

# HEAD START CHILD OUTCOMES FRAMEWORK

## DOMAIN: LITERACY

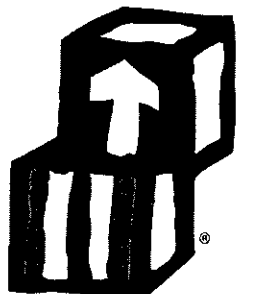
### DOMAIN ELEMENT: EARLY WRITING

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Begins to represent stories and experiences through pictures, dictation, and in play.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
- Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.

## DOMAIN: PHYSICAL HEALTH & DEVELOPMENT

### DOMAIN ELEMENT: FINE MOTOR SKILLS

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
- Progresses in abilities to use writing, drawing, and art tools including pencils, markers, chalk, paintbrushes, and various types of technology.



## Written Expression



### Stages of Writing

Children use:

- scribbles
- letter like forms
- letter strings
- drawing
- invented spelling
- conventional spelling



WE-1

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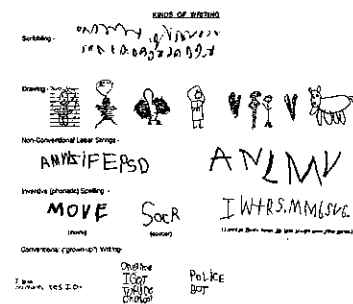
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## Stages of Writing



WE-2

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## Writer's Corner



### Writer's Corner:

- provides children opportunities to write independently.
- should accommodate two to three children with space to work.
- contains materials and tools needed for writing.

WE-3

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## Writer's Corner



WE-4

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## Independent Writing



Independent writing activities include:

- Journals
- Message boards
- Letters, cards
- Lists
- Response to literature
- Write the room



WE-5

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## Journal Writing



### Journal writing:

- gives children opportunities to practice writing.
  - develops the concept that writing has a purpose.
  - provides opportunities for self-expression.
- \*Teacher discusses journal writing with the children, talks about writing daily, and dates the pages.



WE-6

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### Shared Writing



The children learn:

- that what we think/say can be written down.
- that what we write down can be read by self and others.
- that we write from left to right.
- that there are spaces between words.
- about the formation of letters.
- about letters, words and sounds.
- to recognize familiar words.

WE-7

### Interactive Writing



Interactive writing helps make the connection between oral language and writing.

- Teacher and children decide what to write.
- Teacher "thinks out loud" throughout the process.
- Teacher calls on some students to write specific letters, punctuation marks, and words.
- Children may also assist in identifying other print concepts.

WE-8

### Dictation



When taking dictation teachers should:

- write what the child says.
- use scaffolding questions to extend language.
- make sure the child can see you write.
- read the dictation back to the child tracking the print as you read it.
- encourage the child to read the dictation by themselves, to another child, or to an adult.

WE-9

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## Written Expression

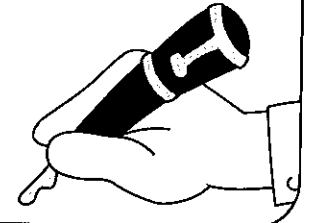


### STAGES of WRITING

Children begin to understand that print carries meaning and that there is a difference between drawing and writing. With guidance and practice, children's writing more closely approximates conventional writing. Researchers agree that children go through certain developmental stages of writing but these stages are not necessarily well defined or sequential.

#### Children use:

- drawing
- scribbles
- letterlike forms
- letter strings
- invented spelling
- conventional spelling



### PREPARATION FOR WRITING

Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Cutting with scissors, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years.

#### Suggested activities to develop fine motor skills:

- |                             |                          |                            |
|-----------------------------|--------------------------|----------------------------|
| Water play                  | Writing in shaving cream | Lacing cards               |
| Tweezers game               | Play Dough               | Scissors                   |
| Using hole punch            | Clay                     | Eyedroppers                |
| Pegboards                   | Cotton Swabs             | Clothes pins               |
| Puzzles                     | Paintbrush and water     | Tearing paper              |
| Stringing beads             | Easel painting           | Writing with pencils, etc. |
| Self help skills            | Fingerpainting           |                            |
| Flannel board story retells | Chalkboard writing       |                            |
| Fingerplays                 | Sorting games            |                            |



## WRITER'S CORNER

R A T I O N A L E

### Writer's Corner provides:

- children with opportunities to write independently.
- materials and tools needed for writing.
- motivation for all students to become writers.
- ways to use writing for different purposes.

### Use and Management of the Writer's Corner

- The Writer's Corner should accommodate two to three children with space to work.
- All of the writing materials do not need to be in the center at any one time.
- Teacher discusses new materials before placing them in the center.
- Materials should be rotated and replenished as needed.
- Set of children's name cards should be included.

