

This story is about the letters of the alphabet climbing up and falling down a coconut tree. This book lends itself to encouraging children to try writing their own letters.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Make marks or scribbles on paper to represent letters

Teachers will:

- ◆ Encourage children's writing
- ◆ Label your writing

TEACHING TIP

Encouraging toddlers to write is less about practicing making correct letter forms, and more about toddlers attempting to communicate with writing. This can look like helping children interpret scribbles, noticing how scribbles or marks on paper change over time, and commenting on the value of children's efforts. When encouraging children's writing, be sure to ask them what they are intending their writing to say. You can also look closely to see how the marks may have directionality (move from left to right) or separation, which shows an understanding of how print works. Even if we don't recognize what children write, the important thing is that they are exploring the meaning and message that can be held by writing.

1. INTRODUCE

- ◆ "(Pass out paper and writing utensils) We're going to try writing letters today! This book has lots of letters in it. We're going to read *Chicka Chicka Boom Boom* together and try writing our own letters."

2. READ THE BOOK

- ◆ Pause occasionally to encourage children to explore writing, scribbling, or making marks on their paper.
- ◆ As you write alongside children, label the letters you write.

Encourage Children's Writing

Read: "I'll meet you at the top of the coconut tree"

Encourage: "Here are the first three letters. A, B, C. Let's try to write these letters. Which letter will you write on your paper?"

Label: "Look at all of the writing you're doing! I'm going to write the letter A first. Here it is, 'A.'"

Read: "And Q R S! And T U V!"

Encourage: "So many letters have gone up the tree. Let's write some more! Which letter are you going to put on your paper? I see you're each writing in your own way."

Label: "I'm going to write Q R S on my paper. (Label as you write) 'Q', 'R', 'S.'"

Read: "Last to come X Y Z."

Encourage: "These are the last few letters of the alphabet. What will be the last letters you'll write? I see a lot of writing on your papers!"

Label: "This time, I'm going to write Zebra, because it starts with the letter Z. 'Z-E-B-R-A.' Those are the letters in the word zebra."

3. REVIEW

- ◆ "I saw you doing so much writing as we read this book! There are letters in every word, and we practiced writing our own letters today."

4. KEEP IT GOING

- ◆ Keep individual journals for each child in your classroom. This is a special space for children to try out writing conventions. They may fill the pages with drawings, scribbles, or marks – it's all an important part of early writing! Outside of journaling time, you can encourage children to write captions to their drawings, write orders on order forms during pretend play, or draw their name in chalk outside. For toddlers, simply practicing with the idea of writing down an idea or word is an important early skill – letters and words will follow.