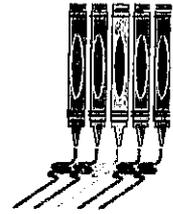


# KinderLit Writing Process



Introduce the Writing Process to young children with these KinderLit activities! Vary the writing in your classroom and watch your children learn to write as well as acquire alphabet and phonics skills!



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# The KinderLit Writing Process

## PURPOSE:

We use this writing process to reinforce letter sounds, to give importance to their thoughts and stories, and to extend our thematic unit studies into the field of writing. Every child proceeds through stages in this process beginning with scribbling and extending to conventional writing and your children may be at any stage along this continuum. Allow them to begin the process in your classroom at whatever stage they are in. With your nurturing and guidance they will grow and develop in the writing process.

## HOW WE USE THIS IN OUR CLASSROOM:

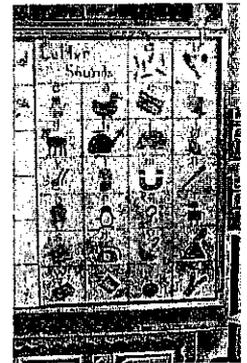
Writing occurs every day in our classrooms whether it is writing a class story with the teacher printing on large chart paper or the children writing in their Writing Folders. We strongly believe in the writing process and make every attempt to incorporate it into our daily schedule. We must be very creative to find time for it in our half-day Kindergarten program. For example, the helper of the day can write a question on the tally sheet as soon as entering the classroom and ask each classmate the question. At the end of the day the helper reads the question and tells the results.

## INTRODUCING THE WRITING PROCESS IN YOUR CLASSROOM:

Label everything in your classroom. Have lots of print displayed! Children need to see the printed word to make the connection between real objects and their representation in print.

Create an environmental print bulletin board by having the children bring in labels, bags, fast food containers, etc. that they can "read."

Post a large letter sound chart with drawings of the pictures you will use inside the Writing Folders. This helps the children consistently associate a letter with a sound picture. You will need to teach the children the names of the pictures and practice chanting the letter and its picture for the entire alphabet. For example, "Aa - apple Bb - bird Cc - cat...." It's fun to vary the way you chant the chart. Try reading it backwards, loudly, and softly, etc.



Do lots and lots of writing with your class as a group. Demonstrate how to find letters and sounds using the sound chart you have posted close to your group area. Differentiate between "child writing" and "adult writing" (could also be called "book writing") making certain that they know that their writing is correct for Kindergartners!

Introduce the Writing Folders.

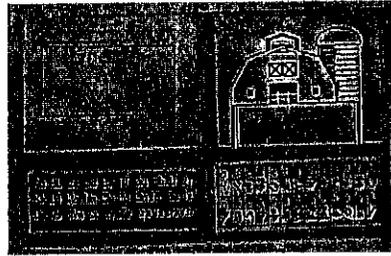
## THE WRITING FOLDERS

1. Make a writing folder using pocket folders for each student in your class plus a few extras for new students. After you laminate the folders, write the students' names on the white label with a permanent marker. If a student should move, you can re-use the folder by erasing the name with rubbing alcohol. This process is also used at the end of the school year to save your folders for reuse. We have used ours for several years and have had to replace only a few. On one inside pocket glue an alphabet; on the other one use a

phonetic alphabet that has the same pictures as your class chart. Rolls of self-adhesive alphabets for student desks are very suitable for this purpose.



outside



inside

- Using the teacher's writing folder tell the children a personal story and then have them help you write it on a paper from your folder using inventive spelling. We use personal stories so that the children begin to understand that their stories can be written in print too.
- Give students their empty folders and sit in a large circle. Introduce the folder to the children by having them practice finding letters and sounds they would need to use in their writing. For example, have them point to the letter they need for writing the word "sun." We do this for several days prior to letting them write in the folders. Spending time on this procedure will save you time and questions later. You will find that the children will be comfortable using their folders.
- Prior to giving the students their folders for writing, place several sheets of blank paper. Do not fill the folder with other KinderLit writing papers since you will need to introduce them one at a time.

### **KINDERGARTEN WRITING TIME**

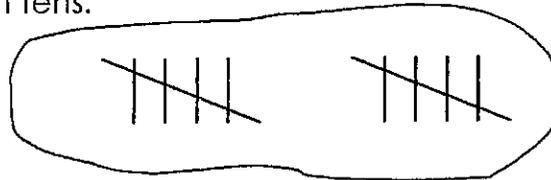
There are several ways to set up a writing time in Kindergarten. It is difficult at best to work with the entire class and spend any quality time with each student who needs help but your children may work well in this type of system. If you feel more comfortable working with small groups, put the Writing Folders at a station where the children rotate as a group from table to table at a signal. At one station the children work on the folder while others are working at more independent activities.

