|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Facilitator** | **Content/Activity** | **Materials**  |
| 60 – 90 min. before training |  | Set up: * Post parking lots charts on the wall – 1 on each side of the room
* Agreements chart on chart stand, keep it covered up until training
* Place placemats and empty zip lock bags of materials on tables
* Place one briefcase on the end of each table
* Place participant folder on table or handout at registration if someone is there to monitor
* Set up registration table
* Set up LCD, computer & speaker TEST SOUND BEFORE SESSION BEGINS
 | AV set up –computer, LCD, speakers, power strip, ex. cords, CDs, trainer’s toolboxSee inventory sheet for individual table briefcasesPut table boxes **under** table |
| 30-45 min. before training |  | Registration | Stick on name tags, dark color marker for name tags, pens, and sign-in sheets |
| 8:30-8:35Slide 1 |  | **Welcome**Welcome, logistics, parking lots, walk through folders, handouts, agenda | HO: PowerPoint handouts  |
|  8:35-8:40(5min)Slide 2-3 |  | **Activity Plan 1: Community Builder****GOAL:** Recognize the challenging of learning to write as well as not understanding what the directions are. That individual child can get “lost in the crowd.”  | * PowerPoint slides
 |
|  8:40-8:45Slides 4-5 |  | **During this session we will:** |  |
| 8:45-8:55Slide 6-14 |  | **CDE Publications and Resources that Support TK Implementation** | * Slide 13-14, Handout 1: ELD and LLD Foundations
 |
| 8:55-9:05Slide 15 |  | **TK Classroom Example Writing video** |  |
|  9:05-9:20(15min)Slide 16 |  | **Activity Plan 2: Rolling Writing Challenge****GOAL:** Participants will understand that perceptual motor skills in addition to loco motor skills play an essential role in a child’s development of writing. | * PPT slide
* Handout 2: Supporting Muscle Development for Writing
* Copy paper- one per participant,
* Different colors of crayons, and or writing utensils.
 |
| 9:20-9:30Slide 17-22 |  | **What does physical development have to do with it?** | * Slide 18, Handout 2: Supporting Muscle Development for Writing
* Slide 22, Handout 3: Alignment Document Table 1.4
 |
|  9:30-9:35Slide 23 |  | **Top Ten Languages Spoken by English Learners in California** | * Slide 23, Optional Handout: Data
 |
| 9:35-9:45(10min)Slide 24 |  | **Activity 3a: Writing Progression****GOAL:** Place the terms, descriptors, and work samples created by participants in a developmental sequence that matches the DRDP-K (2015) measure page. | * PowerPoint slides
* Handout 4: DRDP-K Measure LLD 10
* One envelope with developmental level labels descriptors cards and 8 blank ¼ sheet of paper
* Play doh
* Toothpicks that participants can choose to use while creating their writing samples
* Paintbrushes of all shapes and sizes
* Markers
* Chalk
* Crayons
* Finger paint
 |
| 9:45-10:00Slides 24-31 |  | **What does the path look like?** |  |
| 10:00-10:05Slide 32 |  | **DRDP-K (2015) LLD 10 Emergent Writing** | * Handout 4: DRDP-K Measure LLD 10
 |
| 10:05-10:15(10min)Slide 33-34 |  | **Activity 3b: Writing Measure****GOAL:** Place the terms, descriptors, and work samples created by participants in a developmental sequence that matches the DRDP-K (2015) measure page. | * PowerPoint slides
* Handout 4: DRDP-K Measure LLD 10
* One envelope with developmental level labels, descriptors cards and 8 blank ¼ sheet of paper
* Play doh
* Toothpicks that participants can choose to use while creating their writing samples
* Paintbrushes of all shapes and sizes
* Markers
* Chalk
* Crayons
* Finger paint
 |
| 10:15-10:20Slide 35 |  | **English Learner Reflection** | * Handout 5: LLD Writing Strategies
* Handout 6: ELD Writing Strategies
 |
| 10:20-10:25Slide 36-38 |  | **The Importance of Writing** |  |
| 10:25-10:45Slide 39-41 |  | **Focused Video Viewing** |  |
| 10:45-10:50Slide 42 |  | **The Importance of Sensorimotor Skills** |  |
| 10:50-11:10(20min)Slide 43-44 |  | **Activity 4: Let’s have some fun!****GOAL:** Understand the motor skills needed to write. | * PPT slide,
* Handout 7: Let’s have some fun with the physical development foundations!
* Handout 8: Supporting Children with Disabilities
* Enough materials in individual Ziploc bag for each person to play with:
1. Play dough or clay
2. Sponge with container of water
3. Clothespin and a bowl or container without a lip to clip them onto
4. Tongs with a bowl of pom poms
5. Markers and paper
6. Droppers and cups of water
7. Different size and texture paint brushes and paints
8. Table top easel
9. Finger paint and different texture papers
10. Building materials such as tinker toys or Velcro blocks
 |
| 11:10-11:05Slide 45 |  | **LLD Interaction and Strategy** |  |
| 11:05-11:10Slides 46-47 |  | **Activity 5: Webbing Planned Learning Opportunities****Using the Framework for Support** | Slide 47, Activity 5 , Handout 9: Planned Learning Opportunities Writing Web |
| 11:10-11:15Slide 48 |  | **Build on existing strengths.** |  |
| 11:15-11:20Slide 49 |  | **Strategies to Support Writing in English-Language Development** | Slide 49, Handout 5: LLD Writing Strategies and Handout 6: ELD Writing Strategies |
| 11:20-11:50(30min)Slide 50 |  | **Activity 5: Webbing Planned Learning Opportunities****GOAL:** Read the framework sections and search for ideas that can be placed in web. | * PowerPoint slides
* Handout 9: Planned Learning Opportunities Writing Web
* Charts of webs
* Markers
* California Preschool Curriculum Framework, Volume 1
 |
| 11:50-11:55Slide 51 |  | **Consider Families in the Writing Environment** |  |
| 11:55-12:05(10min)Slide 52 |  | **Activity 6: Writing Suitcase****GOAL:** Create and gather ideas for a writing suitcase | * PowerPoint slide
* Handout 10: The Writing Suitcase
* Writing utensils
 |
| 12:05-12:10Slide 53 |  | **How do you partner with families?** |  |
| 12:10-12:20Slide 54-56 |  | **Read and Reflect: Bringing It All Together** |  |
| 12:20-12:30Slide 57-58 |  | **Let’s write about what we have learned.** |  |
| Slide 59 |  | **Thank you for coming!** |  |
| Slide 60-63 |  | **Optional Slides**  |  |
|  (5 min.) |  | **Q & A (5 min)** |  |