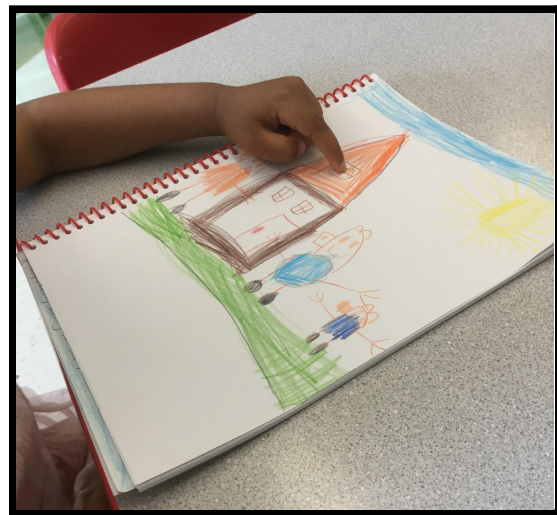
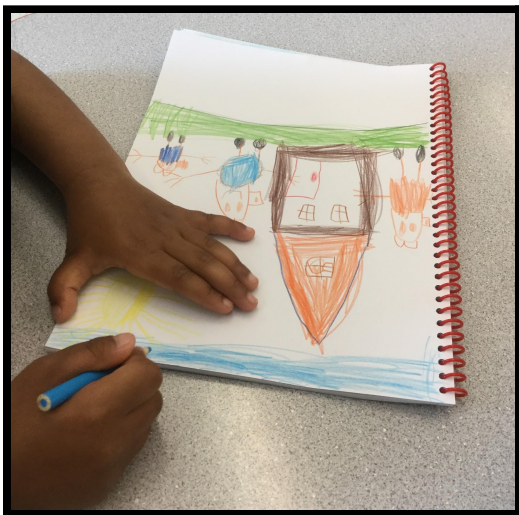








## What does journaling look like in the classroom?

- A journal is a place for children to express themselves through drawing and mark making. The adult's job is to support and scaffold, based on each child's need.
- A journal can be a small teacher-made booklet with a few blank pages stapled together, a blank composition book, or a small spiral notebook.
- A journal is a place where children can write stories about themselves, things that happened in their lives, their families, experiences, etc.
- Some children also will want to write stories about fictional events.
- Labeling and dictation are at the heart of young children's early journaling experiences.
- Initially the child may begin with a drawing and teachers can label the drawing with a few words.
- Eventually children will tell longer stories and may need gentle scaffolding to expand their narratives.



# Developmental Stages of Drawing

Perspectives		Drawing Development in Children					
Viktor Lowenfeld Betty Edwards							
2   3   4   6   8   12   14 yrs		2 years	3 years	4 years	6 years	8 years	10 years
Viktor Lowenfeld <i>Creative and Mental Growth</i>	<b>Scribbling stage</b>  First disordered scribbles are simply records of enjoyable kinesthetic activity, not attempts at portraying the visual world. After six months of	<b>The preschematic stage</b>  First conscious creation of form occurs around age three and provides a tangible record of the child's thinking process. The first representational attempt is a person, usually with circle for head and two vertical lines for legs. Later other forms develop, clearly recognizable and often quite complex. Children continually search for new concepts so symbols constantly change.	<b>The schematic stage</b>  The child arrives at a "schema," a definite way of portraying an object, although it will be modified when he needs to portray something important. The schema represents the child's active knowledge of the subject. At this stage, there is definite order in space relationships: everything sits on the base line.	<b>The gang stage: The dawning realism</b>  The child finds that schematic generalization no longer suffices to express reality. This dawning of how things really look is usually expressed with more detail for individual parts, but is far from naturalism in drawing. Space is discovered and depicted with overlapping objects in drawings and a horizon line rather than a base line. Children begin to compare their work and become more critical of it. While they are more independent of adults, they are more anxious to conform to their peers.			


