

Building Blocks

Writing
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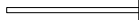


Writing for Children



Writing for Children

- ✦ Provide a daily model for writing
 - Compose messages
 - Charts
 - Signs
 - Authentic writing
- ✦ Think aloud
 - Topic
 - What do I do and why



Morning Message

- # Daily
- # Written on a large piece of lined paper with a thick black marker
- # Write and talk about what you are writing and why you are writing it
- # Early morning messages:
 - are one to two sentences
 - teacher does all the work and children are listening and learning what to do and why
 - say the words and write the letters as you say them

Morning Message

- # Later in the year
 - Daily
 - Teacher writes
 - May not spell/say every word
 - May ask, “Who can read what I just wrote?”
 - May ask, “Who can write that for me?”
 - Use more than one kind of sentence-periods, question marks, exclamation marks

Skills Taught When Writing Morning Message

- # Early in the year
 - Discuss pages 73-74
- # Later in the year
 - Discuss pages 75
- # What is the struggling writer/reader learning?
- # What is the the “good” writer/reader learning?
- # What are the benefits for ALL writers/readers?

Journal Entry at the End of the Day

- ✦ Great way to begin journal writing
- ✦ Talk about what was done in the class during the day and then write about it while students watch
- ✦ Helps answer the question, "What did you do in school today?"
- ✦ One more opportunity to write for children before asking them to write

Journal Entry

- ✦ Write the date
- ✦ Discuss the events of the day
- ✦ Organize in correct order and decide what to write
- ✦ Write on large chart paper
- ✦ Talk and write (just like morning message)
- ✦ Time determines length
- ✦ Later in the year
 - May become interactive
 - Know what/how to write when asked to write their own journal entries

Signs, Schedules, and Directions in Centers

- ✦ Write for children
- ✦ Another opportunity to write for children and to demonstrate that writing serves a purpose
- ✦ When written in front of the class the students have a much better chance of understanding the directions

How Writing for Children is Multilevel

- ▣ Teaches students what writing is, why and how we write
- ▣ Open-ended questions lead different students to notice different things, depending on their literacy levels
- ▣ Modeling skills
 - Sentence structure
 - Capitalization
 - Punctuation
 - Right to left and top to bottom
 - Capital letters
 - Stretch out words, listen for sounds they hear, and then write those letters

Writing with Children

Writing with Children

- ▣ Shared/interactive writing
 - Teacher and students write together and talk about the writing as they write
 - May asks questions to clarify the meaning of the message
 - Talk about the purpose
 - Talk about the audience
 - Share the pen

Morning Message-Later in the Year

- ✦ Students may help write by writing words they know
- ✦ Involved in the thinking of writing
- ✦ Students may spell words for the teacher as she writes
- ✦ Children do the talking, telling the teacher what to write

Interactive Charts

- ✦ Provides students with the opportunity to manipulate text and interact with print
- ✦ Transfer oral language skills to written language skills
- ✦ Based on something familiar or something students are learning about
- ✦ Match oral words with written print
- ✦ Learn how to self-check and self-correct
- ✦ Develop an “I can read” attitude.

Interactive Chart

- ✦ Provides children with opportunities to manipulate text and interact with print
- ✦ Transfers oral language skills to written language
- ✦ Begins with a familiar text on a chart or sentence strips
- ✦ A word, or words, in each sentence and be manipulated or changed.
- ✦ Example: My name is Karen. (other students names on pieces of paper)
- ✦ Interactive charts can be done with the class or independently in a center

Predictable Charts

- ✦ Predictable charts are “structured” language experience
- ✦ They are “interactive”; students talk and the teacher writes
- ✦ Everyone finishes the sentence starter.
- ✦ Example: I like.....
- ✦ Teaches “touch reading” or tracking print
- ✦ Everyone in the class CAN read and write

Predictable Charts

- ✦ Predictable sentence starter
- ✦ Day 1 and 2-dictate sentence, writes name at the end of the sentence and puts parentheses around it
- ✦ Day 3-touch read the sentences, learning to track print
- ✦ Day 4-sentence builders
- ✦ Day 5-children paste their sentences on a large sheet of paper and illustrate

