

YOU ARE A
SUPER
WRITER!!

Empowering Emergent Writers
Florencia Abal

“Children who feel the power of writing and feel positive about themselves as writers are likely to want to write”
Owocki and Goodman



Take the time to plant the
seeds of empowering and
watch your Writers'
attitudes grow!!



What is writing?

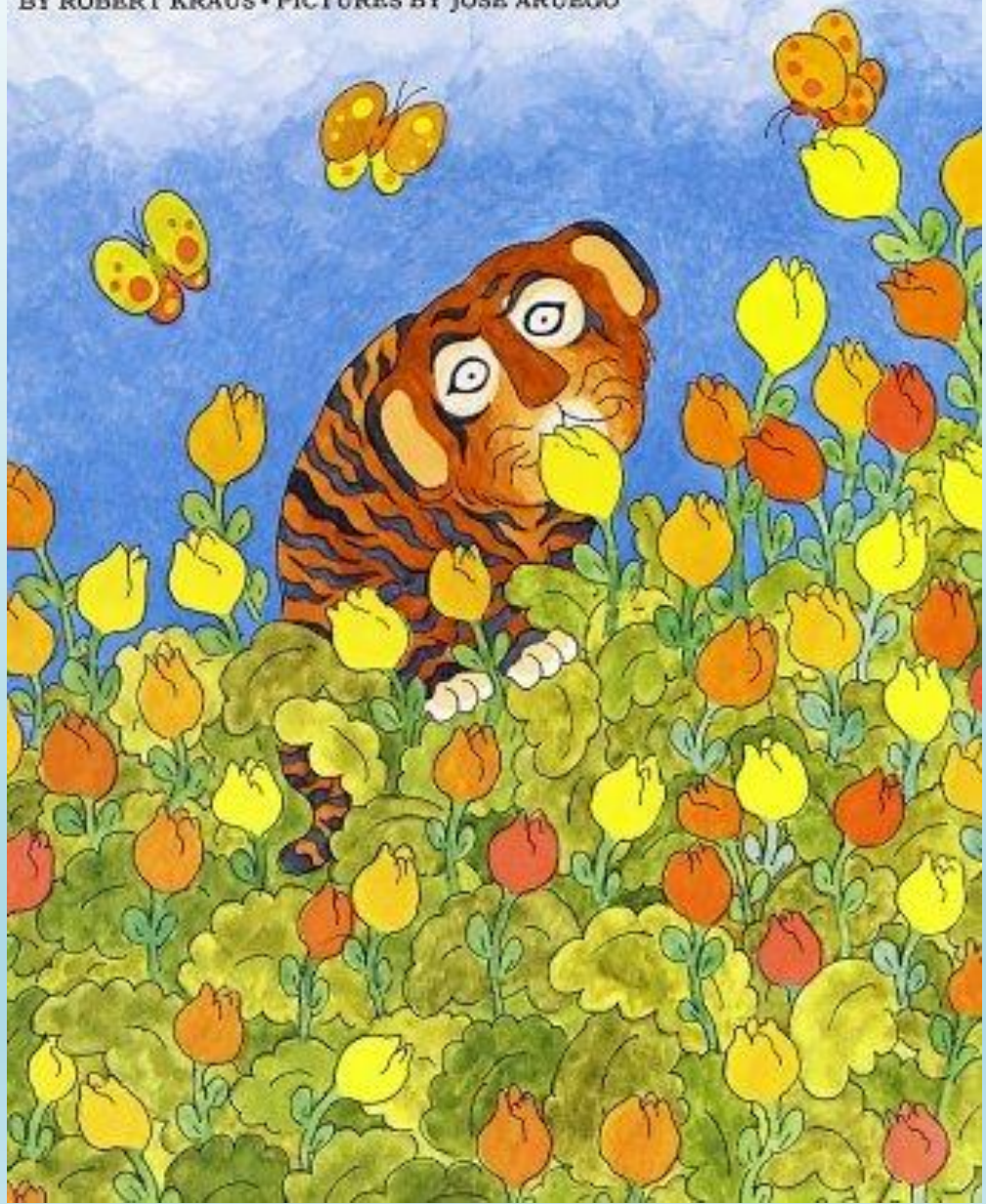
- Writing is talking with your pencil.
- Writing is a communication tool.
- Writing is life-work, not just desk-work.

Why are children reluctant to write?



Leo the Late Bloomer

BY ROBERT KRAUS • PICTURES BY JOSE ARUEGO



Maybe...

They are not ready

There's too much pressure on
them

So...