Many teachers include illustrations with the writing process. From experience, we have found that the children need to concentrate on the writing of their words and not rely on illustrating to get their stories told. Our philosophy is that they already know how to draw but need the practice in how to write. We never draw while demonstrating in our folders and that reinforces this practice. There are other opportunities in the writing process to add illustrations.

To add variety to the writing process and to allow the children to see other purposes for writing, introduce the other KinderLit writing papers one at a time. After introducing each one, add a copy to their Writing Folders to give them a choice of writing activities. When all of the following have been introduced, add a packet of them about once every seven school days.

- Story Starters help those students who may be having difficulty thinking of a subject to write about. They are also fun to use during your thematic units and we have included several story starters for your use.

- Science Observation sheet provides a way of connecting writing with science. The children observe a display or activity at your science center, draw an illustration of it, and then write what they think about it. Appropriate activities for observing are magnets, tornado bottles, shells, animals, and gears. Be creative and don't forget those wonderful "treasures" that the children find and bring in to share.
- My Question tally sheet gives the students the chance to ask questions and to use math with the writing process. Before copying the sheet, create the cross-off list by writing your students' names in the left column. The student writes a question that can be answered with yes or no and then uses a clipboard and walks around questioning classmates. The student records the responses with tally marks grouped in fives and circled in tens.



- Mail a Letter To a Classmate activity is fun for every one! Teach the children how to send the letter page by writing their friend's name on the top line and signing their own name at the bottom. We have sentences on sentence strips printed out that they can copy or they can create their own sentences. A few of the ones we have hanging on a ring in our classrooms are: Do you like school? Can you ride a bike? What is your favorite color? We have a picture on each strip as a clue so the children will know what each one says. When they are finished writing, they can fold their letters into quarters and print their friend's name on it. The letters are "mailed" in a classroom mailbox and "delivered" at the end of the day by the helper.
- My Ouch Book page is a great way to encourage children to write about a personal problem or event. They always want to talk about their "ou-ees" and now they can write about them! Make lots of copies and three-hole punch them before the children write their stories. Provide a three-ring notebook called "The Ouch Book" for them to insert their papers in when they are finished writing. For decoration we have covered ours with Band-Aids – looks so cute!
- Little Blank Books are just 2 half sheets of paper folded and stapled together. The children write their own book, which can be "published" on your computer. We allow the children to illustrate in these finished books.
- Thematic Journals are a great way to extend the learning from themes into the writing process. We create a separate journal with a construction paper cover to insert into their Writing Folders (My Space Journal, My Trip to the Zoo...etc.).

Save time at the end of writing or the end of the day to let the children share their writing. Remember to celebrate each child's success at their level, whether it be spacing between words, using correct beginning letters, writing from the top of the page and left to right, or using unconventional letters instead of scribbles!

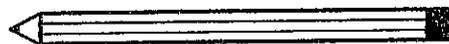
## POSSIBLE RESPONSES TO THE CHILDREN'S QUESTIONS:

1. **"I don't know what to write about."** Making suggestions by asking questions (ex. "What did you do after school yesterday?") may help the child focus on a topic. However don't let them rely on you all the time. Set up Talking Partners in the classroom as a prewriting activity. Pair two children together (verbal with verbal; non-verbal with non-verbal) and have the pairs find a quiet space in the room to talk. Model how to listen and how to speak when working with Talking Partners. Listen to the children as they speak to each other and tell them that is the story they will write in their folders.
2. **"How do you spell \_\_\_\_\_?"** Encourage the child to listen carefully for the beginning sound of the word. Help the child match the pictures on the pocket of the folder to discover what letter to begin with. Depending on what stage the student is writing at, this may be the only letter of the word he or she can hear and write. Do not spell words for the students – this only teaches them to take dictation!
3. **"Look! I wrote the alphabet!"** Say to this child, "What a great job you did! There are so many letters and you have all of them. Those are the letters you use for writing!" Praise the child for working so diligently and do not be concerned by the lack of words; eventually the child will move on when ready and will create stories with all these letters.
4. **"I don't know what this says."** or **"I can't read."** (a response to an adult asking a student to read their writing.) There are several choices for responding to this comment by a child: 1. Ask the child to **tell** you about the story, thus removing any feelings of incompetence on the part of the child. 2. If you are aware of what the child is trying to write about, tell them you see some words and read those words to him. This may begin his reading of the writing. 3. If the child is capable, tell him to continue working on it so that he can read it. This is the beginning of the editing process.
5. **"Is this how you spell \_\_\_\_\_?"** Respond by pointing to any correct letters in the word, whether they are at the beginning or the end of the word. Tell the student that he did a great job sounding out the word with "child writing."
6. **"What letter comes next?"** Help the child stretch out the word to hear more sounds.
7. **"I didn't get any mail."** There are always a few children in a class who do not receive much mail from classmates. Copy about 5 blank sheets of the letter-writing paper and print 5 different letters signing your own name. Copy these letters so you have a supply of them to "mail" to those who aren't receiving any.

