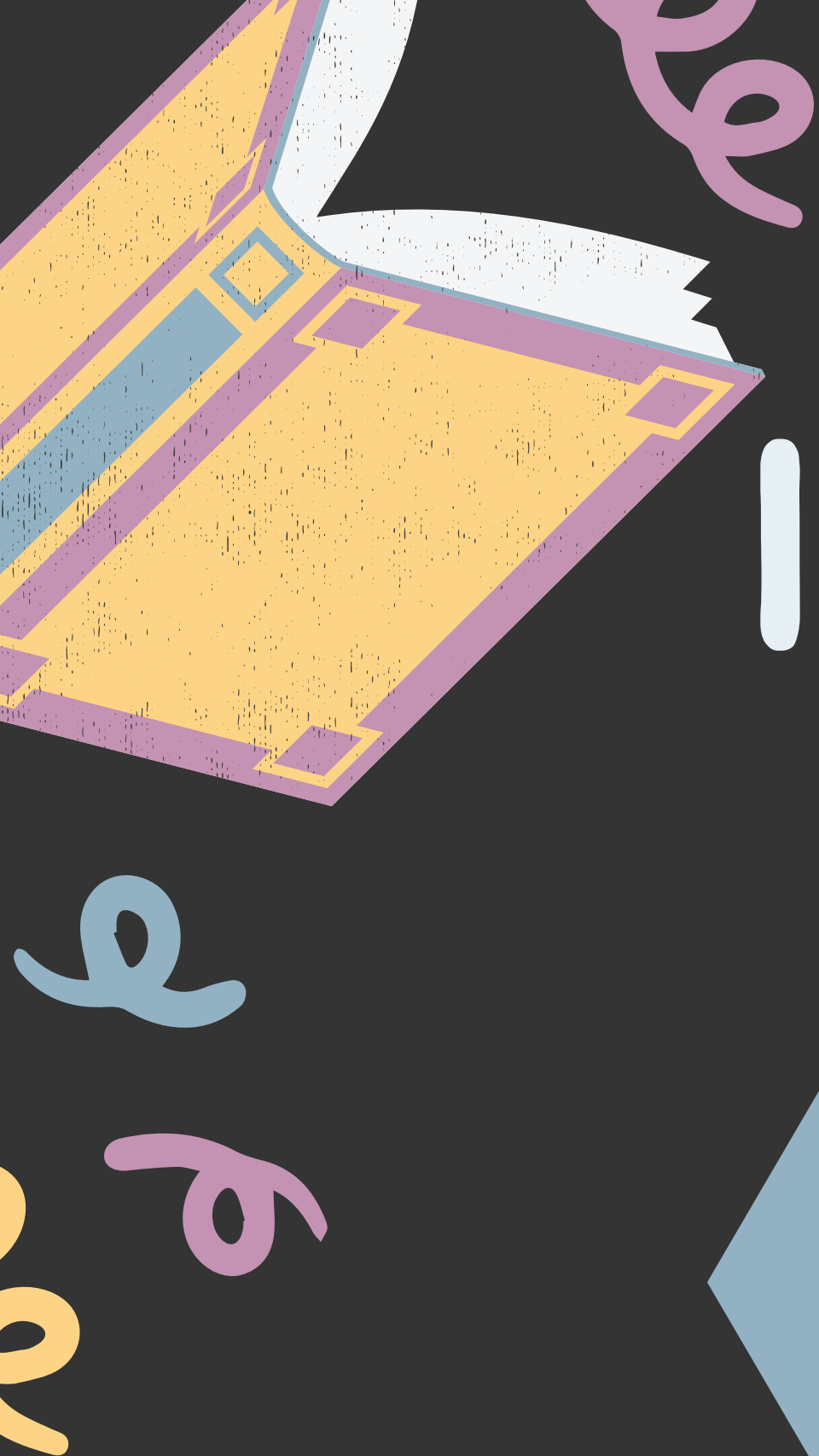




PATTERNS OF WONDER

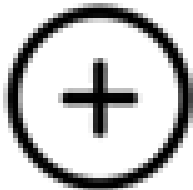
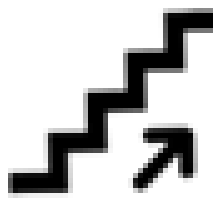
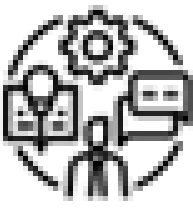
INCORPORATING PLAY



IDEAS FOR PLAY AND
IMITATE PORTIONS OF POW



Northwest ISD
Professional Learning Expectations
A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE
DIFFERENT PERSPECTIVES
WITH RESPECT 
- N** NAVIGATE LEARNING
WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY
THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 



Learning Target

Today we will discuss and explore ideas for incorporating play in our writing instruction.