### Things to Write On

Stationary notepads  
order forms  
receipts  
calendars  
individual chalkboards  
dry erase boards  
theme shaped paper  
post-it notes  
variety of paper  
clipboard with paper  
ready made books  
paper plates  
old forms  
Etchasketch  
Magnadoodle  
Black paper  
Textured paper

### Things to Write With

markers (fine and fat)  
pencils  
colored pencils  
ball point pens  
crayons  
chalk (white and color)  
dry erase markers  
"squiggle" pen  
Crayola Changeables  
alphabet stamps  
gel pens

### Accessories

marker stand  
envelopes  
tape  
writing caddie  
ruler  
stampers  
magnetic letters  
hole punch  
shape punches  
alphabet chart  
yarn  
scissors  
stamp-pad  
wallpaper samples  
junk mail  
magazines  
catalogs  
teacher made-theme books  
theme word cards



## TAKE HOME WRITING CENTER EXTENSION



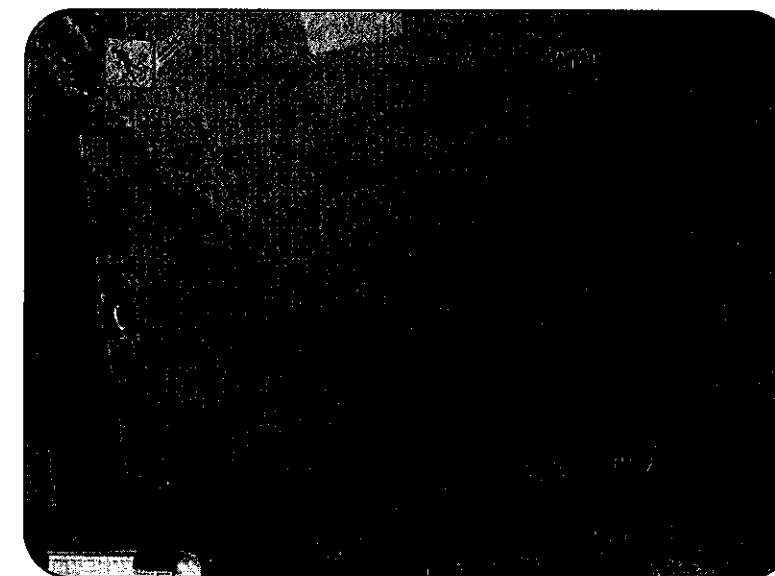
- Teacher creates a mini-writing center for a child to take home.
- Be creative, include markers, crayons, colored pencils, various sized paper, envelopes.
- Place these in a child's lunch pack or activity box with a handle.
- Include a parent letter describing some possible writing activities (e.g. draw a picture of their: family, room, pet, in response to a book. Parent could write the child's words on the page.)
- Teacher could have two take-home centers so two children could take one home each week.

## WRITING IN ALL CENTERS

- Every center should include some form of writing material along with a literary connection.
- Discuss new materials before placing them in the centers.
- Teacher should model using materials while interacting with children in centers.

## CONSTRUCTION

- Basket of logos—child uses sticky tack to put signs on buildings.
- Street signs.
- Sentence strips & markers—child writes name of building.
- Clipboards—draws map or representation of his structure.
- Business forms for delivery of orders.
- Child uses paper or sticky notes to label structures.





### PRETEND AND LEARN

- Paper for grocery list
- Phone message pad
- Forms
- Theme related material:
- Signs to label "Restaurant," "Dr. John's Office," "Vet Clinic," etc.
- Prescription pads, order pads, menu, etc. as needed for the theme.

### ABC

- Individual chalkboards
- Chalk
- Individual dry erase boards
- Dry erase markers
- Alphabet stampers, upper and lower case
- Stamp pad

### LIBRARY/LISTENING

- Magic Slates
- Folder with paper and pencils to:
  - write names of books read
  - Draw about a story
  - Vote for a favorite book
  - Draw to music
  - Foil tablet-write with a craft stick
- Library Cards

### CREATIVITY CORNER

- Easel drawing helps develop small hand muscles used for writing.
- Various mediums to practice writing letters and words.  
e.g. feathers, roll on bottles, cotton swabs etc.
- Playdough

### MATH & SCIENCE

- Math Journal
- Paper to tally
- Paper to report on science project (plant growth)
- Graph paper
- Dry erase board to write numbers
- Math and science words with a picture on sentence strips
- Paper for making math games and writing math stories
- Sand writing



## INDEPENDENT WRITING

R A T I O N A L E

### Individual writing activities provide children:

- opportunities to write independently.
- ways to write for different purposes.
- understanding that writing is used to communicate ideas and information.

### ACTIVITY 1 Sign In Sheet/Waiting List

- Make a sign in sheet with children's names listed or available near by.
- Leave ample space for each child's writing.
- Children "sign-in" as they come into the room.
- Similar sign in sheets can be used as waiting lists for centers.
- Date each page.

### ACTIVITY 2 Message Board

- Provide a message board for children to send messages.
- Children use Post-It-Notes or scrap paper to leave messages for their teacher, parents or friends.
- It should be located in an area that is easily accessible for all children.
- Model writing messages to encourage children to write messages.