## TEACHER WRITING

There is a great amount of concern and discussion these days about whether teachers should write on students' papers with correct spelling, spacing, capitalization, etc. By writing with "adult teacher" the students may get the impression that they are always wrong and will become discouraged.

From the beginning of the school year you must differentiate between "child writing" and "adult writing" (can be called "book writing") making certain that the children know that although they can not write like an adult they are working successfully with "child writing!"



# Writing Folders

Use this alphabet for the inside cover of the Writing Folder and the title for the cover.

**Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm**

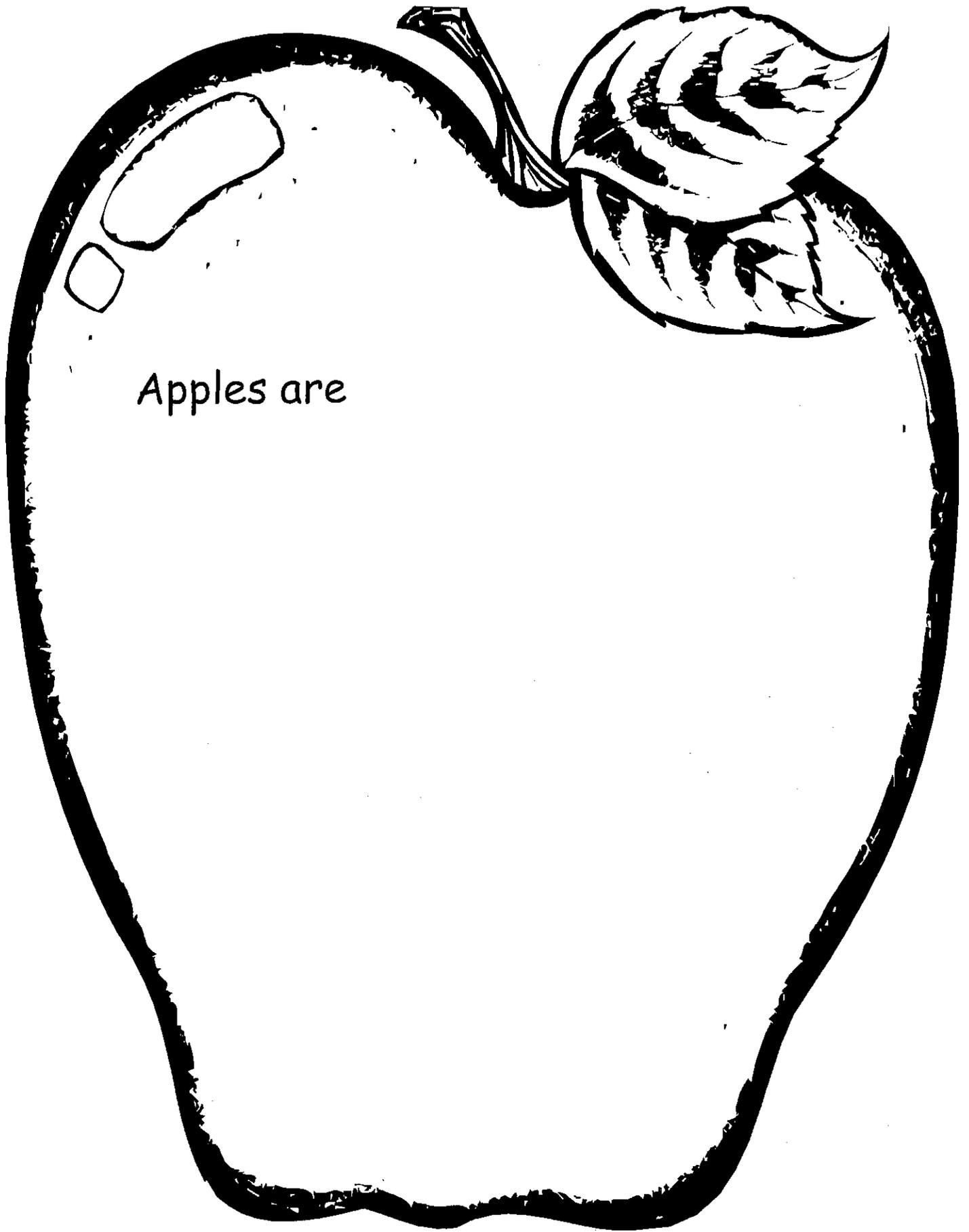
**Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz**

**Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm**

**Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz**

**My Writing Folder**

**My Writing Folder**



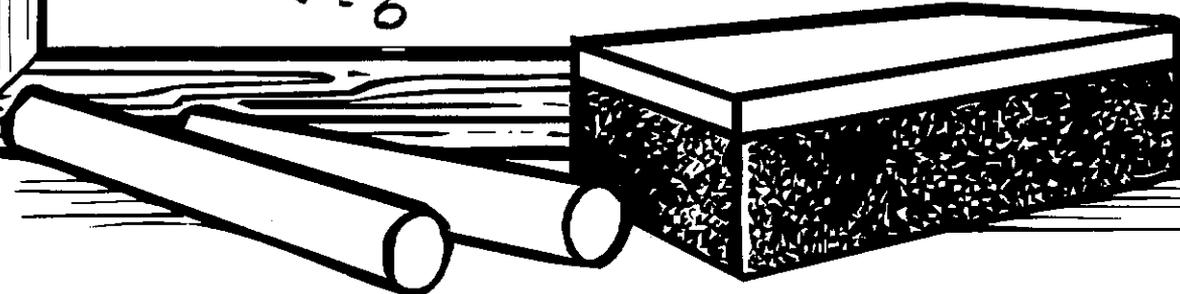
Apples are

At school I

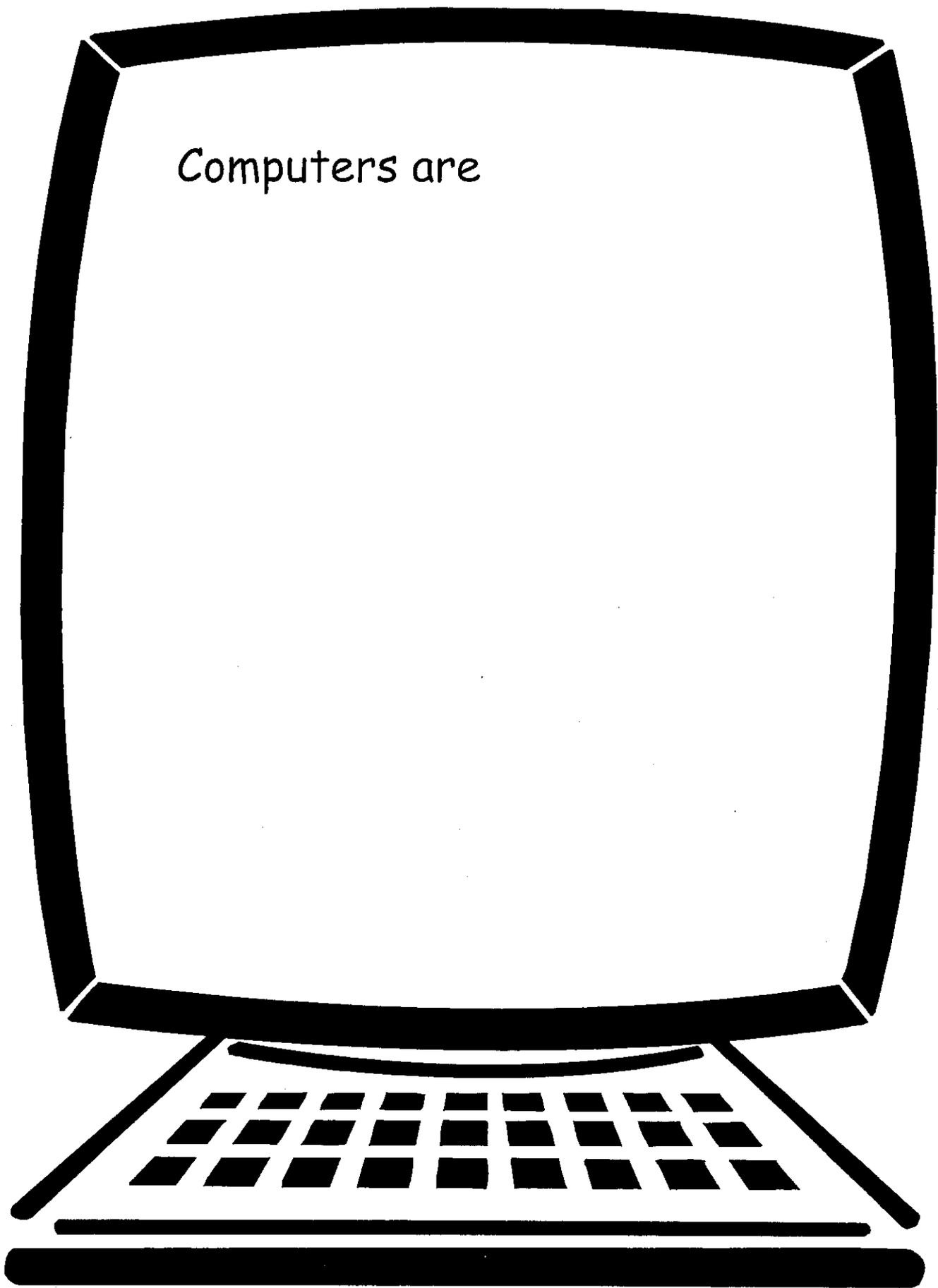
$$4 + 2 = 6$$

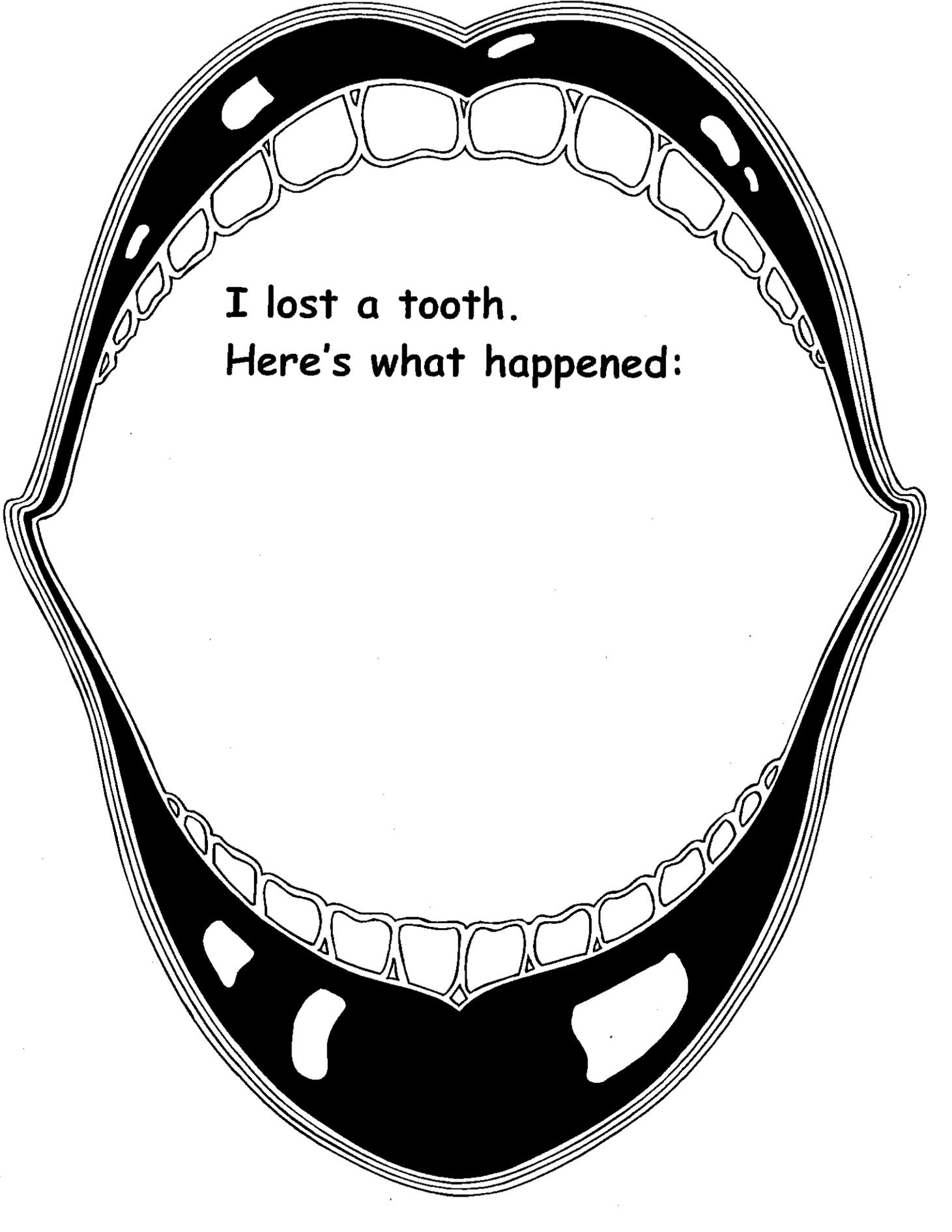
$$5 - 3 = 2$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$$