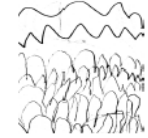
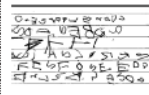
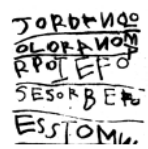


\*<http://thevirtualinstructor.com/blog/the-stages-of-artistic-development>

# Developmental Stages of Writing

Literacy

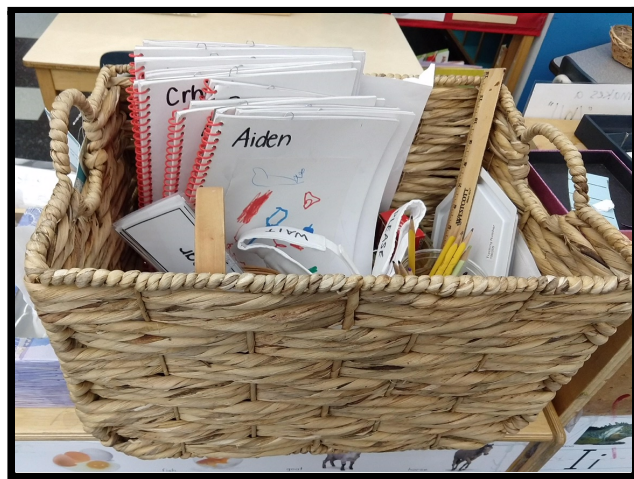
**Objective 19** Demonstrates emergent writing skills  
Teaching Strategies Gold

b. Writes to convey meaning

Not Yet	1	2	3	4	5	6	7
	<b>Scribbles or marks</b> <ul style="list-style-type: none"> <li>Scribble writes deliberately</li> <li>Makes marks that appear to adults to be in random order</li> </ul>  <p>Maya said, "Here Mommy. Read this."</p>	<b>Controlled linear scribbles</b> <ul style="list-style-type: none"> <li>Scribbles lines, circles, or ziggags in rows</li> <li>Often repeats action and forms</li> </ul>  <p>Carolyn said, "That's my phone number. You can call me."</p>	<b>Mock letters or letter-like forms</b> <ul style="list-style-type: none"> <li>Writes segments of letter forms, e.g., lines, curves</li> <li>May use too many segments to create a letter, e.g., five horizontal lines on the letter E</li> <li>May not orient letter segments correctly</li> </ul>  <p>Erica said, "I'm writing my ABCs just like my sister."</p>	<b>Letter strings</b> <ul style="list-style-type: none"> <li>Writes strings of letters</li> <li>Writes some letters correctly</li> <li>Writes letters in unconventional order</li> <li>Begins to separate groups of letters with spaces</li> <li>May copy environmental print</li> </ul>  <p>Jordan said, "Here's a ticket! You're under arrest!"</p>	<b>Early invented spelling</b> <ul style="list-style-type: none"> <li>Uses first letter of word to represent whole word</li> <li>Writes initial and/or final sounds of a word to represent the whole word</li> </ul> <p><i>*Note: In Spanish, early invented spelling may consist primarily of vowels.</i></p>  <p>Meir wrote, "Uncle Clay, I love you."</p>	<b>Late invented spelling</b> <ul style="list-style-type: none"> <li>Begins to include beginning, middle, and ending sounds in words</li> <li>Represents most of the sounds heard in words in the correct order</li> </ul>  <p>Jenna said, "I need to buy some blackberries and grapes at the store."</p>	

# Establishing the Journaling Environment

1. Think about when you might do journaling, such as in a small group during morning choice or rest time.
2. Create a place in the classroom for all of the journaling materials to be located, such as a basket or a shelf in the writing area. This place should be accessible to children and have:
  - A journal for each child
  - Short writing pencils, colored pencils and crayons
  - A date stamp and ink pad
  - A basket of familiar pictures/words to give children inspiration and words to copy (mom, dad, cat, etc.)
3. Develop systems for tracking who has had a turn and who needs a turn, each week. Some teachers:
  - Use a “To Do” basket and a “Completed” basket
  - Create a weekly checklist
  - Divide children into Journaling Groups, for each days of the week





## Ways to Inspire Journaling

In whole or small group lessons, teachers could:

- Model journaling using a shared group experience.
- Generate journaling topics (Morning Meeting discussion is a good time for this).
- Create anchor charts of topics for journaling. Some may be:

Favorite things	Family
School	Food
The Playground	Animals
Home	Current theme topic