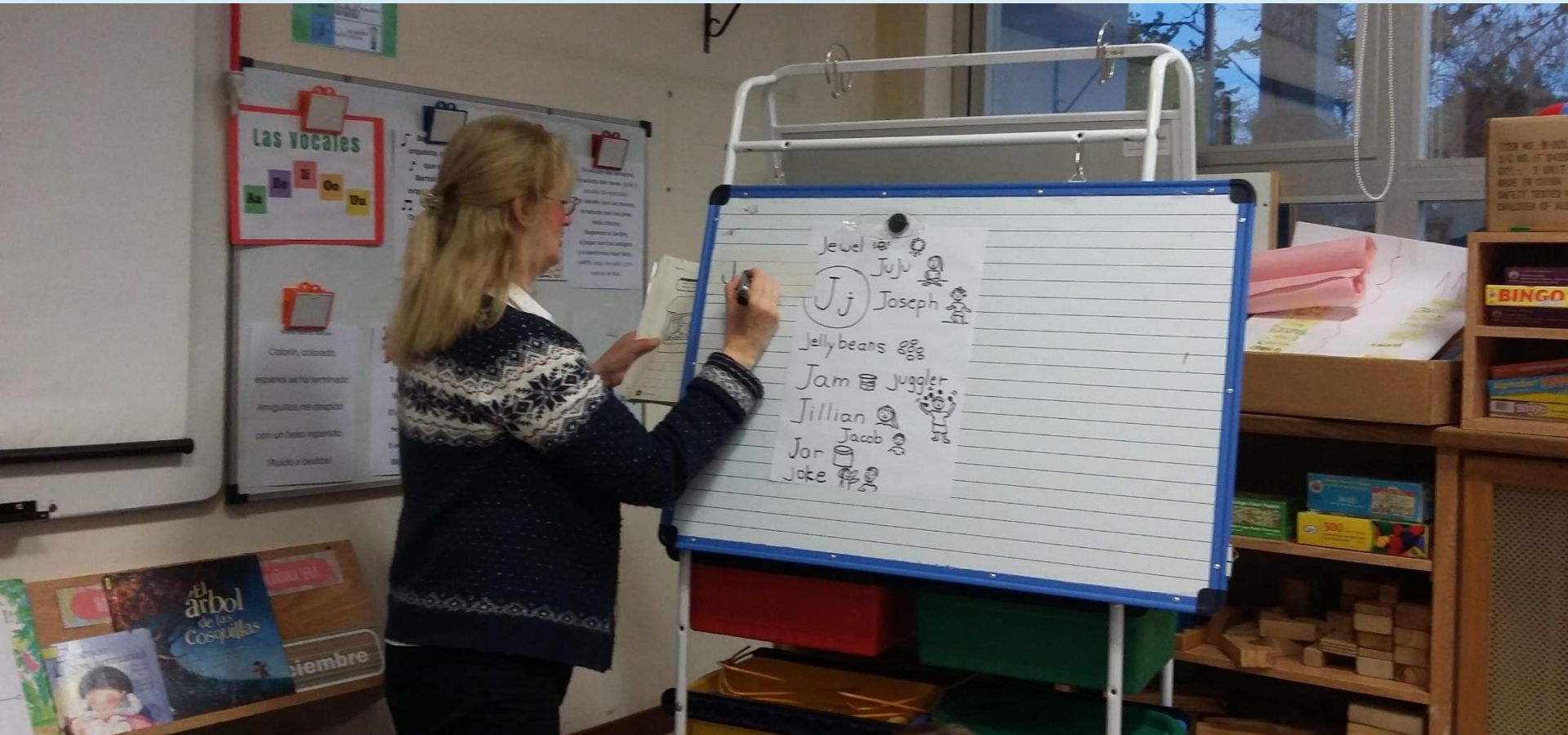
Take a step back and remove the
pressure!!