Computers are

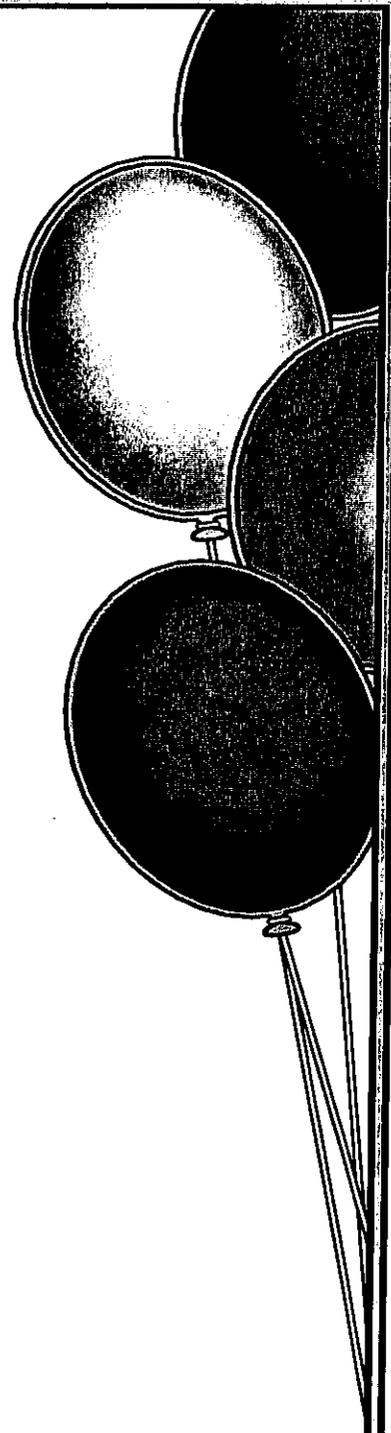
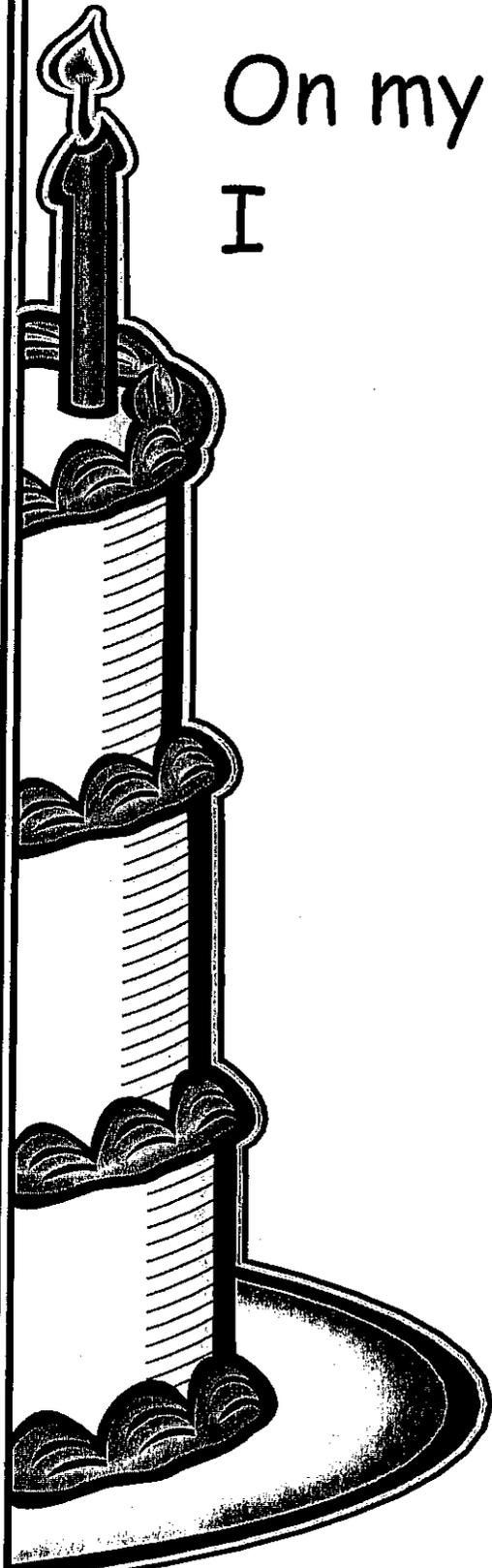