So that we can provide students with opportunities to explore writing concepts through play.

We know we have it when we can plan for play opportunities in our upcoming Patterns of Wonder lessons.

Patterns of **WONDER**

Inviting

Emergent Writers to Play
with the

CONVENTIONS
OF LANGUAGE

PreK-1

**WHITNEY LA ROCCA &
JEFF ANDERSON**

Foreword by Matt Glover

What has gone well in Patterns of Wonder?

What has not gone well in Patterns of
Wonder?

Patterns of Wonder Lesson Cycle

- Invitation to Wonder
- Invitation to Compare/Contrast
- Invitation to Imitate Together
- Invitation to Play
- Invitation to Share and Celebrate



Invitation to Wonder



Invitation to compare and contrast



Invitation to Imitate



Invitation to Play.



Invitation to Celebrate



What did YOU notice? What do
YOU wonder?



Patterns of Wonder Phases of Emergent Writing

Scribble writing

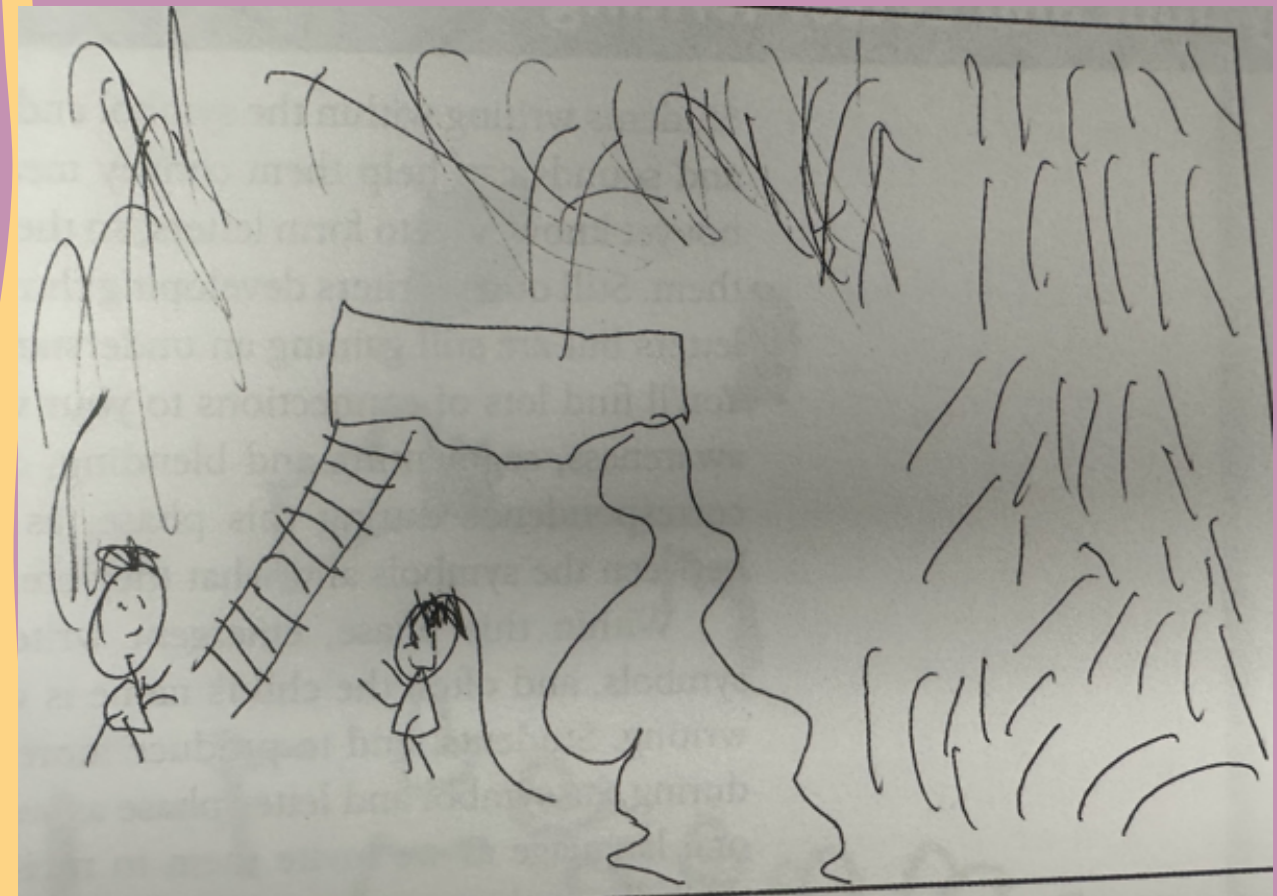
symbol and letter
writing

Transitional Writing

Conventional
writing

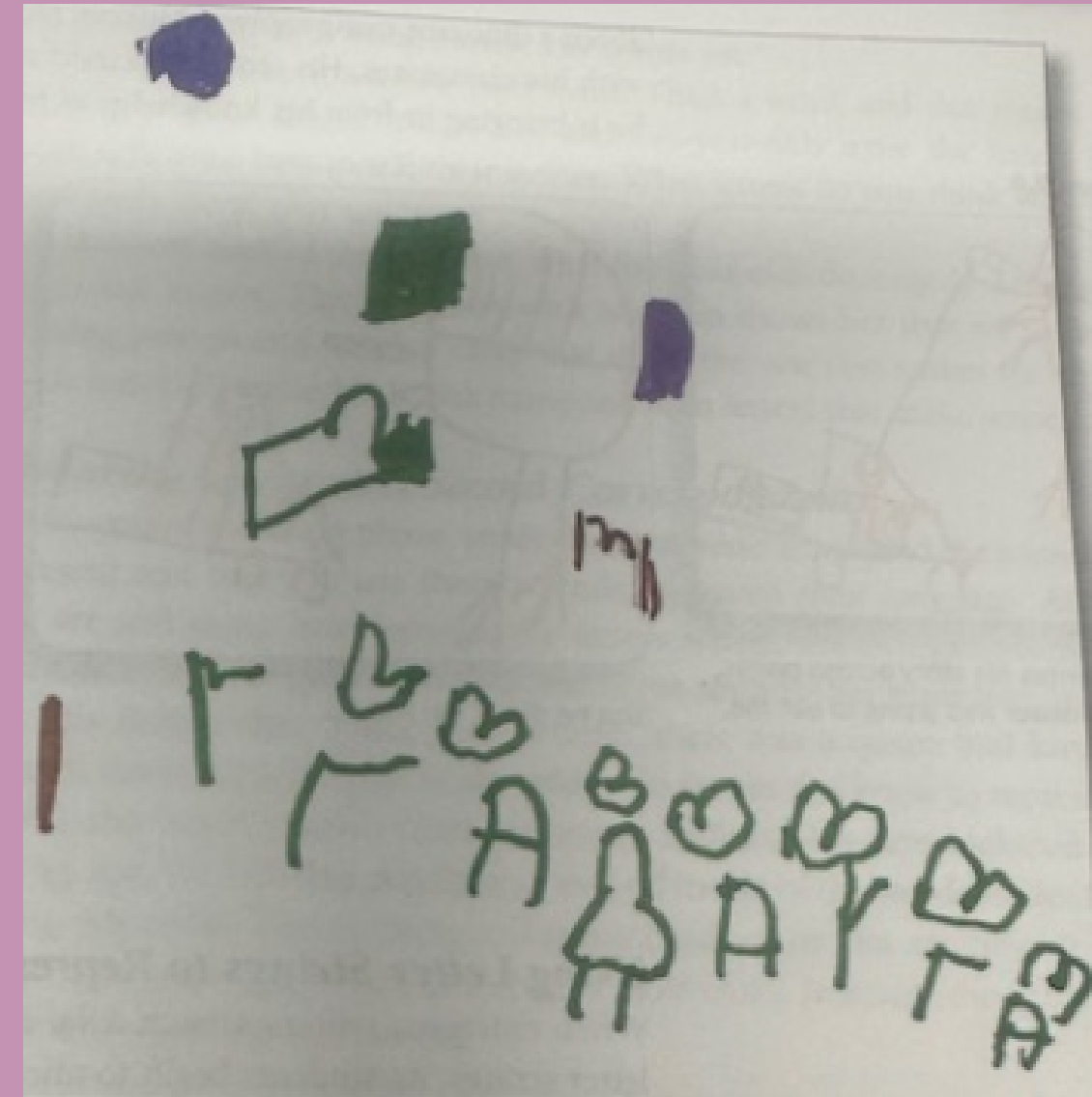
Scribble Writing

- Drawing to represent writing
- Relaying heavily on oral language
- Using a variety of lines and dots to record language



Symbol and Letter Writing

- Using mock letters of symbols
- Including representation drawing
- Using letter strings
- Exploring letter/sound correspondence
- Experimenting with labeling



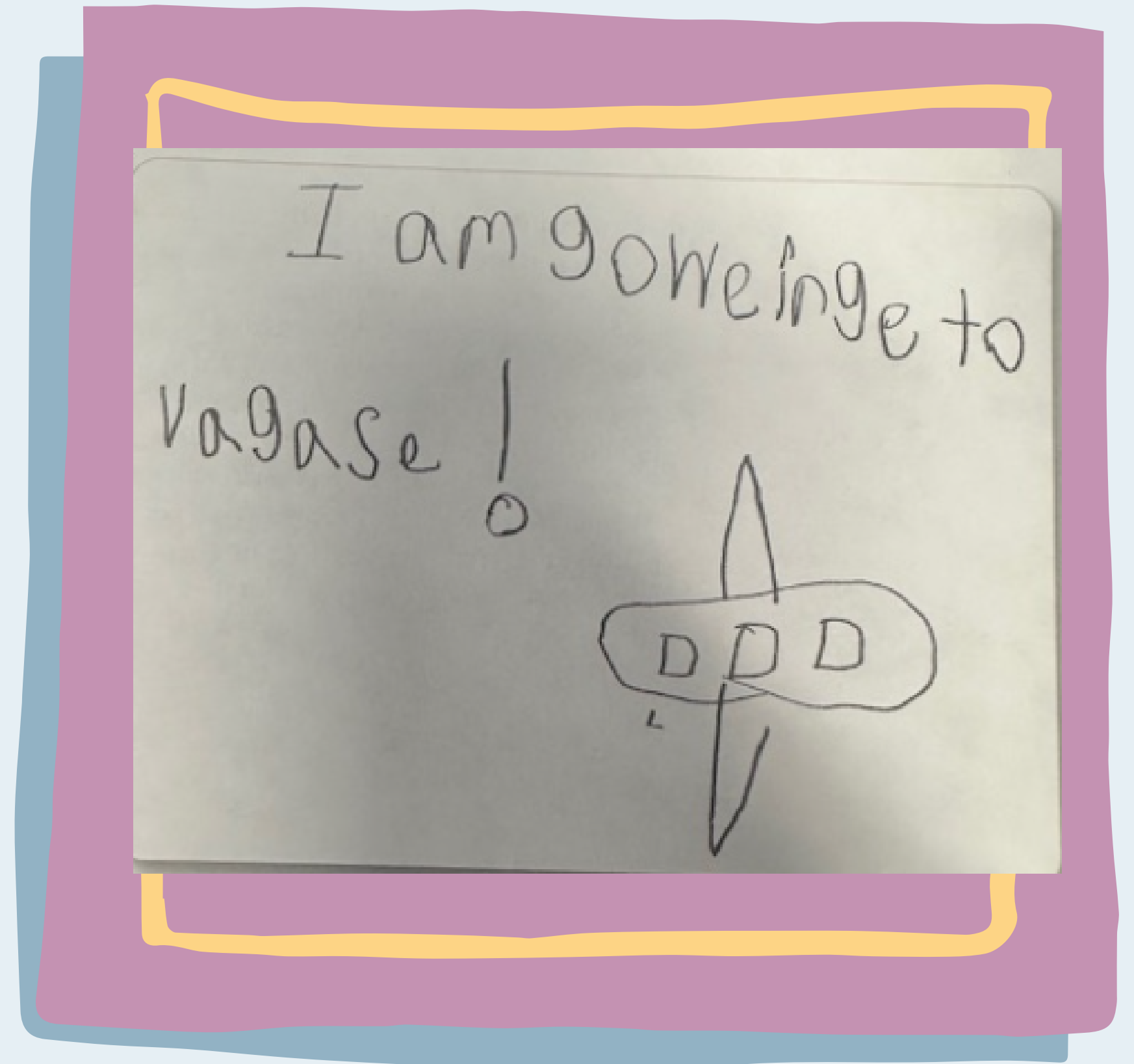
Transitional Writing

- Labeling pictures using sounds
- Invented spelling
- Copying words from the room
- Beginning to use spaces
- Exploring capitalization and punctuation



Conventional Writing

- Conventionally spelling common words
- Using spaces between words in sentences
- Using some punctuation
- Using both uppercase and lowercase letters intentionally



Avenues of Support



as you confer with students, keep in mind how you will utilize these pathways when you support your early writers. (page 82)

concepts about print

In this pathway of support, writers will explore how print works.

oral language

In this this pathway of support, you will want to encourage writers to consider the focus phrase and tell about their picture in a way that their writing will eventually sound.

