


Writing about Children: Promoting Skills for Objectivity and Reflection among Pre-service Teachers, Child Care Providers, and Parents

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1. **Background** – Our perspective teaching writing to adult English learners
2. **Writing Objectively**
 - a. Necessary skills
 - b. Recognizing objective writing
 - c. Process writing assignments
 - i. Describing a child
 - ii. Describing a child's environment
 1. activities to develop a more precise vocabulary
 2. using ECERS for vocabulary development
 - 3.

Describing an environment objectively: *Look at the picture below. Talk to a partner using the antonyms above. Make questions and answers. Follow the model.*

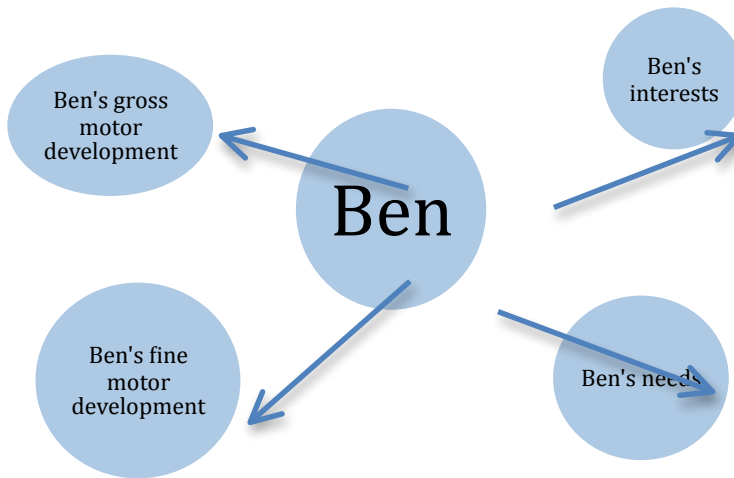
| | |
|--|---|
| <p>Model 1: room / well-lit A: Is the room <u>well-lit</u> ? B: Yes, it is. It's <u>well-lit</u>. It's not <u>poorly-lit</u>.</p> | <p>Model 2: chairs / adult-sized A: Are the chairs <u>adult-sized</u> ? B: No, they aren't. They're <u>child-sized</u>. or room / chilly A: Is the room chilly? B: I'm not sure. I can't tell from the picture. It seems warm and sunny.</p> |
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| <ol style="list-style-type: none">1. furniture / new?2. environment / spacious?3. classroom / poorly-lit?4. room / crowded?5. environment/ noisy?6. walls / painted?7. furniture / adult-sized?8. chairs / in good condition?9. room / warm10. classroom / poorly maintained |  |
|---|--|

3. **Writing reflections**

- a. Necessary skills
- b. Challenges for and needs of inexperienced writers of reflection
- c. Activities that promote reflection
 - i. Reflecting on a short video clip

Clustering for reflection: *Discuss your ideas in the cluster above. Use the sentence starters below. Listen to your partner's ideas before writing your answer..*



Sentence starters for reflection: *Discuss your ideas in the cluster above. Use the sentence starters below. Listen to your partner's ideas before writing your answer..*

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| <p>I saw several examples of _____'s motor development.</p> <p>He uses his gross / fine motor skills to _____.</p> <p>He uses his _____ to _____</p> <p>He/She _____ with _____</p> <p>I think he will soon be able to _____.</p> <p>He is very interested in _____.</p> <p>In the future, _____'s caregiver / mother / father / teacher can continue to promote his development by _____.</p> |
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- d. Activities that promote vocabulary development
 - i. Using the DRDP as a reading and vocabulary text
 - ii. Speaking about developmental profiles

Documenting development in gross motor skills

A. Read the Developmental Profile Form below.

| | | | | | |
|---|--|---|--|--|---|
| Developmental Domain: MPD—Motor and perceptual development | | | | | |
| Measure 31: Gross motor | | | | | |
| Infant / Toddler: | | | | | |
| Definition: Child moves different parts of body or whole body | | | | | |
| 1. Mark the developmental level the child has mastered. | | | | | |
| 1 <u>Moving with Reflexes</u> | 2 <u>Combining Simple Movements</u> | 3 <u>Coordinating Simple Movements</u> | 4 <u>Exploring Complex Movements</u> | 5 <u>Making Complex Movements</u> | 6 <u>Expanding Complex Movements</u> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Moves body with reflexes | Combines the movement of more than one body part | Coordinates the movement of arms and legs to move whole body | Coordinates movement of whole body while standing on two feet using support | Coordinates movement of whole body while standing on two feet without support | Coordinates highly complex movements with confidence and ease |
| Examples: • Moves leg. • Turns head. | • Turns head and reaches for toy. • Waves arms and kicks legs at the same time. • Holds onto foot while lying on back. | • Rolls from stomach to back or from back to stomach. • Crawls to other side of room • Scoots or rolls in direction of toys. • Gets up on all fours. • Moves from lying down to sitting position. | • Holds onto table and sidesteps around it. • Takes steps forward and sideways while holding onto furniture. • Uses table to pull self to standing position. | • Steps sideways. • Walks up stairs by putting two feet on a step before going to the next one. • Steps backward. • Squats to reach for toy and stands up unassisted. | • Walks up steps with alternating feet. • Walks on tiptoes, while softly humming a song to herself. • Runs while holding a toy. • Steers bicycle while pedaling. • Picks up a child-sized chair and carries it across the room. |

B. Answer the questions about the form. Talk about the answers with a partner.

C. Look at the examples of behavior below. In the blanks, write a number to show the correct Developmental Level. Talk about the level with a partner. Follow the models.

Model:

| | |
|---|---|
| A: She turns her head. She's moving with reflexes. B: Yes, that's right. She's moving with reflexes. Soon she'll be combining simple movements | A: He waves his arms and kicks his legs at the same time. He's coordinating complex movements. B: I disagree. I think he's combining simple movements now. I believe that he'll be coordinating complex movements in the future. |
|---|---|

- 1 She turns her head.
- 2 He waves his arms and kicks his legs at the same time.
- ___ She takes steps while holding onto furniture.
- ___ He steps sideways and backwards.
- ___ She rolls from her stomach to her back or back to stomach.
- ___ He uses a table to pull himself up to standing.
- ___ She crawls from one side of the room to the other.
- ___ He squats to reach for a toy.
- ___ She steers the tricycle while pedaling.
- ___ He walks up steps with alternating feet.

e. Activities that teach structures frequently occurring in reflections

i. Using gerunds and infinitives

Language Focus: Discussing needs and preferences with gerunds and infinitives

| Verbs followed by gerunds | Verbs followed by infinitives |
|--|---|
| <ul style="list-style-type: none">• He enjoys + verb+ing• He spent 10 minutes + verb+ing• She's interested in verb+ing• He is focused on verb+ing | <ul style="list-style-type: none">• He wants + to + verb• He needs + to + verb |
| | Verbs followed by gerund or infinitive |
| | <ul style="list-style-type: none">• He loves + to verb / verb+ing• He likes + to verb / verb+ing |

4. Summary

5. Conclusion, Questions, and Feedback