

Kid Writing



Dear Kindergarten Families,

In school, we will be starting Kid Writing as a way to develop each child's writing skills. Through the use of Kid Writing, the students will illustrate a picture with a written caption or paragraph below. We will underwrite the child's writing in order to help them develop an understanding of the words they are attempting to spell. This highly successful program uses research-based strategies to promote and develop early literacy skills.

Now that your child has learned all of the letters of the alphabet, he or she is ready to Kid Write. We will be working in our Kid Writing packets, which will be sent home on Fridays. Please celebrate spelling attempts with your child as Kid Writing is an ever-evolving process.

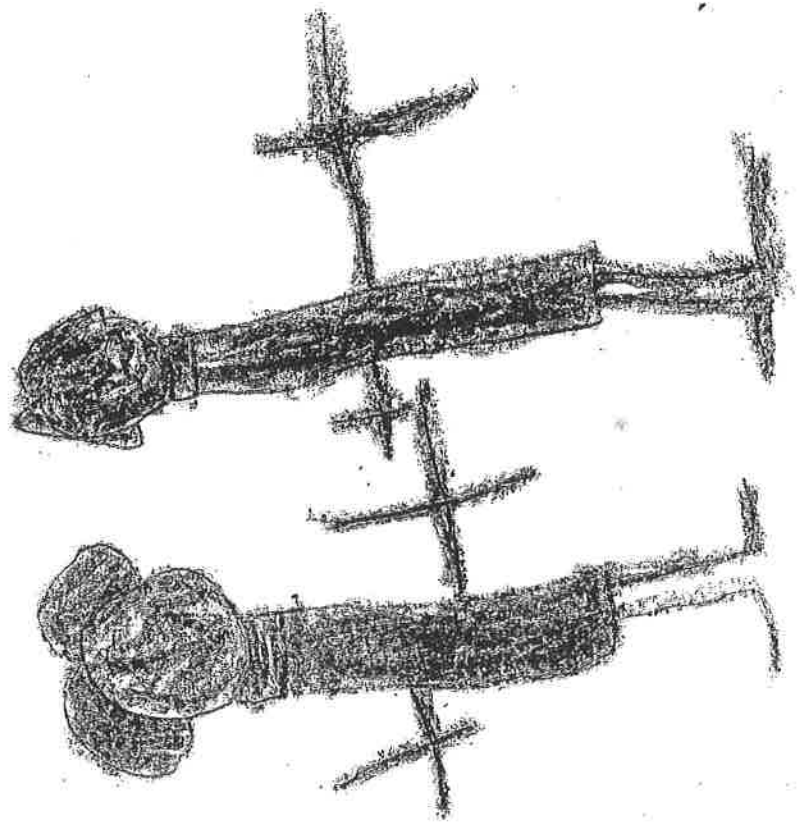
We are looking forward to this exciting portion of the year. We can't wait for you to see your child's writing. As always, please contact us if you ever have any questions.

Sincerely,
The Kindergarten Teachers

Directions and Helpful Hints for Kid Writing!



1. To begin, say to the children in your group:
"Draw your story" or "Draw your information"
2. For children sitting there not drawing, ask "Do you know anything about..." (List a few things that are either related to the month/season or are about things Kindergarteners are familiar with: animals, sports, hobbies, etc.).
3. Once the children are drawing talk to one child about his/her picture. Say, "What is happening in your story?" If the child can't think of anything, point to part of the picture and say, "Tell me about this part."
4. Pull details from what the child tells you and then repeat the "story" or information back to the child as one complete sentence. It is appropriate to rephrase or enrich the information to make it a complete sentence.
5. After saying the complete sentence, then say one word at a time - emphasizing the sound(s) that the child is ready to write for each word. This is called "STRETCHING" the word.
6. Ask, "Do you hear any letters in the word _____" and "Write what you think you hear." Allow the child to write what he/she thinks it is. (Do NOT give any kind of praise, positive reinforcement, or point out anything that is wrong during this!)
7. If the child has no idea, he/she can use a "Magic Line" (a horizontal blank line).



8. If the child hears a letter, but doesn't know how to write the letter, refer to the classroom alphabet strip.
9. If the child needs a word and you know it is in the room - ask the child, "Where can you find this word in the classroom?" and he/she can walk to find it.
10. As the child writes each word continue to go back and start from the beginning to add on new words so the child hears the sentence building.

Other children in your group may say the letter sounds that they hear when you are doing this to help the child that you are working with - this is part of kid writing, and GREAT!!!
11. When finished, praise the child for great "kid writing." Then write the "story" or informational sentence in "adult writing" at the bottom of the page. (This is conventional spelling) Point out anything that the child noticed or heard that matches the "adult writing." (this could be specific letters the child heard correctly, or words they could spell conventionally).
12. When writing at the bottom, please use neat printing and appropriate capitalization (only a capital letter to start the sentence - then the rest in lowercase letters). Also check for correct spelling, word spacing, and punctuation. This writing is the MODEL of "adult writing" that the children will read at later times.
13. Read the story back two times with the child, tracking your finger underneath the adult writing as you read.

Now repeat with another child!!! 😊

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My teacher is very nice.