

Writing

in Kindergarten and early first grade

Writing *for* Children

A morning message every day.

Writing *with* Children

Predictable charts every week.

Children Writing *by* Themselves

Some first writing lessons.

Writing for children -Morning Message

Dear Class,

Today is Wednesday.

We will go for a walk today.

Love, Mrs. Hall

Talk as you write.

Let the children see what you say you can write!

Count the sentences, words, letters; ask "What do you notice?"

Other Ideas for Morning Message, Early

Be sure to write each sentence on a separate line until all children have a good concept of a sentence. Here are some other morning messages for those early weeks and ideas for many more.

Messages about the weather

Dear Class,
It is raining today.
I love you.
Miss Wilcox

Messages about school events, especially in the first weeks

Dear Class,
The principal will visit today.
I love you.
Miss Wilcox

Messages about places you visit or social studies

Dear Class,
We will go to the fire station today.
I love you.
Miss Wilcox

Seasonal messages (Johnny Appleseed in late September)

Dear Class,
Today is Tuesday.
We will make apple sauce today.
I love you.
Miss Wilcox

Messages connected to reading

Dear Class,
Today is Wednesday.
We will read "Happily Daaply," today.
I love you.
Miss Wilcox

Messages connected to math

Dear Class,
Today is Monday.
We will graph our favorite colors.
I love you.
Miss Wilcox

Teacher's Checklist—Early in the Year

As I prepared and present morning message, writing for children, early in the year, I am sure to . . .

- 1. Make decisions on what I want to write about.
- 2. Talk and think aloud while I am writing.
- 3. Write, and while I am writing, I
 - spell words aloud
 - explain the use of punctuation.
 - describe the formation of letters.
 - reread the message as I write.
 - use one-to-one pointing as I read.
 - use terms such as greeting, closing, word, letter, sentence, period, question mark, exclamation point, etc.

- 4. Assist the class in counting the words in the sentences.
- 5. Assist the class in comparing the words in the sentence.
- 6. Assist the class in counting the letters in the sentences.
- 7. Assist the class in comparing the letters in the sentences.
- 8. Ask the students to tell me what they notice about the writing.
- 9. Accept the responses the children give.
- 10. Ask the children to find words they know.

The Name Game

My name is Miss Williams.
 My name is Anna.
 My name is Brionna.
 My name is Christopher.
 My name is Colleen.
 My name is Corey.
 My name is Dean.
 My name is Emily.
 My name is Erik.
 My name is Hailey.
 My name is Houston.
 My name is Jarret.
 My name is Jeff.
 My name is Katie.
 My name is Kevin.

Predictable Chart
Names

Writing with Children using Predictable Charts

Day One and Two

1. Decide on a curriculum tie-in.
2. Begin by model my own sentence.
3. Ask each student to say a complete sentence.
4. Write each sentence in front of the class.

Day Three

1. Prepare cut up sentences for each student.
2. Touch read my sentence then ask each child to touch read his or her sentence.

3. Choose one of the cut up sentences to model matching text on the chart.
4. Ask two or three students to match their sentences to the chart.

Day Four – Sentence Builders

1. Prepare word cards for at least three sentences.
2. Distribute word cards for one sentence to some students.
3. Let them come up and build the sentence.
4. Read the sentence together.
5. Ask questions, such as: “Can you find a word that starts like Merrill?”

Day Five

1. Arrange my cut-up sentence on a large piece of construction paper and illustrate my sentence (or describe how you would!)
2. Provide each child with a cut-up sentence.
3. Observe while students arrange the sentence on their paper.
4. Check for accuracy before the glue the words on the page.
5. Observe as children illustrate their pages.
6. Assemble the pages into a book.

Children writing in kindergarten



Stages of Spelling/Writing Development

- **Stage 1: Pre-phonemic**
Before children know about letters and sounds. Spelling and writing at this stage contain scribbling and/or random letters.
- **Stage 2: Semi-phonemic**
Words are represented by a letter or two and these letters are usually consonants.
- **Stage 3: Phonetic Stage**
The vowels appear but not necessarily the right ones. First the long vowels appear; the ones they can hear. Then the short vowels are represented.
- **Stage 4: Stage 4: Transitional**
All the sounds in a word are represented and the spellings are possible spellings.
- **Stage 5: Correct spelling**

Writing Lessons

- Drawing and “telling about it.”
- Pretend writing (wavy lines)
- Driting
- Writing a sentence and illustrating it
- Drawing a picture and writing about it

Teacher’s Checklist—Early in the Year

As I prepared and present writing lessons early in the year I am sure to. . .

- ___ 1. Model for my students the different ways they could write (drawing, driting, using letters, words, sentences.)
- ___ 2. Talk and think aloud while I am writing.
- ___ 3. Verbalize what I am doing and why.
- ___ 4. Find words around the room that I can copy.
Stretch out words and write the sounds I hear.
- ___ 5. Use terms such as capital letter, sentence, period, question mark, exclamation point, etc.

- ___ 6. Model how to choose a topic or allow students to write about what I write about.
- ___ 7. Coach my students when they are ready to write.
- ___ 8. Allow my students to compose on the computer (if available).
- ___ 9. Provide opportunities for my students to share their writing.
- ___ 10. Make the lesson last as long as the children.

Writing Lessons- Later in the Year

- “Adding on” sentences—later in the year
- What to do about spelling words they don’t know.
- Writing “all about stories”
- Writing stories with a beginning, middle, and end.
- Writing informational pieces

Checklist -Later in the Year

- Teacher accepts all writing attempts
- The children are allowed to copy words found around the room.
- The children are encouraged to tell about their stories.
- The teacher sets aside daily writing time each day. (20-30 minutes)
- During the mini-lesson (approximately 5 minutes) the teacher models writing and thinking aloud about her/his writing
- The teacher roams the room and conferences as needed/

Publishing in Kindergarten

Publishing in a Building Blocks (K) Classroom

Students are ready to publish when they can write with phonics spelling, know letter sounds, and how to form letters

- The goal is one published book per child
- Be a cheerleader not an editor
- Published writing in Kindergarten is not perfect writing
- Children may not be able to read what has been corrected for them
- Find many ways to share, celebrate, students’ writing

Publishing in Kindergarten

Coach child to write a complete story

- Write at least 5 sentences about a topic
- Sentences are capitalized and punctuated
- Phonetic spelling is accepted
- Dedication page and “All About the Author” page dictated to teacher
- Type completed story on the computer
- Printed sentences are cut apart and glued on separate sheets of paper
- Teacher and student discuss illustrations

A Good, Balanced Kindergarten has

- Time for reading to children *every* day.
 - Time for the shared reading of big books, or reading *with* children.
 - Time to give children the opportunity to read books

 - Time to write for children *every* day
 - Time to write *with* children – both predictable charts and interactive morning messages.
 - Time for children to write by themselves
- *every* day the second half of the year.
