

Kindergarten Writing and Representing Development: Reflecting

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
The Child	With direct support, may participate in writing/representing experiences to communicate a message. May understand writing/representing as thoughts written down.	With guided support, participates in writing/representing experiences by using approximations of emergent symbol systems (a combination of picture, oral description and symbols). More of the meaning is conveyed in picture and oral description.	With minimal support, participates in writing/representing experiences using an emergent symbol system (a combination of picture, oral description and conventional letters) to communicate ideas. Meaning is beginning to be conveyed in the writing.	Participates in writing/representing experiences using a mixture of emergent and conventional symbol systems. Meaning is conveyed in both the writing and the accompanying representations and oral description.
Thinking/Metacognition				
Reflecting	With direct support may say something about writing/representing process.	With guided support says something about writing/representing process.	With minimal support reflects on writing/representing process and learning.	Reflects on writing/representing process and learning.
The Support/Scaffolding*	The Model: showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	The Coach: structuring, sequencing, focusing, cueing, guiding, organizing, supporting	The Advisor: suggesting, reminding, prompting, monitoring, asking for elaboration	The Mentor: extending, stretching, wondering aloud, exploring, "what if-ing"
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

Scenario: This kindergarten class has celebrated 100s day with many different counting and representing activities. The teacher has taken photographs of the children participating in 100s day activities around the school. The next day, she puts a wide variety of photos in the writing centre and invites the children to help create a class 100s Day Memory Book. Students may write about any photo they choose. She provides a template with a place to glue a photo and a place for the words.



Direct Support

Derek, an action-oriented child, is attracted to a photo of the primary classes outside the school releasing 100 balloons into the sky. He glues the picture onto a page, quickly prints 100 below it, takes it to the teacher and says, "Here, I'm done." The teacher is aware that Derek needs direct support to slow down and reflect, and that he is more thoughtful when in a quiet group with his peers. She *explains*, "When we share our pages at circle time, I'm going to ask you to say something about this writing." She gives two *examples* to stimulate his thinking: "Maybe you could explain why you chose this picture to write about, or you could tell what the 100 means. Can you be ready to say something at circle time?" Derek nods and moves on to the blocks.



Guided Support

Farah finds a picture of herself and Shania, her grade 5 buddy, making 100s day crowns. She writes, "I love Shania," and decorates her page with hearts. The teacher sits beside Farah and provides guided support for reflection by *focusing* on the meaning of her message. She cues Farah by saying, "I see that you've used hearts to show your feelings." Farah responds with, "Yes. I made them all colours of pink because that's Shania's favourite colour."



Minimal Support

Colleen is sitting with her friend Jana, and they are looking at a picture of themselves counting out 100 buttons. With one another's minimal support, they are reflecting on some of the other collaborative books the class has made in the past. Jana says, "Remember the book we made when school started? It had all our pictures in it. We didn't even put any words—just our names!" Following this *prompt*, Colleen adds, "Yeah, now we can write letters and words." Jana asks, "What can we put for this picture? Oh, I know... 'It was fun.' I know 'fun'—f-u-n. "



Without Support

Teresa has chosen a picture showing herself holding the poster she made for 100s day. Without support, she is reflecting on how she composed the poster with stickers, and what she learned from the process. She tells her friend Grayson, "It says '100 stickers' and my name. I like it because it's colourful. I had to find the right letters for all the words before I started. It was a lot of work."



Reflection develops as a process where children are provided with opportunities to verbalize their thinking both to themselves and to others.