### ACTIVITY 3 Letter to Friends



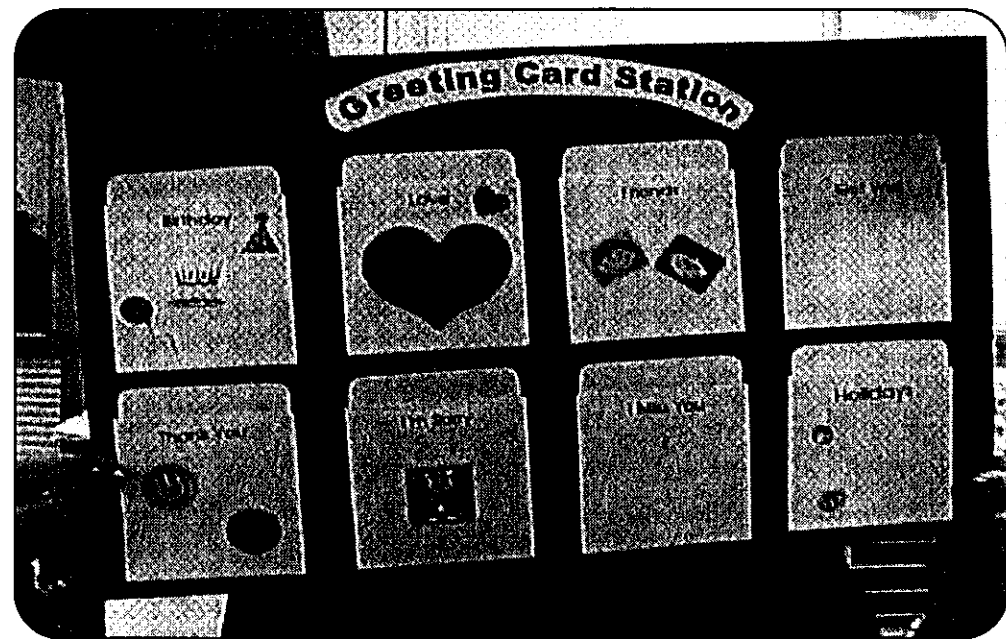
#### After the teacher has modeled writing letters:

- he/she lets children know he/she likes to receive letters.
- children write to each other during centers placing a friend's name on the envelope.
- children place letters in a mailbox or in cubbies.
- one child could be the mail carrier for the day or week.



## ACTIVITY 4 Let's Celebrate

- Provide a variety of paper including die cut shapes.
- Make message strips and place in pockets for the Writer's Corner (Happy Birthday, Have a Nice Day, I Love You, etc.)
- Children make greeting cards.



## ACTIVITY 5 My Very Own Words

As children begin to write and ask questions about spelling, have them make a collection of their own special words.

- Child requests a word.
- Teacher writes the word on an index card.
- Child may draw a picture to illustrate the word.
- Words can be placed on a metal ring and kept in the child's cubby.
- Children may refer to these words for reading or writing.

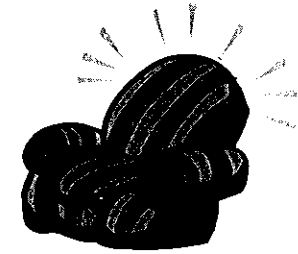


## ACTIVITY 6 Read and Write the Room

- Children walk around the room with a clipboard, paper, and pen or marker.
- They read and write letters and words that are displayed on the walls, charts, and letter wall.



## ACTIVITY 7 Author's Chair

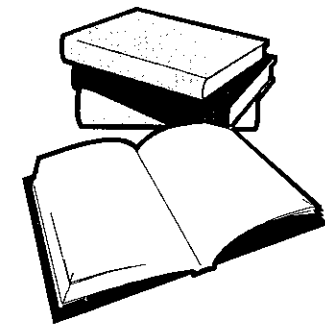


- Teacher designates a "special" chair to be used as the Author's Chair
- Child shares and "reads" a journal entry or drawing etc. that he/she has "written."
- Other children can ask questions.

Variation:

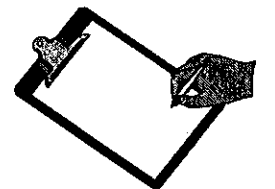
- Have a child read a class book or other favorite book.

## ACTIVITY 8 Making Books



- Discuss how stacking paper together and then stapling them can make books.
- Ask, "What could you draw on the front of the book?" (picture, author's name)
- Ask, "What goes inside the book?" (pictures & words)
- Children use the materials in the Writer's Corner to make their own books.

## ACTIVITY 9 Question of the Day Survey



- Teacher writes an either/or question on paper and places it on a clipboard. Example: "Do you have a dog?"
- Change the question daily.
- Children take turns being the survey taker.
- Survey taker asks the other students the question and tallies the results.
- Survey taker (which could be a job on the helper chart) reports the results to the class.

Examples:

Variation: Teacher writes the question of the day and posts it on the wall or on a clip board. Children sign their name under their choice.



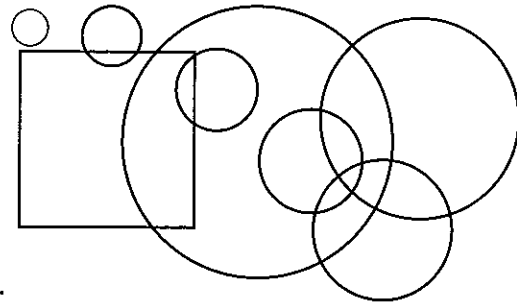
## ACTIVITY 10 Extend the Shape

### Materials:

- Paper
- Writing materials
- Shape stampers or stickers

### Procedure:

- Teacher provides paper and shape stampers.
- Children stamp a shape and create drawings.



## ACTIVITY 11 Drawing to Music

### Materials:

- Paper
- Markers/crayons
- Variety of music (fast and slow)

### Procedure:

- In the Library/Listening Center or during whole group child draws in response to music.



## ACTIVITY 12 Picture Box

- Place cut outs of interesting pictures from magazines in Writer's Corner or Creativity Station.
- Children glue or tape pictures on paper and write and or dictate about the picture.



## JOURNAL WRITING

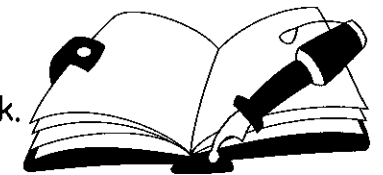
R A T I O N A L E

### Journal writing:

- gives children opportunities to practice writing.
- develops the concept that they need to think before they write and they can write about what they think.
- develops the concept that writing has a purpose.
- provides opportunities for individual self-expression.
- provides a variety of writing samples to use for assessment.

### What is a Journal and How Does it Work?

At the beginning of the year, the teacher provides a journal writing mini-lesson to introduce the children to how journals work.



### Mini-Lesson - The teacher:

- discusses journals and shows journal example.
- models the "thinking process" that occurs before writing.
- says, "I wonder what I should write about today. I think I'll write about my new shoes."
- encourages children to write about personal experiences.
- explains that we write on one page at a time, not on all of the pages at once.
- models that you date the journal entries.
- allows children to decorate their own journal and personalize it.

### Teacher's Role - The teacher should:

- encourage, but not require, children to participate in journal writing.
- make journals accessible to the children.
- accept whatever the child writes/draws without judging.
- take dictation one or more times per week.
- date the journal entries until children learn to date it themselves. (a date stamp may be used)
- allow time for large group, small group or individual journal writing.

### Children's Role - The children:

- choose what to write/draw.
- may share their journal entry with a friend.
- may ask the teacher to write their words on the page.

Ideally, journals should contain unlined paper. However, lined paper can be used as long as the teacher does not expect or instruct the children to stay between the lines when writing. For further information about lines refer to Interactive Writing by McCarrier & Pinnell.



## SHARED WRITING

R A T I O N A L E

### The children:

- learn that what we think/say can be written.
- learn that what we write can be read by self and others.
- learn that we write from left to right.
- learn that there are spaces between words.
- learn about the formation of letters.
- focus on letters, words, and sounds.
- recognize familiar words.

**Material:** Large chart tablet, markers

### Procedure:

#### Before writing:

- The teacher demonstrates that writing requires thinking.
- Thoroughly discuss the writing topic.



#### During writing:

##### The teacher:

- and the children write together.
- leads the talk and the children share ideas.
- records the ideas as the children watch.
- writes (no cursive writing) and talks about what she is writing and why.
- may ask students for help with both the composition and the spelling of some familiar words.
- uses questioning to guide responses.
- elicits responses from children about what to write. For example, "What letter do I write to spell "today"? /t/, /t/, /t/

#### After writing:

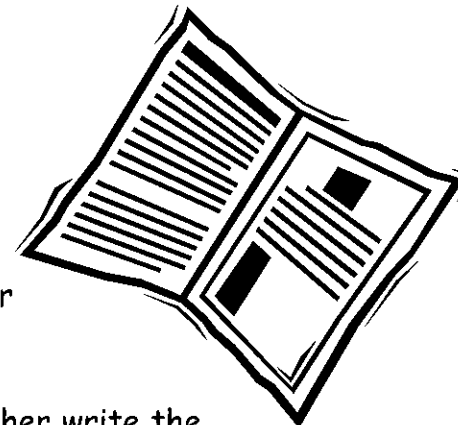
- teacher reads back what the children have dictated.
- children's work should remain displayed in the classroom at children's eye level so that children can reread it.
- celebrate the children's writing!
- All of the above procedures should be used in the following activities.



## ACTIVITY 13 Daily News

### During Circle Time,

- Two or three children "tell their news."
- Children describe important events in their lives, or describe something from the classroom.
- All children should be able to see the teacher write the words on the chart paper.
- Since only a few children dictate each day, the teacher will keep a checklist to make sure everyone gets a turn.
- Children could illustrate their news and write their name during center time.



### Daily News

9/15/01	
Lakisha	I fell off my bed.
Joe	I went to Wal Mart and Mom bought me a truck.
Mari	We have a new baby.

## ACTIVITY 14 Daily News Extension

- The teacher could have the children come up and circle a particular letter, for example "m."
- The child gives the marker to another child who finds and circles another "m" etc.
- The children count how many upper case (Capital) or lower case "m's" are in the writing and write the number on the paper.

## ACTIVITY 15 Morning Message

- Teacher writes down information about the day.
- Some teachers choose to do a combination of Daily News and Morning Message.
- It may include the day of the week, the weather, information about the day's activities, or a thought for the day.
- Children could count the number of words in the sentence, or count the number of letters in a word.

### Morning Message

Today is Monday, September 15, 2001.  
The weather is rainy.  
We are learning about Fall.

### Morning Message

Yesterday, we read a new book.  
Today, we will make patterns.  
Love,  
Mrs. Smith





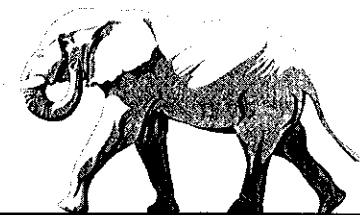
## ACTIVITY 16 Experience Charts

- Children dictate a description, shared experience or story to the teacher.
- The teacher writes the story on chart paper and posts it in the classroom.

### Response to Field trip

#### Our Visit to the Zoo

We rode the bus.  
We saw giraffes with long necks.  
The bear was sleeping.  
The mama elephant had big ears.



### Response to A Special Event

#### Cinco de mayo Celebration

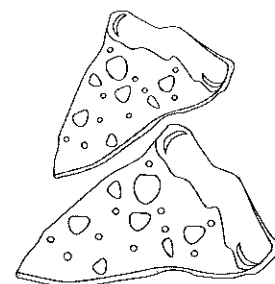
We hit the piñata with a big stick.  
Lots of candy fell out.  
We danced the Macarena.  
We played games  
We ate tacos.



### Response to End of Theme

#### Our Favorite Foods

Amy	I like pizza.
Sara	I like ice cream.
James	I like cereal.
Jordan	I like candy.
Juan	I like french fries.



## ACTIVITY 17 Response to Literature

- Teacher reads a book.
- In large or small group, teacher elicits responses from children.
- Teacher writes down children's responses and posts them in the classroom.

### Rewrite the ending

The Three Pigs

#### A New Story Ending

The wolf burned his foot.  
The pigs took care of him.  
They gave him milk and cookies.  
They were friends.

### Write to a character

Goldilocks and the Three Bears

#### Dear Goldilocks,

Knock before you go in the house.  
Please don't break Baby Bear's stuff. Don't go in there again!  
Tell the bears you are sorry.

Love,

Mrs. Smith's PreK

### Predictable chart

Old Woman Who Swallowed a Fly

\*The predictability of the sentences on the chart helps children in re-reading the print.

#### What Did the Old Woman Swallow Next?

She swallowed a snake. (Mary)  
She swallowed a frog. (John)  
She swallowed a stinky sock. (Alyssa)  
She swallowed a rock. (Alonzo)

### List

Peanut Butter and Jelly

#### Things to Buy

peanut butter  
grape jelly  
bread  
knife  
plates  
napkins

## ACTIVITY 18 Letters, Cards, Notes

- Teacher presents children with a reason for the letter.
- In large or small group, teacher elicits responses from children while pointing out letter writing format e.g. greeting, salutation.
- Teacher writes down children's responses.
- After completing the writing activity, children may sign their name during centers. Remember to accept any form of writing.
- How does a letter start? (Dear Mr. Jones)
- How does a letter end? (Sincerely, Love, Your friends, etc.)
- Name goes on the front of the envelope. (add address later)
- What do we want our letters to say?

### Letter to a Visitor

Dear Dr. Jones,  
Thank you for visiting our class.  
We promise to brush our teeth everyday.  
Your friends,  
Ms. Garcia's PreK Class

### Invitation to An Event

Please come to our classroom for a Thanksgiving Feast.  
We will have yummy food.  
Ms. Lopez's  
PreK Class

### Letter to an author

Dear Eric Carle,  
We love your books. Our favorite is The Very Hungry Caterpillar.  
Sincerely,  
Ms. Evan's class

### Letter to a classmate

Dear Katie,  
Are you okay? We miss you.  
Are the doctors nice?  
Did you have to get a shot?  
Come back soon so we can play.  
Your friends,

### Variations:

- Make a list with the children about:
  - o things to take on a picnic
  - o things for the new restaurant center

- To introduce letter writing concepts, a "letter writing" puppet could write the class a "real" letter. The puppet could visit the class periodically to enhance discussions about writing.

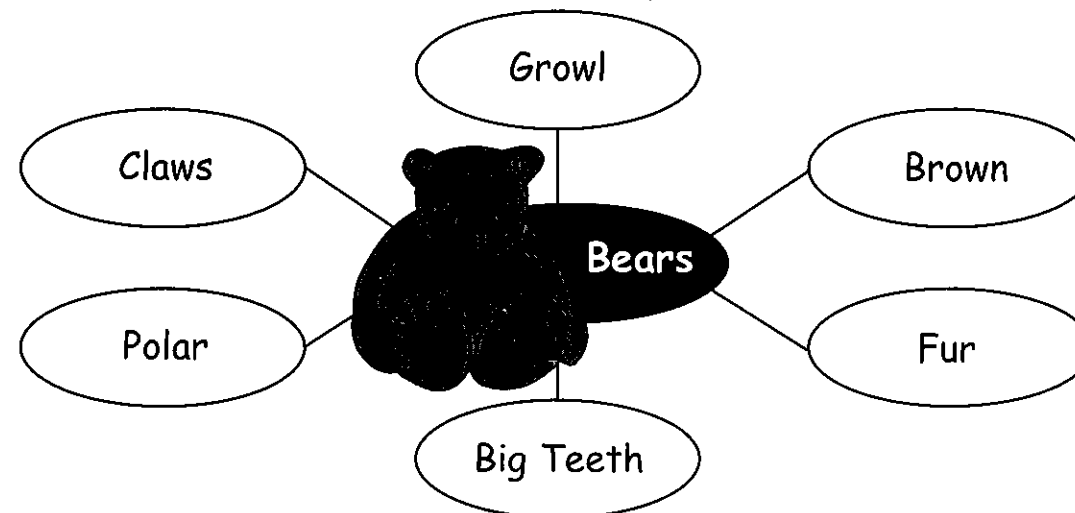
## ACTIVITY 19 KWL Chart

- K = children think and tell what they know about the topic.
- W = children brainstorm things they want to know.
- L = after reading about the topic, children answer questions and dictate answers for what they learned.
- Post the chart in the classroom at children's eye level.

All About Spiders		
K	W	L
<p><u>What We Know</u> Spiders are black. Spiders bite. Spiders have lots of legs. Spiders are scary.</p>	<p><u>What We Want to Know</u> Where do they live? What do they eat. How many legs do they have? How do they get in your house?</p>	<p><u>What We Learned</u> Spiders spin webs. There are many kinds of spiders. Spiders have eight legs. Spiders help farmers by eating insects.</p>

## ACTIVITY 20 Webbing

- Children brainstorm what they know about a topic.
- Teacher writes responses.
- Teacher reviews chart with children.
- Post the chart in the classroom at children's eye level.



## ACTIVITY 21 Draw & Tell

- The teacher tells a story while drawing pictures.
- The teacher models, "Let me think about what I want to write."
- Real Event Story "Let me tell you about "my walk in the park, my trip to the grocery store, etc." The teacher draws pictures while telling what happened.
- Fictional Story (about topic of study or familiar book) "I want to tell you about" a dinosaur, a frog, Corduroy, etc." The teacher draws pictures while telling a story.
- The teacher may want to use the story to build suspense.
- When the pictures are complete, the teacher asks the children to help her write a sentence that describes the story.
- The teacher rereads the sentence while pointing to the words and tracking print from left to right.



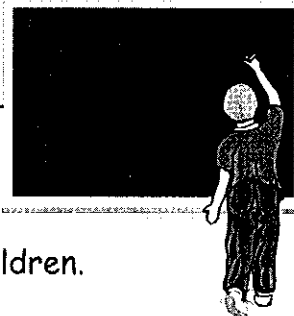
A teacher from Arlington, Texas demonstrates this activity in the photograph above. (This method is adapted from the Learning Network, New Zealand. This activity prepares children for writing/drawing in their journals. For more information, access the website [www.rcowen.com](http://www.rcowen.com))

## INTERACTIVE WRITING

R A T I O N A L E

Interactive Writing actively involves children in the writing process.

- Interactive Writing is best started later in the year after children have learned some print concepts, letters, etc.
- One of the most important features is for the teacher to actively "think out loud" while "sharing the pen" with the children.
- Tools for Interactive Writing could include:
  - o an easel and large chart paper to make the writing visible during the process.
  - o markers.
  - o pointer to use when pointing out print concepts.
  - o alphabet chart.



## DICTATION

R A T I O N A L E

### Dictation activities:

- demonstrate for children that what we think/say can be written.
- provide a model for writing.
- encourage children's use of language.
- value children's words.

### Procedure:

- Teacher writes what the child says.
- Make sure the child can see you write.
- Read the dictation back to the child when finished, tracking the print as you read it.
- Encourage the child to read the dictation back to you.
- Children can share their drawing/writing with one another.

## ACTIVITY 22 Children Tell Their Stories

- "Children tell Their Stories" is very effective with Special Needs and ESL children.
- It is based on Vivian Paley's work with Prek, Head Start, and Kindergarten children.
- It requires no rehearsals.
- It requires no props.
- It is best to have children act out familiar nursery rhymes and books prior to dictating their own stories.
- Expect children to borrow each other's ideas.
- A few stories can be acted out each day.
- It is especially good for transitions.
- The acting out of children's stories happens quickly.

### The teacher:

- brings the children together and tells them they are going to dictate stories and act them out or they may dictate stories during center time and act them out later.
- makes a large rectangle (stage) on the floor using masking tape or use the circle time rug.
- asks who would like to dictate a story.
- writes down the child's words.

### The children:

- take turns dictating stories to the teacher.
- act out the stories while the teacher takes on the role of moderator.
- see their words acted out immediately.



**Before acting out, the teacher:**

- asks the child author to stand beside her while she rereads the story.

**Example:** "Danny's Story"

Daddy and I went to McDonald's.

Mommy came too.

We ate french fries.

**Teacher,** "Danny, are you going to be the Daddy or yourself?"

**Danny,** "I'm going to be the Daddy"

**Teacher:**

- asks two children to play the roles of Mommy and Danny.
- narrates the story while the cast acts it out.
- provides "direction" as needed.

**Children:**

- act as the story line dictates.
- "actors" stand "offstage" until their name is announced in the story.

This activity was adapted from a workshop given by Vivian Paley on February 7, 2001, in Amarillo, Texas. For more information, refer to books by Vivian Paley and Patsy Cooper and the article by Wiltz & Fein listed in the reference section.

**ACTIVITY 23** Birthday Drawings/Notes



- Each child in the class draws/writes a picture for the "Birthday Person".
- Children give the pictures to the "Birthday Person" as special gifts from friends at school.
- Teacher could put the pictures together into a book for the "Birthday Person".



**ACTIVITY 24** Story Quilt

- Teacher cuts 5X5 (or larger) pieces of construction paper.
- Children write/draw responses to any picture book or nursery rhyme.
- Teacher and children use tape or yarn to join the pieces together.
- Place quilt on a bulletin board.

**ACTIVITY 25** Take Home Pictures

**Materials:**

- Pictures
- Large Zip Loc bag
- Paper for drawing and dictation

**Procedure:**

- Teacher sends home 2 or 3 pictures. (These could be theme related.)
- Teacher sends home a note asking parents to discuss the pictures with their child.
- Child writes/draws in response to the pictures.
- Parents write dictation.
- Child shares with the class.

**ACTIVITY 26** Take Home Library Book Report

**Materials:**

- Variety of books
- Backpacks, large baggies or large envelopes
- Notebook to record date checked out, child's name and name of book

**Procedure:**

- Teacher establishes a system for sending books home.
- Teacher writes a letter to parents describing the format of the book report.
- Children choose a book.
- Parent reads the book to the child.
- Child draws/writes a picture about the book.
- Parent takes dictation.



## TAKE HOME JOURNALS

### ACTIVITY 27 Birthday Journal

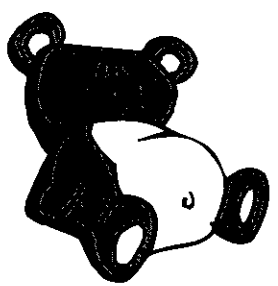


- This is a class journal.
- Teacher decorates the outside of a folder with a star etc. and writes on the front, "Our Birthday Journal."
- Teacher puts two or three books about birthdays in a backpack.
- Attach a note to the parents on the inside of the folder. Sample note is in the reference section.
- Parent reads the books to their child.
- Child draws/writes in response to the books.
- Parent takes dictation.
- Child shares with the class.

#### Book suggestions:

- Clifford's Birthday by Norman Bridwell
- The Secret Birthday Message by Eric Carle
- Little Bear, Osito ("Birthday Soup") by Else H. Minarik
- Mooncake by Frank Asch
- Arthur's Birthday by Marc Brown
- Dear Peter, Querido Pedrin by Alma Flor Ada

### ACTIVITY 28 "Mascot" Journal



#### Home/School Connection

- This is a class journal.
- Teacher sends a backpack home with the children throughout the year until everyone has had a turn.
- Include a book and stuffed animal of your choice. (Spot, Clifford, Teddy Bear, etc.)
- Make a journal from a folder with brads.
- Decorate it with a picture of the mascot.
- Attach a note to parents on the inside of the folder.
- The rest of the folder is filled with pages for the children to draw and dictate.
- Parent reads the books to their child.
- Child draws/writes in response to books.
- Parent takes dictation.
- Child shares with the class.



### ACTIVITY 29 Math Journal

$$1 + 1 = 2$$

$$2 + 2 = 4$$

$$3 + 3 = 6$$

#### Home/School Connection

- This is a class journal.
- Teacher sends the backpack home with children throughout the year until everyone has had a turn.
- Include a math book and manipulative of your choice. (For example, The Button Box & bag of buttons, Mouse Count available in Spanish Cuenta Ratones & plastic mice, Fish Eyes & plastic fish, etc.)
- Make a journal from a folder with brads.
- Decorate it with a math related picture.
- Attach a note to parents. The rest of the folder is filled with pages for the children to draw and dictate.
- Parent reads the books to their child.
- Child draws/writes in response to books.
- Parent takes dictation.
- Child shares with the class.



## PORTFOLIOS

- Self portraits (3 times a year)
- Dated writing samples (dated throughout the year)
- Copies of journal pages dated
- Art samples
- Anecdotal notes
- Child interview (dated)
- Emergent and Early Writing Checklist

### ANECDOTAL NOTES EXAMPLE

- 9/15/01 Mario does not participate in shared writing but seems attentive.
- 10/10/01 Mario is writing his name using upper and lower case letters.

### PHOTOGRAPHS CAN BE INCLUDED

- Include a picture of a child in a center, involved in a writing activity.
- Date and write comments as appropriate.

### CHILD INTERVIEW EXAMPLE

- What is writing?
- Do you like to write?
- What do you do when you write?
- What do you like best about the Writer's Corner?
- Do your mom and dad write at home?
- What kinds of things do they write?

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## BIRTHDAY JOURNAL LETTER SAMPLE

Dear Parents,

Your child is bringing home our class birthday backpack. Inside are several books about birthdays for you to read and enjoy with your child. Please help him/her complete one page in the journal by drawing a picture and writing or dictating to you something about their special day. Return the backpack as soon as possible.

Thank you,

Mrs. Smith

## TAKE HOME WRITING CENTER SAMPLE

Dear Parents,

Your child is bringing home our Take-Home Writing Center. Children learn to write when adults share writing activities with them. Consider having your child help with the grocery list or write a thank you note to Grandma. Your child can use the paper, envelopes, and tablets as they choose. If your child draws a picture, ask him/her to tell you about it. Let me know what your child liked most about the writing center.

Please return the writing center kit and the other items in it on Monday.

Thank you for your support,

Mrs. Lopez

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

## Emergent and Early Writing Checklist

	Seldom		Often		
Uses a picture to write	1	2	3	4	5
Uses scribbles or symbols	1	2	3	4	5
Random use of letters, symbols	1	2	3	4	5
L to R directional movement	1	2	3	4	5
Understands that writing symbolizes talk written down	1	2	3	4	5
Enjoys free writing in the writer's corner	1	2	3	4	5
Enjoys writing in personal journal	1	2	3	4	5
Writes words and friends names from around the room	1	2	3	4	5
Writes in response to literature	1	2	3	4	5
Willing to "read" personal story	1	2	3	4	5
Willing to dictate story to adult	1	2	3	4	5

**CAUTION:**

This tool is to be used for teacher planning purposes only.

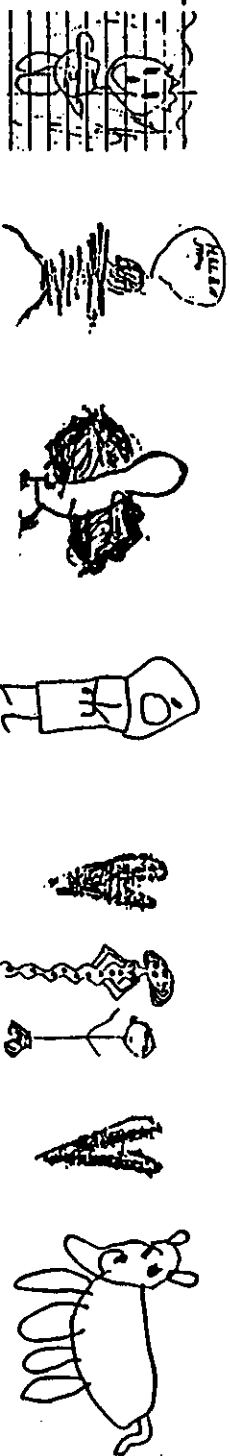
(Adapted from Marie Clay's, *An Observation Survey of Early Literacy Achievement*.)

**KINDS OF WRITING**

Scribbling -

*Handwritten scribbles and symbols.*

Drawing -



Non-Conventional Letter Strings -

ANWZIFEPSD  
ANLNV

Inventive (phonetic) Spelling -

MOVE  
SOCR  
I W T R S . M M B S V G .

Conventional ("grown-up") Writing -

I love  
MILKMAN  
YES I DO.  
Onetime  
I GOT  
TO RIDE  
On a boat  
POLICE  
BOY

(I went to Ben's house. My Mom brought some video games.)