

# All Kindergarteners Love to Write and Writing Teaches Reading! *Choose Strategies That Make Children Smile*

- We Know How to Create a Joyful Culture for Writing in Kindergarten!
- Small Muscle Development Supports Happy Kid Writers.
- Start With Name Ticket Strategy, High Expectations and Parents as Partners.
- Use Multisensory ABC and Phonics Immersion and Intentionally Teach for Fluency.
- Teach Drawing, Teach Six Basic Handwriting Movements, Dance, Handjive and Teach Fingerspelling.
- Sing, Sign and Celebrate Language: Familiar Song and Rhyme Patterns Create a Frame for Building Thinking and Writing Confidence.
- Use “Kid Writing” to Systematically Teach Phonics Skills and Build a Classroom of Engaged and Enthusiastic Authors and Illustrators.



## What do the Most Effective Kid Writing Classrooms Look Like?

Key points by Eileen Feldgus, Ed.D. [eileenfeldgus@aol.com](mailto:eileenfeldgus@aol.com) [www.kidwriting.com](http://www.kidwriting.com), 2007

*What Do “Joyful Writing-to-Read in Kindergarten” Classrooms Look Like?*

*Additional Comments (written in italics) by Nellie Edge*


### Visual Supports for Children

- ❑ **One Crisp, Clear, Alphabet Chart** (may have multiple copies)—lower-case letters highlighted with yellow highlighting tape



*Use one, consistent, multisensory ABC and phonics immersion program that incorporates music, fingerspelling, American Sign Language and involves “parents as partners.” **Sing! Sign! And send it home!** A copy of **ABC Phonics: Sing, Sign and Read!** Song picture book and CD, by Nellie Edge, is given to each family for nightly review. (Revised edition available January, 2009 from [www.Sign2Me.com](http://www.Sign2Me.com)) **Teach for fluency.***

- ❑ **High-frequency Word Wall** (black on white, no names or theme words)  
*Playful kinesthetic, auditory, rhythm and rhyme (KARR) strategies build fluency with emotional “by heart” or “star” words (I, love, Mom, cat, dog). Use music and sign language to accelerate learning.*

See  video clips at [www.nellieedge.com](http://www.nellieedge.com) (❑ *We Can Write Nonsense Words*, by Diane Bonica and ❑ *L-O-V-E spells Love*, by Nellie Edge) We have adapted Diane Bonica’s Nonsense Words song, using the same melody to support “by heart” word writing practice with white boards.



□ We can write “by heart” words.  
They are important to do  
We can write “by heart” words  
Our best work is what we’ll show you!

□ **Kid Crowns** (king of *ing*, wiz of *is*, etc.)

*Also make memory necklaces and word badges with “by heart” words, and invite each child to make a “king of ing” paper crown to take home and talk about.*

□ **Name Wall** or chart (photographs, alphabetical first names); also names used functional (graphs, etc.)

*Emphasize that each child will learn to recognize and **efficiently print the letters of their name**. This is priority! We experience powerful results with the Susie Haas “Name Ticket” strategy: children practice daily at home and at school. **Build a classroom of friends who know each other’s names.***


□ **Theme Chunk Houses** (et house, net, bet, pet, etc.—kids add words—show picture as an example of rhyme—e.g., Picture of a bat for at house)—Dr. Seuss hat as roof on house for nonsense rhymes

*Children build the houses together and then practice drawing and writing their own word house. They can practice “quick writes” of word families later in the year, (once their writing is more fluent).*

□ **Theme Words** (Halloween, spiders, etc.) illustrated

*Emphasize authentic studies that have personal meaning to the child. Consider pets, fall leaves and trees, birds, and nocturnal animals.*

□ **Variety of Family Words** with pictures (Dad, Daddy, Father, etc.)

*Teach “Mom” and “Dad” early on. (See  ASL video clip of our M-O-M Spells Mom song.) Invite each child to draw a picture of their family including their pets. Ask the parent to carefully label the drawing (print the name of each member). This chart stays inside the writing folder.*



□ **Tell-A-Story Words** (First...When...After that...Finally...etc.) with post it notes that children sign when they use these words—begins in first grade.

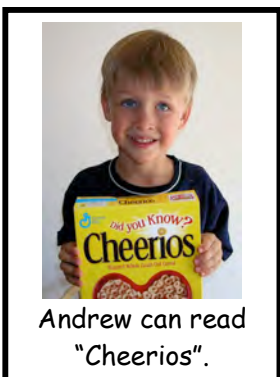
For children who come into kindergarten already reading and writing, share this strategy with families. Also use writing clue cards in ASL, English, and Spanish: “who? ...why? ...what? ... when...? where? Teach the word “because” to expand writing. **Differentiate instruction for “linguistically gifted” students.**



- ❑ **Number Words/Color Words**—take a small amount of wall space  
Consider inviting children to illustrate number words. Take pictures of children demonstrating each number concept. For color words, expand to voracious vocabulary—amber, turquoise, burgundy, and chartreuse...