illustrating

In this pathway of support, writers will begin to add more to their illustrations to compose the written language.

writing

In this pathway of support, students will move from labeling pictures to writing sentences, expanding on those sentences, and using capitalization and punctuation. You will want to encourages students to begin using words and I

Invitation to Imitate

During invitation to imitate, the writing can be shared or interactive.

Shared

Interactive

Highest Scaffold

Teacher Writes

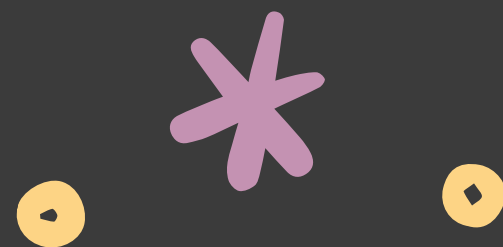
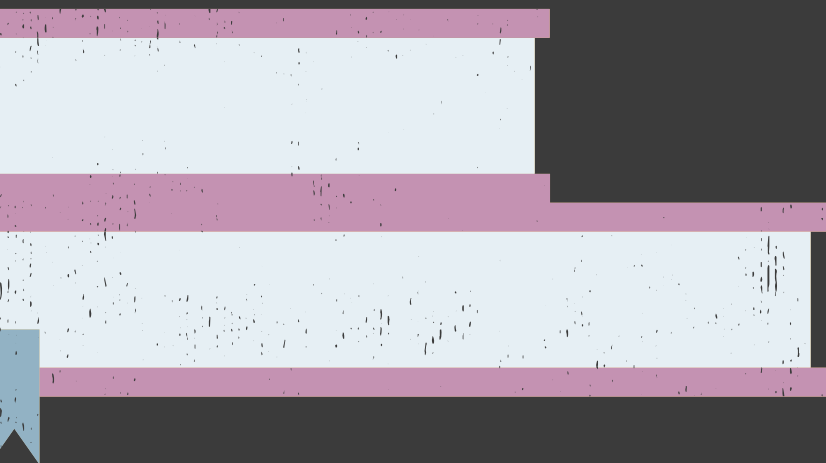
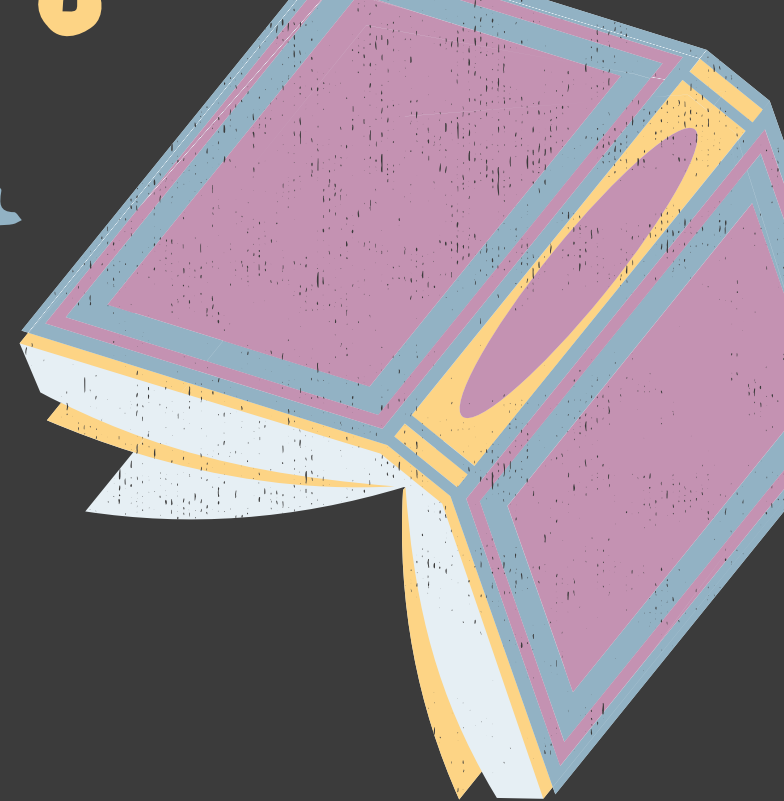
Teacher and
Students Share
Pen

