

Early Writing

In this book, a young girl hears the story behind each of her names. This book lends itself to encouraging children to try writing the letters in their own names.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ With modeling and support, write some letter-like forms and letters within their names

Teachers will:

- ◆ Encourage children’s writing
- ◆ Label and narrate your writing

TEACHING TIP

Children’s names are important to them - the letters in a child’s name are often the first they learn. We can encourage children to practice writing letter forms in their names and narrate our own writing when we write their names for them. As you encourage children to try writing their names, scaffold their writing as needed. For example, children who are just beginning to scribble can be supported to try a single formed letter. You can encourage children who are beginning to write to sound out each letter. Utilize the power of names and encourage all variations of early writing efforts.

1. INTRODUCE

- ◆ “The letters in the name of this character, Alma, are A-L-M-A. Today we’re going to read this story, *Alma and How She Got Her Name*. We will pause to try writing our own names too!” *Prepare to pass out journals or pieces of paper and writing utensils for children to use when you pause during reading.*

2. READ THE BOOK

- ◆ Pause occasionally to encourage children to try writing the letters in their own names.
- ◆ Label and narrate writing different children’s names, or the names in the book, to give extra support.

Encourage Children’s Writing

Read: “- too long, if you asked her.”

Encourage: “On this piece of paper, Alma wrote her entire name. Can you try to write each of your names? Many people have more than one. Try it out!” *(Children may not know their middle or last names if they have them. Children may scribble, write some letter-like forms, or take time writing their whole name. Support children’s efforts as needed.)*

Read: “I am Sofia.”

Encourage: “Sofia starts with the letter ‘S’. Can you try to write the first letter of your name?”

Label and narrate: “(Child)’s name starts with the letter ‘J’. I’m going to write a ‘J’ here. (Child)’s name starts with an ‘M’. I’m writing the letter ‘M’ on my paper here.”

Read: “That’s my name, and it fits me just right! I am Alma, and I have a story to tell.”

Encourage: “Let’s try writing one more time. You can choose to write your own name, or write one of Alma’s names!”

Label and Narrate: “I’m going to write her last name, Candela. I’m writing the letters C-a-n-d-e-l-a. Candela!”

3. REVIEW

- ◆ “There were a lot of letters in Alma’s name, and I saw so much writing on your pieces of paper today! I saw letters, names, and other lines as you thought about writing letters.”

4. KEEP IT GOING

- ◆ Find ways to incorporate children’s names throughout your learning environment. You can post children’s names somewhere around the room – like on cubbies – so children can view their names and others and get to know the letters in their name. You may also have a list of names, or names on a keyring, for children to use when at a Writing Center. Building familiarity with the letters in children’s names can encourage early writing attempts.