



## Teacher Intervention Supporting Children's Talk and Writing Through Play

### E-kinoomaaged e-zhi-wiijiwed Aasgaabwitowaad Binoojiinh Giigidod miiniwaa Zhibiiged Pii Wiidookaazod

#### What you need to know

##### Aabideg waa-kendiman

Young children's early writing takes the form of scribbles, marks, drawings, letter-like forms and conventional letters and words. It is important for children to see that writing is a meaningful part of everyday life. Teacher participation in play contexts can support children's oral language and literacy.

Eshkiniigijig binoojiyag doo-ntami-zhibiwinwaa aawon gegoo nchi-naajibiigan, beshaakibiigan, mzinbiigan, gegoo ezhinaagok zhibiigan miiniwaa gindaasowinak miiniwaa kidwenan. Gchi-piitendaagwad nji-sa binoojiyag ji-waabndamoowaad ezhi-gchi-piitendaagok zhibiigewin nikeyaa enso-giizhigak. Ekinoomaaged ji-wiidookaazod wiidookidaading nikeyaa da-aasgaabwitaagemgwad pii maaba binoojiinh di-nowewin miiniwaa gindaasod.

#### Why this research is important

##### Enji-gchi-piitendaagok maanda ndi-kenjigewin

In an era of large-scale literacy tests, there is pressure on teachers at all levels to limit the teaching of writing to developing measurable literacy skills, rather than exploring literacy practices within a wide range of social contexts. Additionally, teachers often report feeling uncertain about how to encourage and scaffold children's talk in classrooms. This research offers specific, classroom-based ways to address these concerns.

Pii dash digok maanda mechaag ndikenjigewin ezhi-gindaasong, temgwad mooshkin gegoo nikeyaa gonda ekinoomaagejig ezhi-gnowaabmindowaa mooshkin go kina bangii ji-teg kinoomaadiwin ezhizhibiigeng ji-maajiishkaamgok debaashkoojigemgok gindaasowin gishkiweziwin, booj dash ji-ndikenjigaadeg gindaasowin gishkiweziwinan ooshme niibina nikeyaa ezhichigeng. Miiniwaa dash go, ekinoomaagejig naa'aa pii dibaajimowag zhiyaawaad ge-zhi-wiindimoowaa'aad binoojiyin ji-mkowaamaawaad miiniwaa ji-aasgaabwitowaa'aad doo-giigidowinwaa kinoomaage-aajkinganing. Maanda ndi-kenjigewin zhinoomaagegwad gwek, kinoomaage-aajkinganing zhichigewinan ji-wiidinimaading ezhibak.



## **How this research was conducted**

### **Wenesh maanda ndi-kenjigewin gaa-shi-zhowebak**

Teachers video-recorded their interactions with children in play contexts involving some form of writing. Teachers and university researchers analyzed ways in which teachers supported children's language and learning, and considered possible alternatives.

E-kinoomaagejig gii-mzinaateshmidzowag ezhi-miikowaa'ad nindan binoojiyin pii wiidookidaadiwaad bekish dash zhibiigeng. Ekinoomaagejig miniwaa gchi-kinoomaagegamigoong endikenjigegig gii-gnowaabndaanaa'aa nikeyaa gonda ekinoomaagejig e-zhi-aasgaabwitowaa'aa nindan binoojiyin di-nowewinwaa miinwaa doo-kendaasowinwaa miiniwaa ji-waamgok gegoo bebkaan zhichigewinan.

## **What the researcher found**

### **Gaa-mkang maaba endikenjiged**

Dramatic play centers (e.g., dress-up center and mailbox center) provided motivational and authentic contexts for children to explore what they could do with talk and writing in everyday social contexts. Teachers supported students' language learning by posing interesting problems, encouraging children to consider possible solutions, modeling the use of more complex language, and introducing vocabulary in context. Teachers also modeled ways in which writing could be used in everyday life and provided materials and contexts for children to recognize and try out authentic writing practices.

Maanjiinwin wiidookidaadiwin enjiteg (e.g., enji-biiskoniiyeng miiniwaa enji-booschigeng) aawon gegoo wenjishing binoojiinyag nikeyaa ji-kendimowaad eshchigewaad ji-giigidong miiniwaa ji-zhibiigeng enso-giizhigak zhichigewinan. Ekinoomaagejig gii-aasgaabwitowaa'aa ekinoomaagozinjin ezhi-kendimoowaa'aa di-nowewinowaa zhitoowaad gegoo egchi-piitendaagok ezinagak, weweni wiindimoowaa'aa binoojiinyin nooj gegoo gezhi-naawsek, wiindimoowaa'aa ooshme ezinagak kidwenan ji-nakaazowaad, miiniwaa shki-kidwenan ji-nakazowaad, e-kinoomaagejig go-gewii gii wiindimoowaa'aa weweni waa-zhi-zhibiigeng ge-nakaazowaapa enso-giizhigak miiniwaa gii-miigwewag nakaazowinan miiniwaa nikeyaa gonda binoojiyagji-nsadowaabndamoowaad miiniwaa ji-gweji-gwejtoowaad e-debwe'endaagok zhibiigewinan.



## How this research can be used

### Wenesh maanda ndikenjigewin ezhi-nokaazong

Teachers can participate in children's dramatic play to support children's language and writing. They can show how language and print can be used in the wide range of social contexts that are part of everyday life. Teachers can model vocabulary, sentence structure, and ways to create written texts for a range of purposes. They can build on children's cultural knowledge from their lives outside of school to support children's conceptual learning, as well.

Ekinoomaagejig daa-wiijiwewag pii binoojiinyag maanjini-wiidookidaadiwaad ji-teg aasgaabwitaagewin binoojiinh ezhi-giigidod miiniwaa ezhi-zhibiiged. Daa-zhinoomaagewag ge-zhi-nakaazowaad nindan giigidowinan miiniwaa ezhibiigaadeg nooj nikeyaa enso-giizhigak bimaadiziwinwaa. Ekinoomaagejig daa-zhinoomaagewag ezhinaagoziwaad zhibiiganak, enaabiising kidwenan, miiniwaa nooj nikeyaa ge-zhi-zhibiigeng nooj gegoo nji. Daa-maajiishkaatoonaawaa binoojiinyag ezhi-kendimoowaad di-naadiziwinwaa wiiniwaa ezhi-bimaadiziwaad zaagijeying enji-kinoomaading ji-aasgaabwitowaa'aa binoojiinyin ezhi-kendaasowaad, bekish.

**Keywords:** play, oral language, early writing, vocabulary development, teacher intervention

Gchi-kidowinan: wiidookidaadiwin, nowewin, gaa-zhi-ntami-zhibiigeng, gindaasowinag ezhi-maajiishkaa'aad, ekinoomaaged ezhi-miikwind

## Publications based on the research

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