How Writing With Children is Multilevel

Children work at their own levels learning:

- what you say you can write
- to read what the teacher has written
- spell words and punctuate sentences
- how to read and write words

Writing by Children

Writing by Children

- ✦ Ready to write after having the opportunity to see the teacher write
- ✦ Class has participated in shared writing that includes predictable charts
- ✦ Student's writing and spelling tells a teacher what that child knows about words and what phonics he can use when he/she writes

Gentry's Stages of Writing/Spelling Development

- ✦ Stage 1: The precommunicative or pre-phonemic stage
 - ✦ Stage 2: The semiphonetic stage
 - ✦ Stage 3: The Phonetic Stage
 - ✦ Stage 4: Transitional Stage
 - ✦ Stage 5: Correct spelling
- Discussion-Compare to NCDPI's stages

First Writing Lessons

- ✦ Use plain paper
- ✦ Discuss different ways people write
 - “Some people use pictures when they write.”
 - “Some children make wavy lines and call it writing.”
 - “Another way children write is to use the letters and sound they know.”
 - “Some people write just like I do when I write a chart or the morning message.”

Daily Writing or “Journal Writing”

- ✦ Begin in January after students have watched you write on numerous occasions
- ✦ Most student’s attempts can be read
- ✦ Most students are using words along with some pictures
- ✦ Scribbles and random letters are beginning to disappear as the children stretch out words, hear the sounds, and remember the letters that make those sounds

Coached Writing-Conferences

- ✦ Individual help to develop writers
- ✦ Moves students toward independence
- ✦ Discussions about what the child will write about
- ✦ “Oohs and ahhs” over what has been written
- ✦ Helps students use words in the classroom
- ✦ Slowly stretch out words and listen to the letter sounds that they know and write the letters that represent those sounds
- ✦ Don’t be an editor, be a cheerleader
- ✦ Invented Spelling
- ✦ Assessment

Invented Spelling

- ✚ Helps children develop their understanding of how sounds make up words
- ✚ Purpose to free kids to write
- ✚ Using writing to communicate
- ✚ It is phonics use
- ✚ Teacher can see the stages of spelling/writing development
- ✚ As children try to spell words they should:
 - Say the word slowly
 - Listen to themselves saying the word
 - Think about what they have learned about letters and sounds

Mini-Lessons by the Teacher

- ✚ Show children how to write and how people think as they write
- ✚ Occurs just before students are asked to write (5 minutes)
- ✚ Best way to show children how to write
- ✚ Talk about your thinking process as they watch you write
- ✚ model how to choose a topic
- ✚ Later in the year children help you compose the story-write about familiar topics

Celebrating Students' Writing

- ✚ Focus of a good writing program is on children as authors
- ✚ Setting aside time for them to share their stories is an important part of writing
- ✚ Early in the year everyone holds up their writing and several share-"circle up"
- ✚ Later in the year-"author's chair"

Publishing in Kindergarten

- # Publish-to make public
- # Late in the year
- # Choose a piece already written- five or more sentences
- # “Re-write”-one sentence on each page (to make a book)
- # Illustrate
- # Young Author’s Tea

The Writing Center-Copying

- # Learn how to spell some “interesting to them words”
- # First signs of independent writing copying:
 - Names from a predictable chart
 - Random letters from the alphabet
 - Words from a chart/poster
 - Picture dictionaries

The Writing Center-Writing for “Real” Reasons

- # Write with a:
 - variety of materials
 - variety of papers
 - variety of real reasons

How Children Writing By Themselves Is Multilevel

- ✦ Let children choose what to write about
- ✦ Let them take as long as they need to “write” each piece
- ✦ Accept whatever they can write on the first draft without demanding they write as older writers would
- ✦ Look for consistent growth, whether it is rapid or slow

Resources

- ✦ *The Teacher's Guide to Building Blocks*, by Dorothy P. Hall & Elaine Williams