All Students
Could Use Dry
Erase Boards



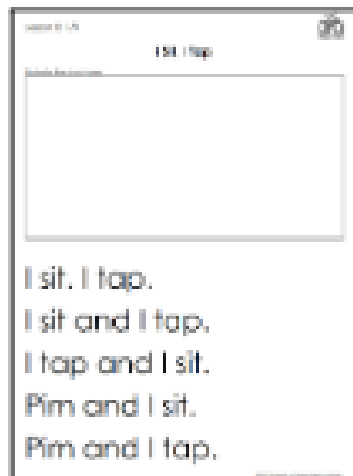
CREATIVE WRITING SKILL

PATHWAYS OF
SUPPORT AND HOW TO
USE THIS DURING PLAY



Kindergarten Literacy Rotation Ideas- Theme 3

Reading



Students can practice rereading decodables from UFLI or other texts that allow them to apply phonetic skills to continuous text.

ABC Sound Match



Letter knowledge should start becoming more secure and automatic and we should focus on adding in sound knowledge. For this center the UFLI trays can be utilized.

1. Pick up the letter
2. Name the sound it makes
3. Match it to the arc or linking chart.

Making Words

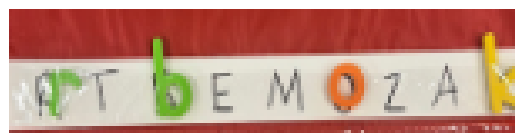


Known letters: a, m, s, t, p, f, l, n, o, d, c

Students use letters taught in UFLI to create words. This could be taught with magnetic letters, dice to roll a word, or building with letters cards.

Students can build the words and then practice reading words they make.

ABC Knowledge



Students can match capital and uppercase letters. This can be done with magnetic letters, clothespins, seasonal cards, etc.

Writing



Students can choose to practice fine motor skills of writing letters or free choice of writing and reading what they wrote. You can leave various types of paper to encourage students to write and use oral language about what they wrote.

hood Center teachers, experience you are in and y the skills in the scope and based on the week of		Construction	Transportation	Farm to Table		Space
	Dates	Campus Based Unit Theme		Days in Week	Letter Learning	Writing PK Writing Guidelines
ff		Read Aloud 1: 15 min Read Aloud 2: 15 min	Centers 1: 60 min Centers 2: 60 min			15 min
	Aug 12-14	Introduction to Pre-K/ All About Me EC 1st 3 Days: Routin...		3		
	Aug 17-21	Introduction to Pre-K/ All About Me		5	Learn Classmates' Names	POW 1.1 I write with words and pictures
	Aug 24-28	Pet Central Read Aloud/Science/S.S.		5	Learn Classmates' Names	POW 1.1 I write with words and pictures
	Aug 31-Sept 4	Pet Central Read Aloud/Science/S.S.		5	Letter Intro 1st Cycle Aa,Bb,Jj	POW 1.2 I use words to make sentences.
	Sept 8-11	Pet Central Read Aloud/Science/S.S.		4	Oo,Dd,Zz	POW 1.2 I use words to make sentences.
	Sept 14-18	Pet Central Read Aloud/Science/S.S.		5	Vv,Pp,Kk	POW 1.3 I tell about people, places, and things in my writing.

Planning for Play through lesson 2.5

Flag pg. 61-62 in POW Manual



When Can We Play with Writing?

Play during Patterns of Wonder Time

Play during Writing

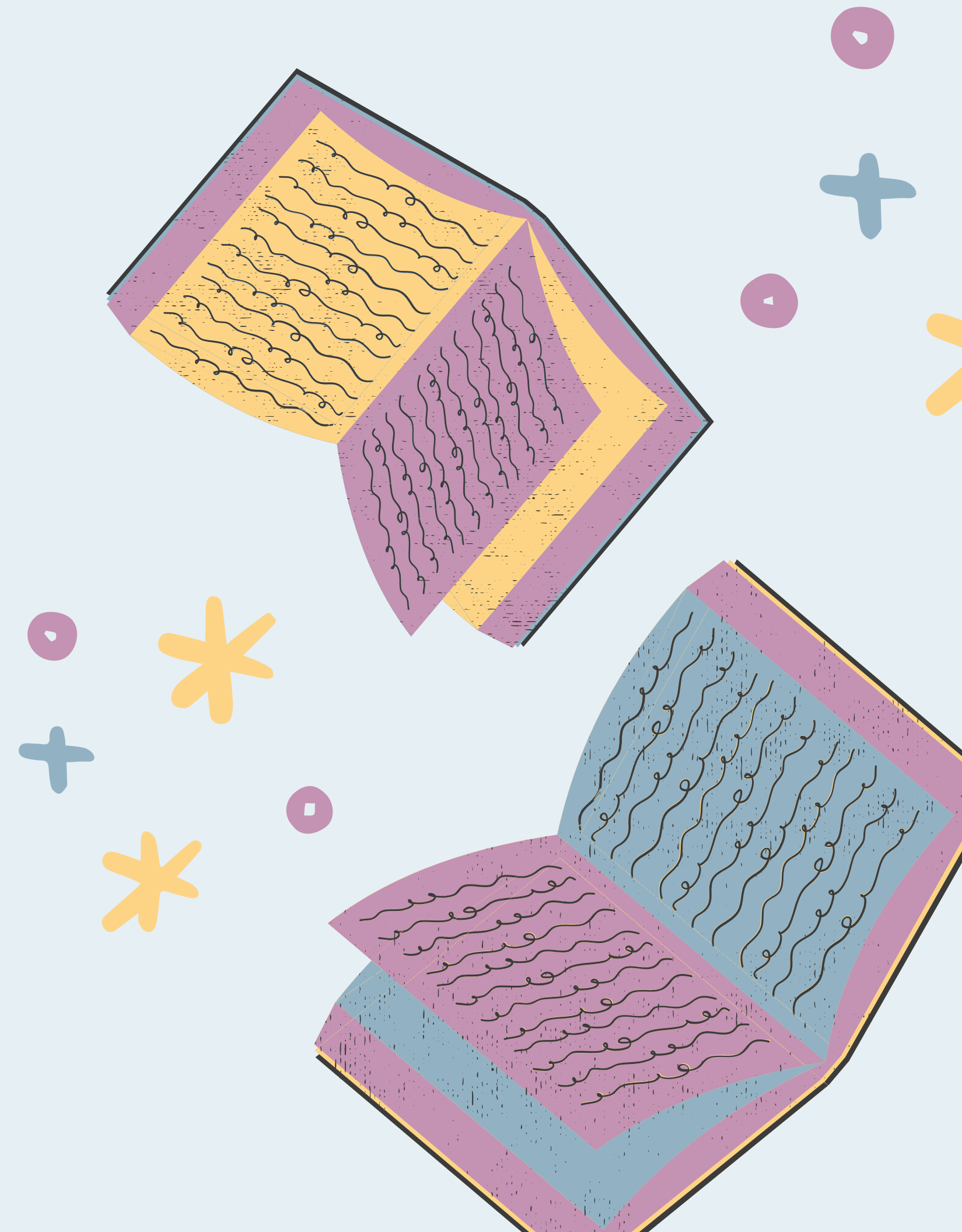
Play During Centers

Play During Small Group Instruction

Planning for Play

Where can this focus phrase fit
in our day?

2.5 I show and tell about people
places and things in my writing.



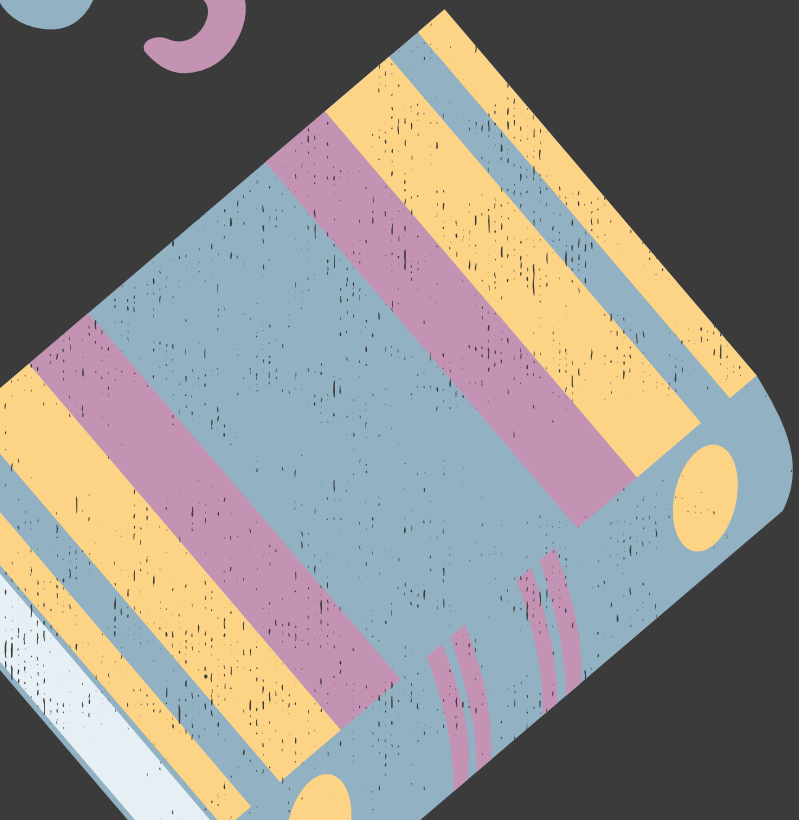
center opportunities for play

focus phrase should be hung over the writing center



- stickie notes
- free writing books
- dry erase markers & boards
- construction paper and crayons
- paper or images in sheet protectors
- books

What Are Opportunities for Play in Lesson 2.5?



Lesson 2.5 Focus

Phrase:

(think through this focus phrase for your grade level.
what can we do to support this concept within centers
and writer's workshop)

I show and
tell about
people places
and things in
my writing

Label pictures in sheet protectors.

Create a book with pictures and words.
Practice "reading" your words after.

Sticky notes to create labels in
a center.

Paint a picture in creativity station and
write "words" to tell about it.

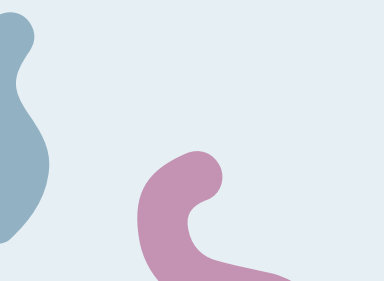


Lesson 1.2 Focus

Phrase:

(think through this focus phrase for your grade level.
what can we do to support this concept within centers
and writer's workshop)

I use words
to make
sentences



Let's dig into your curriculum!

how can we integrate the focus phrases within writing/curriculum?

what questions do you have?



**TO RECEIVE CREDIT FOR THIS SESSION,
MAKE SURE YOU COMPLETE THE
SURVEY AT THE END**





WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>



SCAN HERE >