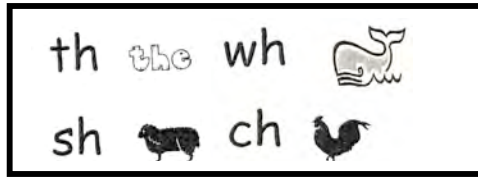
- ❑ **KWL Charts and Venn Diagrams** related to science, social studies, literature  
*Use children’s fascination with nature to create compelling reasons to read, write, draw and think. Keep literature and science observation logs and make individual books to culminate a study. (My Rock Collection Book, My Moon Book, My Bird Study...)*

- ❑ **Pocket Charts** with stories, poems, directions, etc.  
*Develop a monthly plan for your English Language Development Charts. (Individual word cards are easier to store than sentence strips, and children need to manipulate print.)*



- ❑ **Useful Environmental Print**—e.g., “come in” on door, “stop/go” on bathroom door  
*Use I Can Read Colors Big Book, by Nellie Edge, as a pattern for children to create their own “I Can Read Environmental Print” book. Andrew can read, “Cheerios”.*

- ❑ **Clip-on Name Badges**—phonics elements highlighted as taught  
*Consider how best to create and store these.*
- ❑ **Digraph Photo Charts** (e.g., Child touching cheek and chin for ch)  
*Consider adding the “H Siblings”: th, ch, sh, and wh, to your class ABC charts. Keep miniature copies of your ABC chart in easels around the room.*



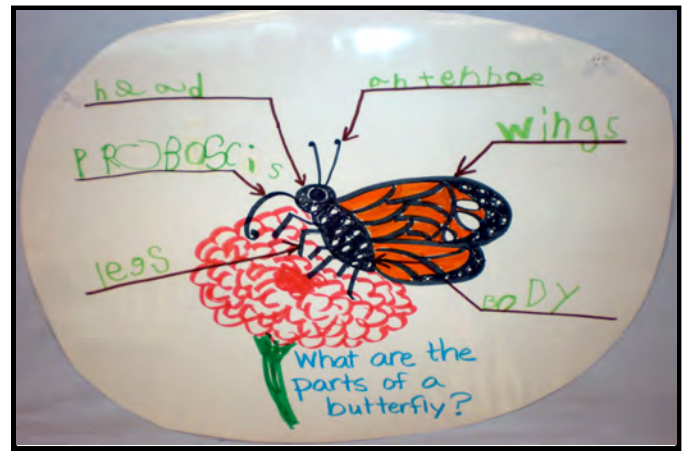
## Visual Celebrations for Children

- ❑ **Kid Writing Wall of Fame** (Tamika is famous for using talking marks) with praise point highlighted directly in the writing

*Make reusable laminated frames with a consistent color-theme for displaying children’s art. Invite parents and volunteers to help change the Kindergarten Art Gallery. Display children’s paintings with their caption of the “most important thing about this picture” (e.g., My House and The Sun, by Josh).*

See Isabell Cardonick’s Wall of Fame: [Kid Writing Wall of Fame](#).

- ❑ **Interactive Writing** (large chart or captions—teacher shares the marker)  
*Meaningful shared experiences provide the focus for these short intentional teaching lessons: field trips, a real snowy day, science explorations, making a peanut butter and jelly sandwich, etc. Consider giving children white boards to use as part of the lesson.*



- ❑ **Displays of Children’s Writing** (Ouch Pouch, Speech Bubble display, etc.)  
*Create a beautiful language-rich classroom; the lives of the children adorn the walls. Include photos of all of the children “in action” and a book with photos of each family. Honor both school family and home family.*

- ❑ **Expensive Words** (fabulous words that kids used in writing!) and Interesting words (from children’s literature)  
*Memorize, recite and perform at least 50 new songs, rhymes, poems and story excerpts each year. This is still the foundation for **voracious vocabulary learning and successful literacy development**. Make an ongoing chart of “Amazing New Color Words” – amber, indigo, chartreuse...*

## In Joyful Accelerated Literacy (SMILE) Classrooms We May Also See:

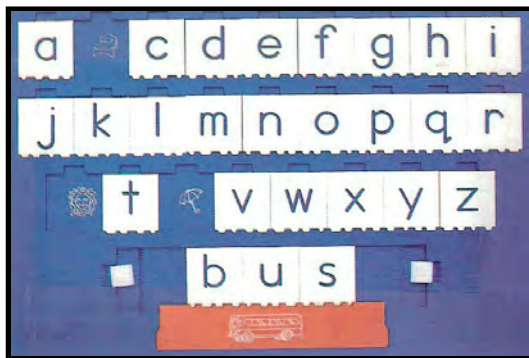
- Name Tickets** with high expectations for efficient handwriting (lower-case letters!) Children quickly learn to print their first and last name.
- Evidence of Drawing Instruction and Word Fluency Activities.**
- Sign Language Graphics: Multisensory ABC and Phonics Immersion** with an intentional focus on fluency right from the start.
- Celebrations of Oral Language: Songs and Rhymes in Big Books and Language Charts** that provide patterns for class-made books and individual student books. (See Becky Leber's Writing Centers.)



- “By Heart” or “Star” Word Display:** Teach at least 24 (and hopefully 44!) high-frequency “by heart” words using music, sign language, rhythm, and movement. **Practice for fluency.**
- Playful Invitations to Write Letters to Class Pets,** class mascots or even imaginary elves. (See Charlie the turtle)



- Clipboards and Imaginative Pointers and Glasses** for writing the room and reading the room.



- Dramatic Play Centers with Literacy Props.** These change frequently to create continued playful reasons for reading, writing and talking. (This is especially necessary for English Language Learners!)
- Self-Correcting Word Study Manipulatives** such as the Intra-Learn Language Board.

- A Class Name and Special Mascot.** (*Kindergarten Super Stars, Hedgie Haven, The Friends Kindergarten, The Singing and Signing Class...*)



Thank You Salem Kindergarten Cadre  
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**The End!**