



Our Youngest Learners: Writing, Interactive Charts, Souvenirs, and More!

Rockies Conference

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Writing by

- Early in the year
 - Writing Center
 - All other centers
- Encourage all writing attempts
 - Many developmental stages
 - Literacy experience determines ability
- Supports phonemic awareness

Writing by

- Journal writing begins later in the year
- Each day there is a mini-lesson and time for students to write
- The teacher draws and writes as the students would
- Drawing is encouraged as it connects the writing to a "known" source

Developmental Stages of Writing page 82 MxM

- Stage 1: Precommunicative or Pre-phonemic Stage
 - Before knowledge of letters and sounds
 - Scribbles or random letters
- Stage 2: Semiphonetic Stage
 - Words possibly represented by a letter or two
 - Maybe first letter or first and last
- Stage 3: Phonetic Stage
 - Vowels begin to appear
 - Not always the correct vowel!

Developmental Stages of Writing page 82 MxM

- Stage 4: Transitional
 - Sounds are represented and a possible English spelling appears
 - When students are allowed to write, they reach this stage quite quickly
- Stage 5: Correct Spelling
 - Not many kindergarten students can spell all words correctly
 - Most go through the first four stages

Writing by

- Students are given monthly journals for writing
- Plain white paper – lengthwise
- Use coaching conferences to “ooh and aah” over their writing
- Provide sharing time
- Watch the writers grow!!

Conferences

- In the beginning, make your way to as many as possible – proximity is everything
- Create independence
- Later, focus on just a few to ooh and aah over
- Stretch, remind, coach, NOT CORRECT

Sharing

- Those who share should read to you that day
- Frequent sharing
- Have them lined up and ready
- Variety of levels to share or use a schedule

Interactive Charts

- Shared Reading for Kindergarten
 - Write a song, poem, etc on sentence strips – one sentence per strip
 - Place strips in a pocket chart
 - Choose a part of the sentence to manipulate
 - Read the sentences to children, then let them be your echo
 - Call on children to manipulate the parts and let students read sentences by themselves
 - Place the chart in the reading center!

Interactive Charts

Oh a Hunting We Will Go

Oh, a-hunting we will go.

A-hunting we will go.

We'll catch a

And put it in a

And then we'll let it go.

fox

dog

box

bog

Interactive Charts

Travel

We're going on a trip.

We will take a _____.

(plane, car, bike, bus, train)

We will stay in a _____.

(house, hotel, tent)

When we get there, we will _____.

(swim, play, see Mickey Mouse)

Souvenirs

The Crayon Box That Talked

a Crayon

Spider's Web

a traced spider

Round and Round the Money Goes

a penny

Arthur's Glasses

brown pipe cleaner glasses

www.teachers.net/fourblocks/article34

Souvenirs

• Making "souvenirs" of the stories you read with your class.
Examples:

• A washtub for Mrs. Wishy-Washy

• A bear with a book for Moonbear Likes Books

• A caterpillar out of an egg carton for The Hungry Caterpillar (p.39)

Souvenirs

- Does not have to be expensive
- Use your grade level team to expand your ideas
- Make the token reflective of the story
- Allow it to be unique - no need for a souvenir for each piece of text

The Building Blocks

- Desire to learn to read and write
- Language Concepts
- Print Concepts
- Phonemic Awareness
- Interesting Words
- Letters and Sounds
