

Kid Writing Recommendations from Eileen Feldgus
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- ✓ Use wide highlight tape to highlight lower case letters on the alphabet chart
- Separate or cut apart alphabet cards to space the letters.
- Put alphabet cards on background paper to provide contrast.
- ✓ Alphabet cards should be placed at a level that does not require the students to look high up.
- Color the pictures on the alphabet chart. All chart pictures should be colored the same.
- ✓ Copy and reduce the alphabet chart to send home and to use when working with students.
- Change the T picture from a truck to a turtle.
- ✓ Bat -that, not Bat of At.
- At the beginning of school spacing and punctuation is not important.
- Takes 5-6 minutes per child to do Kid Writing
- Classroom print environment that is useful and part of classroom routine.
- When working with students doing Kid Writing, teacher must rephrase students' fragmented sentences into complete sentences. Teachers must also elicit rich language from students. This can be done by asking specific questions to get specific details. This technique is beneficial later on for students.
- Kid Writing groups should include kids at various levels of achievement
- Key phrases teacher should use: "Watch my mouth", "Where can you find it in the class".
- 10:1 ratio for daily Kid Writing lesson
- During mini lesson, the other adult in the room can work with 2 students to write their stories. These students are not missing the mini lesson because mini lessons are repeated many times.
- Kid Writing lesson- 45 minutes daily including mini lesson

- Centers must be literacy based.
- Letter formation during mini lesson repeated many times. Same letter formation must be used at all times.
- Kid Writing paper- 3 or 4 lines on page. In the beginning, adult writing at the bottom of the page for all words. When kids are independent, adult writing in gray spaces for misspelled words only.
- When doing adult writing be sure to make connections to kid writing by pointing out the letters that are correct that the student wrote.
- Magic line not used after 2nd week. Magic line is a support used to encourage students to write without inhibitions.
- During Kid Writing lesson do first 3 or 4 words of student's story then move to another student.
- Teacher reads adult writing and highlights adult writing.
- Mini lesson focus comes from students' writing
- Mini lesson format: share story of three students, ask questions about the story to gather more details. Talk about words (teaching/reviewing), letter formation and sounds. Use highlight tape on students' name tags to highlight letter/sound that is being taught/reviewed in the mini lesson
- When sharing students work during mini lesson questions should be asked. Questioning format: in the beginning- teacher names question and ask question, in the middle of the year-teacher names question and students ask question, at the end of the year-students name and ask questions.
- During mini lesson share 3 students' stories, highlighting positives in each.
- Parent volunteers provide additional help when reading specialist are not in to work on Kid Writing. Parent volunteer training is extremely important. Key components of parent volunteer training are: how to do Kid Writing (drawing, questions, stretching through, show demonstration lesson, vowels are not important, why students do not have to spell all words accurately, omitting vowels is ok, high frequency words must be spelled accurately. (p. 152)
- Date stamp is on the page the students are doing their drawing.
- While students are drawing, teacher should try not to talk or discuss drawing.
- Say, "Draw a story", "Tell me your story".

- Schedule:

Group A: Monday, Wednesday, Friday

Group B: Tuesday, Thursday, Monday

Group A- 12 students – 6 get kid writing, 6 draw stories (35 minutes)

Group B- 12 students- centers (literacy/writing) OR 6 working with a trained volunteer, 6 free choice time OR untrained volunteer supervises center activities

After 35 minutes switch groups: Group B, 6 get kid writing, 6 draw stories. The next day work with the students who drew stories the day before. The other 6 students are drawing a new story.

- Use alphabet chart pictures for pictures on rhyming family hours
- Top of rhyming family house can be for Dr. Seuss words (nonsense words).
- Use pictures to anchor all word charts.
- Three dot Kids (...) student has a great story that can not be completed in one session, continue story the next day.
- Allow students to help each other by calling out letters they hear, taking other students to word wall and pointing out words, taking students to locations in the room to show words/letters.
- There should be a flat surface in front of the word wall so that students can lean to copy words.
- For conferences: do independent writing sample. Evaluate sample using the writing continuum (p. 176-177). During conferences explain to parents how student did writing in journal (with teacher support), explain how you provide support to the students.