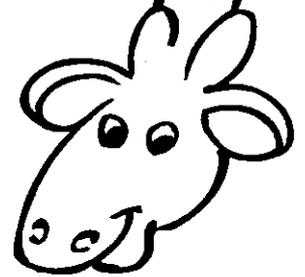
**I lost a tooth.  
Here's what happened:**

On my birthday

I



Giraffes are special  
because

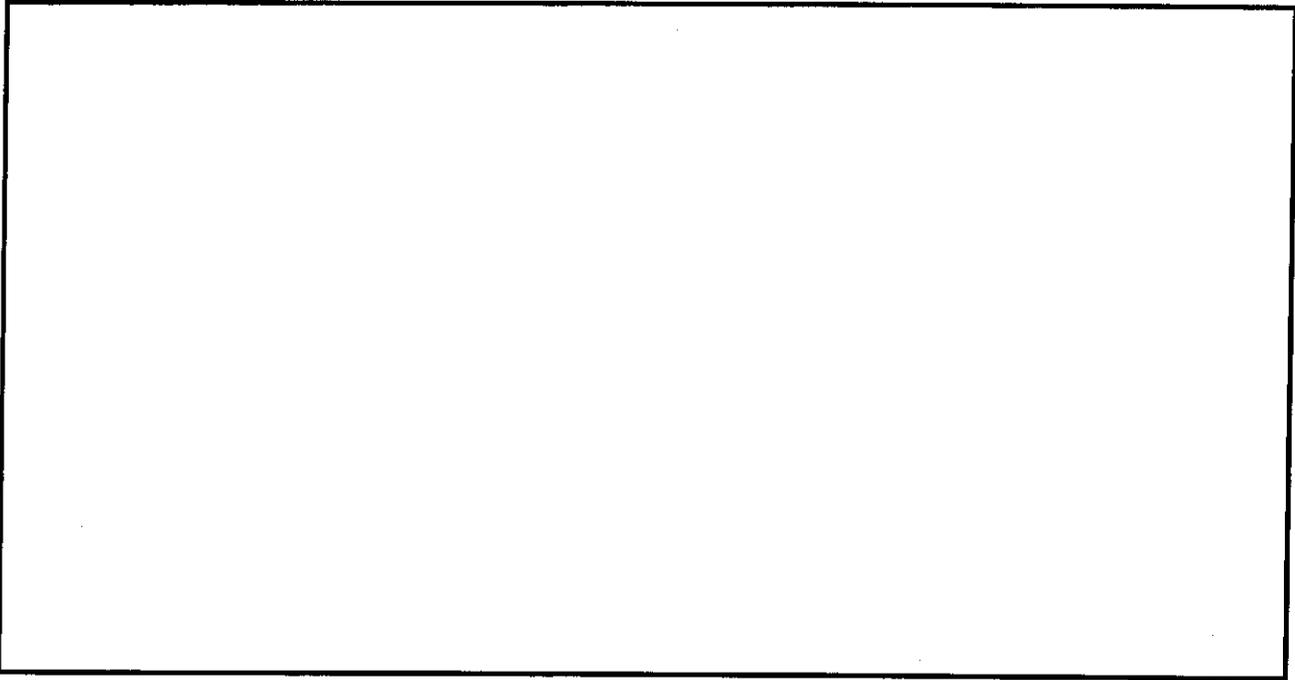




In winter

Name: \_\_\_\_\_

**This is what I observed:**

A large, empty rectangular box with a black border, intended for the student to write their observations.

