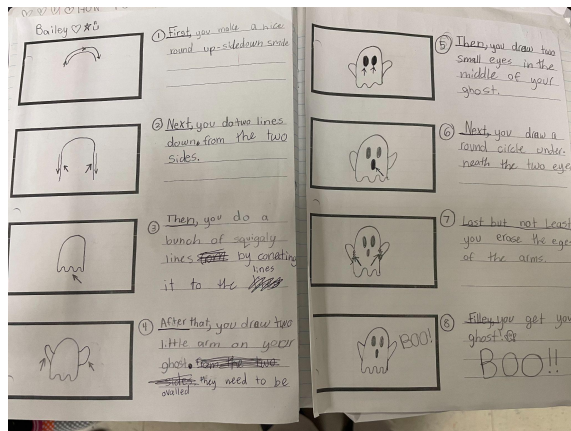
Examples of one of the planning templates from our school-wide Professional Development text.



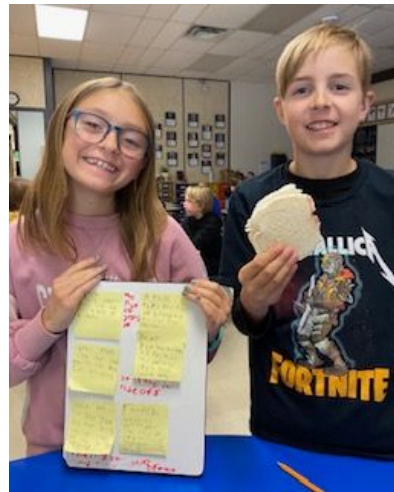
Writing



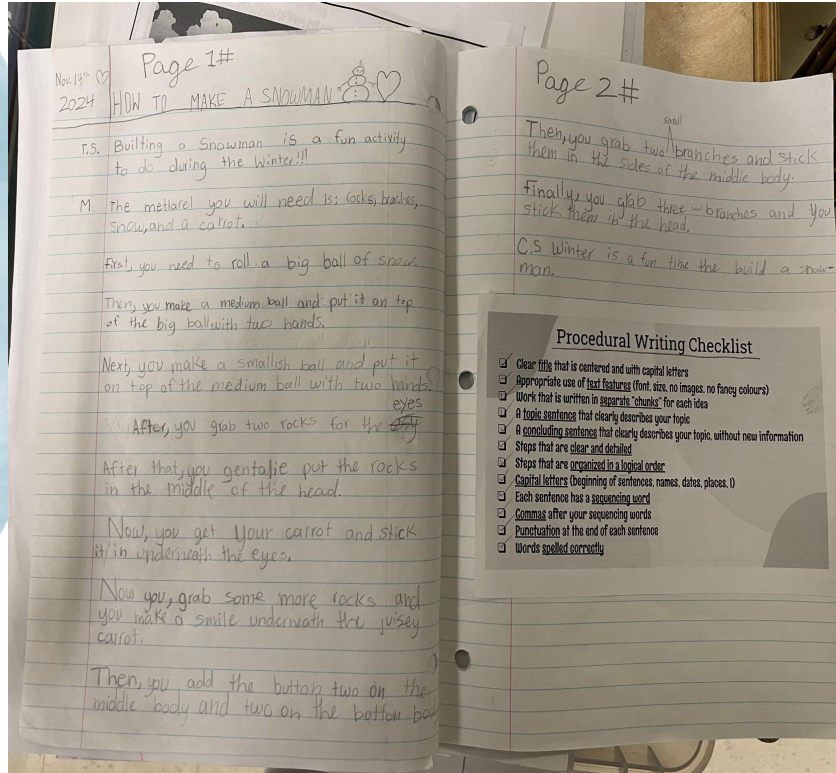
Paragraph Writing



Procedural Text Writing



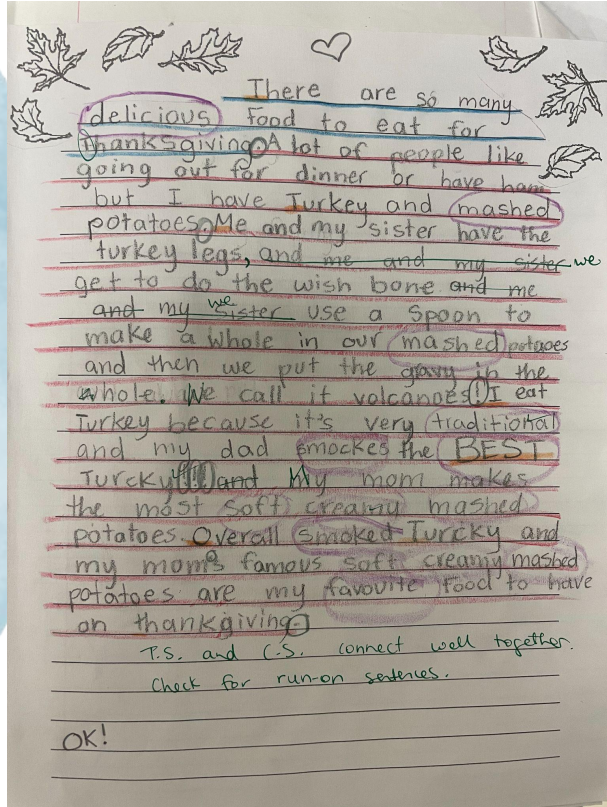
Editing, Revising, and Using Feedback



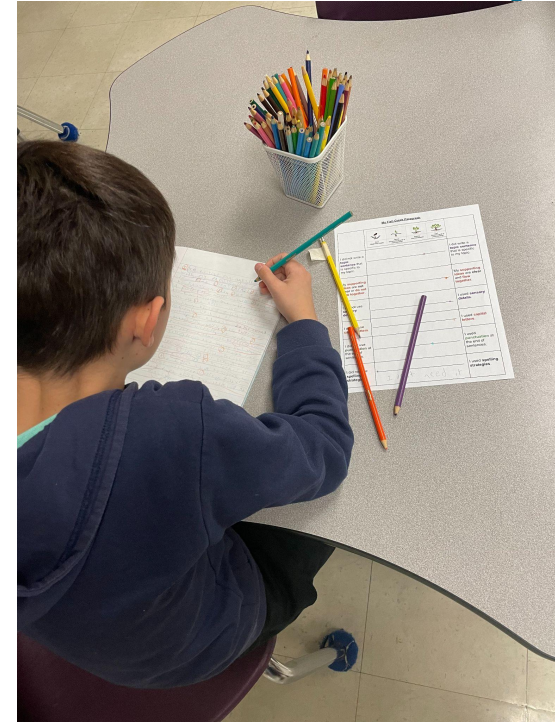
We use:

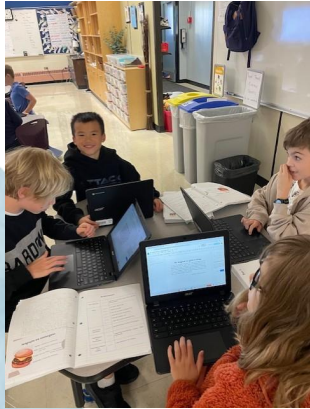
- checklists
- opportunities for students to edit and revise their work
- colour coded checking
- teacher feedback
- seed, sprout, sapling, tree scale
- reflections

Editing, Revising, and Using Feedback



My Thankful Paragraph				
	Seed (Beginning Stage)	Sprout (Developing a Level of Understanding)	Sapling (Mid Development)	Tree (Advanced Level of Understanding)
I did not write a topic sentence that is specific to my topic.				I did write a topic sentence that is specific to my topic.
My supporting ideas are not clear or do not flow together.				My supporting ideas are clear and flow together.
I did not use sensory details.				I used sensory details.
I did not use capital letters.				I used capital letters.
I did not use punctuation at the end of sentences.				I used punctuation at the end of sentences.
I did not use spelling strategies.				I used spelling strategies.





Publishing

How to Make a Magical Yet

Magical yetts are so fluffy and cute.

This is what you need to make one. You need a cup and a ball of yarn and a pair of scissors.

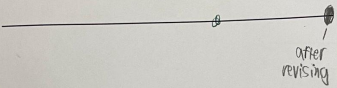
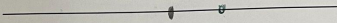
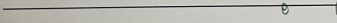
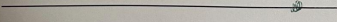
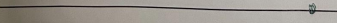
- 1.First, pick up the yarn and find the end.
2. Second, pick up the cup and start wrapping the yarn around the cup.
3. Next, you can change the colour of yarn if you want but if you don't want to you can go to step four.but here's how you can change it, you cut the

My Magical Yet Goal Setting

I was always interested in hockey. One of my biggest goals was to do tight turns around the pilones. I have Tried but I sometimes get nervous that I'm going to fall. But I won't give up! I will keep trying no matter how many times I fall!! I will not give up and practice with my teammates and my dad. I can go to a place called stick and puck to practice with my dad and my little sister sophie. I would like to achieve my goal by the end of the hockey Season. My mom and my oldest sister will always support me and cheer me on. I will not get frustrated or mad and give up. Thats also why I'm interested in hockey!

Assessment and Reflection

Sensory Organs of Wolves Paragraph

	Seed (Beginning Stages)	Sprout (Developing a Level of Understanding)	Sapling (Well Developed)	Tree (Mastery Level of Understanding)
I did not follow the paragraph format (missing a topic sentence, supporting details, or concluding sentence.) 				I followed the paragraph format (topic sentence, supporting details, and concluding sentence.) 
I did not use descriptive words or details. 				I used descriptive words and details to make my writing interesting. 
I did not use capital letters. 				I used capital letters. 
I did not use punctuation at the end of sentences. 				I used punctuation at the end of sentences. 
I did not use spelling strategies. 				I used spelling strategies. 

I am proud of my wolf paragraph because

I think I did more descriptive words than I thought I could do Great!

Learning Outcomes:

- write a paragraph, including topic sentence, supporting details, and concluding sentence.
- include descriptive words and details to make my writing interesting.
- use capital letters (beginning of sentences, names, dates, places, I).
- use punctuation at the end of sentences.
- use tools to spell or check my spelling of words.

From the outcomes, I can confidently:

do is spelling strategies, following the format, capital letters, punctuation

From the outcomes, I am not yet comfortable so would like practice with:

is using descriptive words

I liked your topic sentence and transition into the information.

Next step: Include a concluding sentence.



Thank You!

Thank you for having us share student work around writing!

Do you have any questions?

