

# Writing : Agenda

6:00-6:05 Review of comprehension presentation, questions, comments on the Weebly blog.

6:05-6:15 Definition Writing, Examples, Research

6:15-6:25 handout article, discuss

6:25-6:45 activity 1, discussion

6:45-6:55 activity 2, discussion

6:55-7:00 wrap-up, closing

# Definition: The Write Idea

“So when does writing start and why? From the first time your baby swipes carrot puree across the high chair tray, then catches your eye as if to say, ‘Look what I did!’ to scribbling, drawing, making squiggles, symbols, and letters, inventing spellings and words, noting numbers, creating tally marks, diagrams, you name it, your child is writing. Writing is making marks that have meaning.” (Hallissy, 2010)

# Examples in the Classroom

- Invented spelling: what sounds do you hear?
- handwriting practice: 3 point pencil grip
- name writing: first and last name
- numerals/letter practice: concrete to abstract
- picture stories: drawing with child's description, teacher often writes words.
- personal narratives: this one time . . .
- "fan fiction": retelling favorite stories.
- Journals: pictures and invented spelling; moving from few words to whole sentences, to paragraphs.

# Research: Article

When the language arts are brought together to achieve some end(s), we call this “integrated language arts.” [This includes] some combination of reading, writing, listening, speaking, and viewing [that] are taught together as students pursue interesting problems or topics. (CIERA Report, 1999)

Writing can be taught in isolation, but becomes more effective as an integrated part of the whole curriculum.

# Activity 1: List Writing

- Make a List of 10 things you love
- Make a list of 10 things that bug you
- Circle any of the things from either list that you feel you could write at least a paragraph about
- Pick one that you circled and write for 2 minutes

**i CAN MAKE A LIST!**  
12 Different Lists!  
"ONE FOR EACH MONTH IN THE YEAR"  
2 per page! PERFECT for the WRITING CENTER!

My Snowman List  
My Love List  
My Weather List  
My Easter List  
My Friends List  
My Garden List  
My Pet List  
My Beach List  
My School List  
My Costume List  
My Thankful List  
My Christmas List

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**BIG THANKS FOR PURCHASING!!**

# Activity 2: simplify / extend

**simplify:** for smaller children, parents can help write the words the children supply to the list. Some beginner writers will use invented spelling or single letters to stand for whole words.

**extend:** additional list ideas might include a shopping list, wish list, to-do list, goal list, play list, running lists (can be kept in notebook and added to), packing list (for trips), guest list (for special events), etc.

# Activity 2: What's in the Bag?

1. Put alphabet letters or small objects in a drawstring opaque bag.
2. Have the child close his/her eyes or use a blindfold and allow him/her to feel inside the bag for an object.
3. The child should grasp one object inside the bag and guess what he/she is feeling before removing it from the bag.
4. Kids can double-check their guess by pulling it out.

# Activity 2: extend/ simplify

- to simplify, keep very few simple objects to start with younger children.
- to extend for kids who are learning their letters, use magnetic or wooden puzzle piece letters and have them guess with only two in the bag until they learning many letters.
- for older kids, toss all 26 letters in the bag and challenge them to name them all.

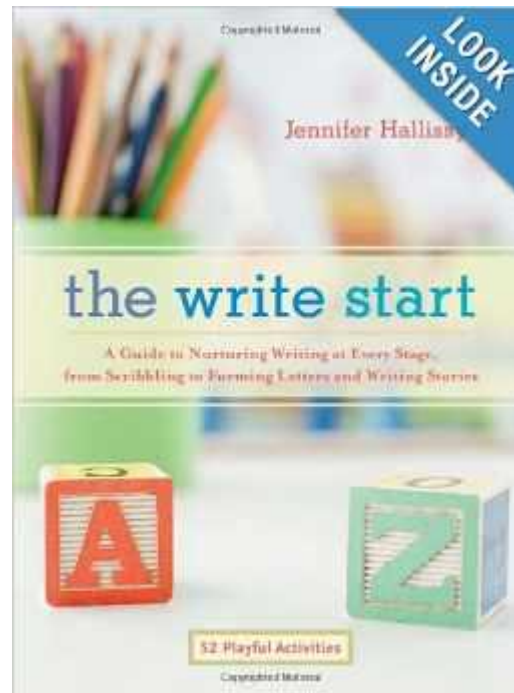


# Writing Summary

- all writing should be encouraged (as long as it is safe and not harmful to property, such as crayon on walls)
- fine-motor building is fun and a great skill-builder to make writing easier
- playdough, push-pinning, writing in shaving foam, drawing in sand, finger painting, and many more sensory activities aid in foster the love of writing while strengthening hand muscles.
- when working on creative pieces, the rules of spelling, proper grammar, punctuation, etc. are left out--this is supposed to be fun!

# Writing Bibliography

- Hallissy, J. (2010). *The Write Start*. Boston: Roost Books.



# Bibliography

## Continued...

- Clarke, L. (1989). Encouraging invented spelling in first graders' writings: Effects on learning to spell and read. *Research in the teaching of English*. 22:281-309.
- McGill-Franzen, A., & Jordan, J. (2012). Emergent Literacy, In R. M. Bean & A. Swan Dagen (Eds.), *Best Practices of Literacy Leaders* (pp. 127-146). New York, NY: Guilford Press.