

In this wordless story, a child explores a strange and colorful world through a hole in their wall. This book provides the chance for you to narrate as you write your own words to the story.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Observe how making marks on paper represents ideas or actions

Teachers will:

- ◆ Label and narrate your writing

TEACHING TIP

The scribbles that young children produce hold a lot of information. Writing, whether it's scribbles, lines, or letter-like forms, reflects an understanding that print holds meaning. As you support children's writing efforts over time, you will notice that they will slowly begin carrying out more 'rules' of print. We can encourage children to try following these rules, such as directionality and spaces between words, by narrating our own writing and featuring interesting print in the environment. When children watch you follow the rules of writing words, and when they notice print in books, they are taking in important information that will serve them as their early writing evolves.

1. INTRODUCE

- ◆ "The book we're going to read is called *Another*, and it doesn't have any words in it! As we look at the story, I'm going to write my own words down about what happens." *Have something to write on and a writing utensil ready.*

2. READ THE BOOK

- ◆ Pause occasionally to narrate the sentences you write to describe what happens in the story.
- ◆ Label some of the words you write and why you wrote them.
- ◆ If children lose focus as you write, engage them by asking them to point to what's happening on the page as you write it down, or use their own words to label what's happening.

Label and Narrate Your Writing

Show: The cat with the red collar following the cat with the blue collar.

Narrate: "Look what's happening! I'm going to write that down. (*Write as you talk*) 'The cat walked away. The child woke up.'"

Label: "Here is where I wrote 'cat' (*point*). I wrote cat because I see a cat in this picture."

Show: The children playing together in a large white room.

Narrate: "Now I'm going to write, 'They saw children playing. They played with toys and games.'"

Label: "I'm writing 'h-o-r-s-e-s', that's the word 'horses,' because I see they're playing with toy horses here."

Show: The child sleeping in bed.

Narrate and label: "I see the child and cat went back to bed. I'm going to write that down. (*Say each word slowly as you write it*) 'The child and the cat went back to bed.'"

3. REVIEW

- ◆ "I wrote down what I thought this book might say using my own words. You saw the words I wrote were about the pictures in the book."

4. KEEP IT GOING

- ◆ If children are excited about *Another* or other stories, encourage them to write their own version of events. Reinforce the writing that children produce (whether that be scribbles, letters, or words) by displaying their work in your classroom. Affirm and repeat what a child has told you what their writing says, no matter how similar to letter-like forms they are. By doing this, you are supporting children's writing efforts and the idea that making marks holds meaning and ideas. You are also reinforcing the difference between pictures and print by creating a special space for displaying children's quickly evolving early writing marks.