**This is what I think:**

Name: \_\_\_\_\_

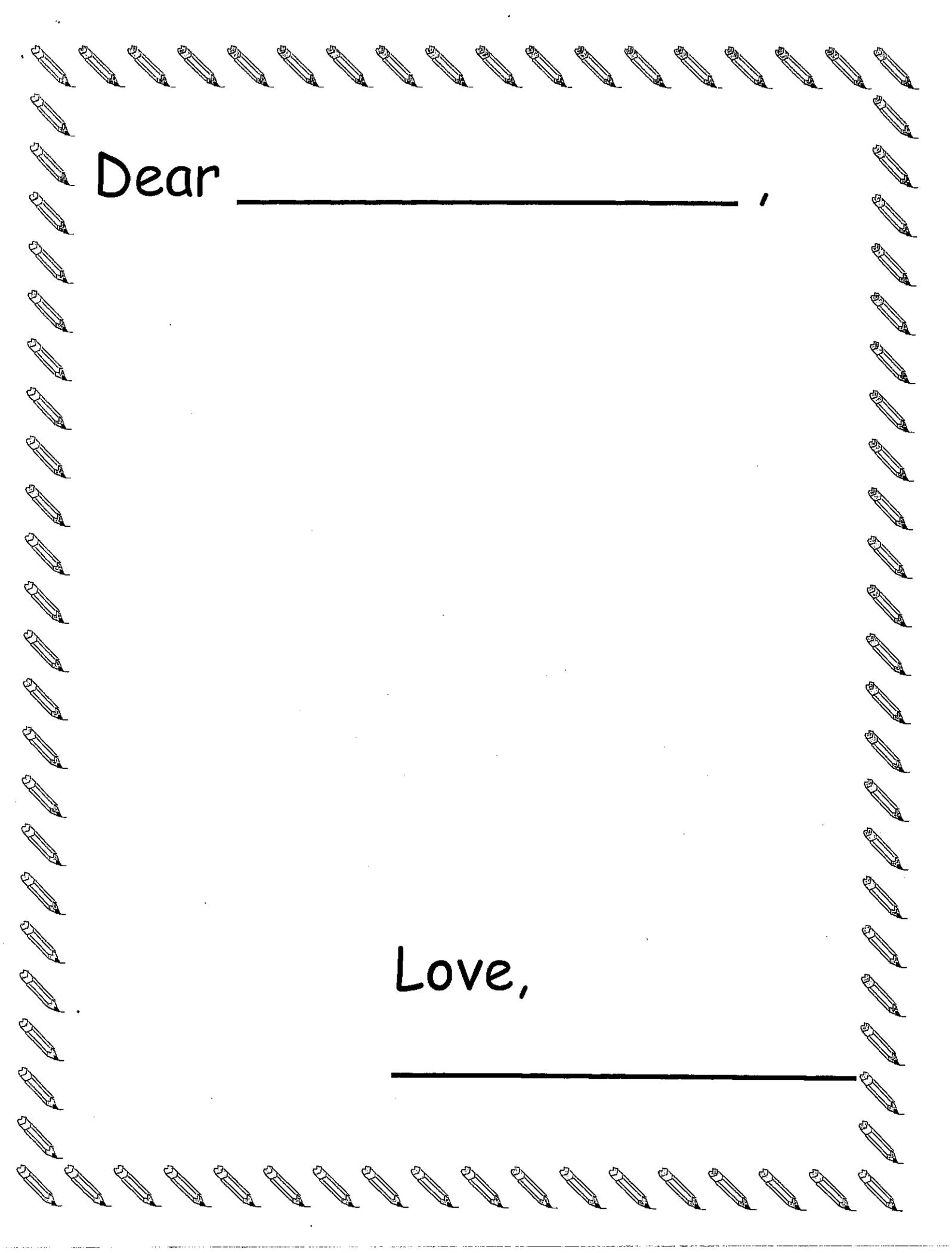
My Question:

**Yes**

**No**

Total \_\_\_\_\_

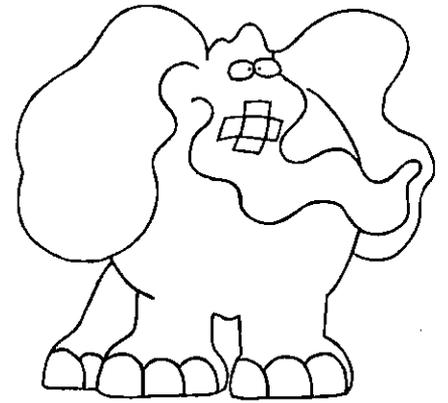
Total \_\_\_\_\_



Dear \_\_\_\_\_,

Love,

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has an ou-ee!

Here's what happened: