

In this wordless story, a child plays with the tumbling ocean waves. This book provides the chance to ask for children’s ideas on what the text could be, and then to write down their ideas.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Understand how writing words can convey meaning
- ◆ Observe how sounds are spelled out

Teachers will:

- ◆ Take dictation
- ◆ Label and narrate your writing

TEACHING TIP

A foundation of writing is the ability to connect ideas with their written counterparts. We can draw explicit connections between ideas and written words by writing down what children say and narrating our own writing. As children learn more about how the writing system works (i.e., letters/sounds), they will be able to apply their knowledge in more scenarios. Over time, this means understanding how writing can deliver a message, how words are spaced on a page, or the different purposes of print. Making writing and dictation an engaging and relevant part of your everyday routines encourages these early skills.

1. INTRODUCE

- ◆ “Today we’re going to be writing our own words to go with this book, called *Wave*. Let’s look carefully to see what’s happening in the story, and then I will write down the words that we think should go along with it.” *Have something to write on and a writing utensil ready.*

2. READ THE BOOK

- ◆ Pause occasionally to ask children what the words to the story might be, and then take dictation.
- ◆ Narrate your writing as you take dictation.

Take Dictation

<p>Show: The child turning away from the splashing wave.</p> <p>Ask: “What do you think the story could say here? What’s happening with the character?”</p> <p>Narrate: “I heard you saying that the child is nervous about the splashing waves, so they run away. I’ll write that down here (<i>say each word as you write it, noting the spelling</i>).</p>	<p>Show: The child making a big splash in the water as the birds fly above them.</p> <p>Ask: “What’s happening in this picture? What are the birds and the child doing here?”</p> <p>Narrate: “I’m going to write here, (<i>write each word as you say it</i>) ‘The child stomped and made a big splash, and the seagulls were flying all around.’”</p>	<p>Show: The child sitting on the ground after getting splashed by the big wave.</p> <p>Ask: “What happened to the child now? What do you think the book might say at this part?”</p> <p>Narrate: “I heard you say that they got wet because a big wave fell on them. Here is the first word I’ll write, ‘They’, then ‘got’, then ‘wet’... (<i>continue narrating your writing</i>).”</p>
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3. REVIEW

- ◆ “Wow! We wrote our own version of this story today. We thought about what was going on in the pictures with the waves, and then I wrote down your ideas. Now we can read the words we thought of together.”

4. KEEP IT GOING

- ◆ Incorporate different materials in your learning environment that can prompt writing. If children enjoy making up their own stories, put up a picture wall and ask how they would fill in the captions or story. If children have been interested in observing your dictation, write down the things they say to connect words to written forms. This can be as simple as asking children where they want to play and showing them as you write down each word.