DEVELOPMENTAL WRITING

 <p>1. Pre-Writing Includes: Drawing, scribbling, symbols that represent letters, and random letters with no relationship between letters chosen and the sounds in a word. Random letters do not progress from left to right.</p>	 <p>2. Letter Strings Letters progress from left to right and from top to bottom as the child "reads" their paper back to an adult. Letter sounds have no relationship between letters chosen and the sounds in a word.</p>
 <p>3. Environmental Print Child copies words from the room around him. He usually does not know what words he has copied, and they do not form a sentence.</p>	 <p>4. Sight Words in a Sentence Child writes a sentence that he or she can read back. Spaces between the words are not necessary, nor is end punctuation. Any other words included that are not sight words were found as environmental print in the classroom.</p>
 <p>5. Beginning Sounds Sentence includes sight words and some beginning sounds of a word that the child can read back. Vowel sounds and ending sounds in the words written with inventive spelling are not necessary. Spaces between words and end punctuation are not necessary.</p>	 <p>6. Early Developmental Spelling Uses sight words and some beginning sounds of a word in a sentence that the child can read back. Some ending sounds of words may begin to appear. There are spaces between most words. Punctuation is not necessary. Child also draws a matching picture to go with the sentence.</p>
 <p>7. Developmental Spelling There are spaces between all of the words. When using inventive spelling, some medial and ending sounds are written, including some vowels. Punctuation may be added but is not necessary. Child sticks to one topic, and also makes a matching picture.</p>	 <p>8. Transitional Spelling Child writes two or more sentences, using some real spelling that includes words with silent letters. Capitals and punctuation and spaces are used correctly at least some of the time. Child sticks to one topic, and also makes a matching picture.</p>

ACTIVITIES THAT WILL PREPARE YOUNG CHILDREN FOR WRITING

Working with the ABC



The Secret Box



High Frequency Words displayed



PHONOLOGICAL AWARENESS

Phonological awareness skills are important in order to develop good reading skills. Having good phonological awareness skills means that a child is able to manipulate sounds and words, or “play” with sounds and words.

Phonological awareness is important because it is a basis for reading and writing.

PHONOLOGICAL AWARENESS ACTIVITIES

Recognizing when words rhyme

Segmentation of words in sentences

Blending syllables

Segmentation of syllables

Deletion of syllables

Identifying sounds in words

Blending sounds

Segmentation of sounds

Addition of sounds

Manipulation of sounds

Interactive Whiteboard games

Lakeshore® LANGUAGE | Pre K - K PP311

Phonemic Awareness
INTERACTIVE GAMES

Includes 3 different games!

Beginning Sounds
Rhyming
Syllable Sorting

Whole-class instruction
Individual computer

Ages 4+ ✓ Meets State and National Standards (see back)

K4

Lakeshore® LANGUAGE | Pre K - K PP146

Let's Learn **Phonics!**
Interactive Game Show

TEAM 1. SPIN THE WHEEL!

VOWEL SOUNDS
BEGINNING SOUNDS
ENDING SOUNDS

SPIN

TEAM 1 3 TEAM 2 1 TEAM 3 4 TEAM 4 2

Whole-class instruction
Individual computer

Ages 4+ ✓ Meets State and National Standards (see back)

K4

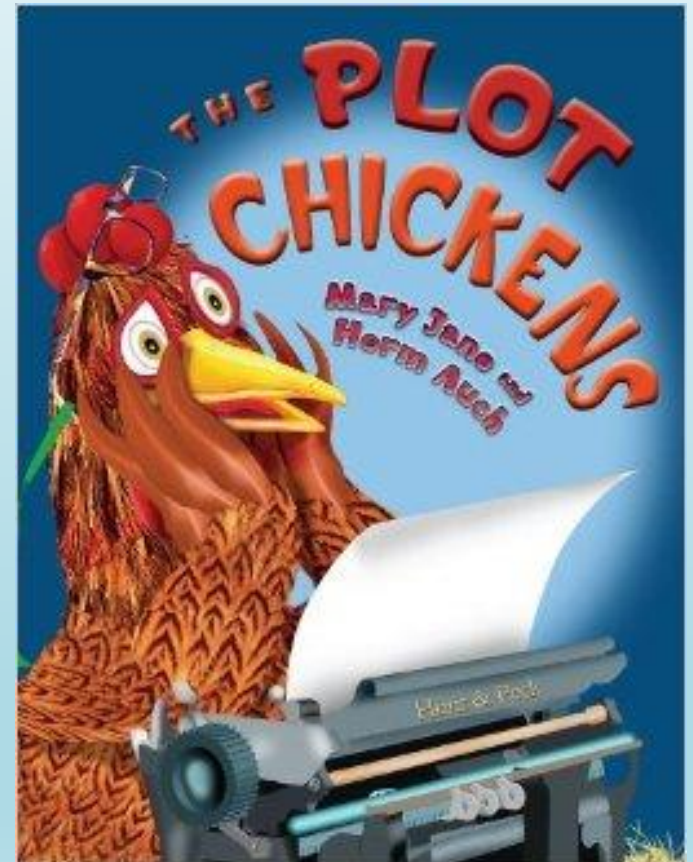
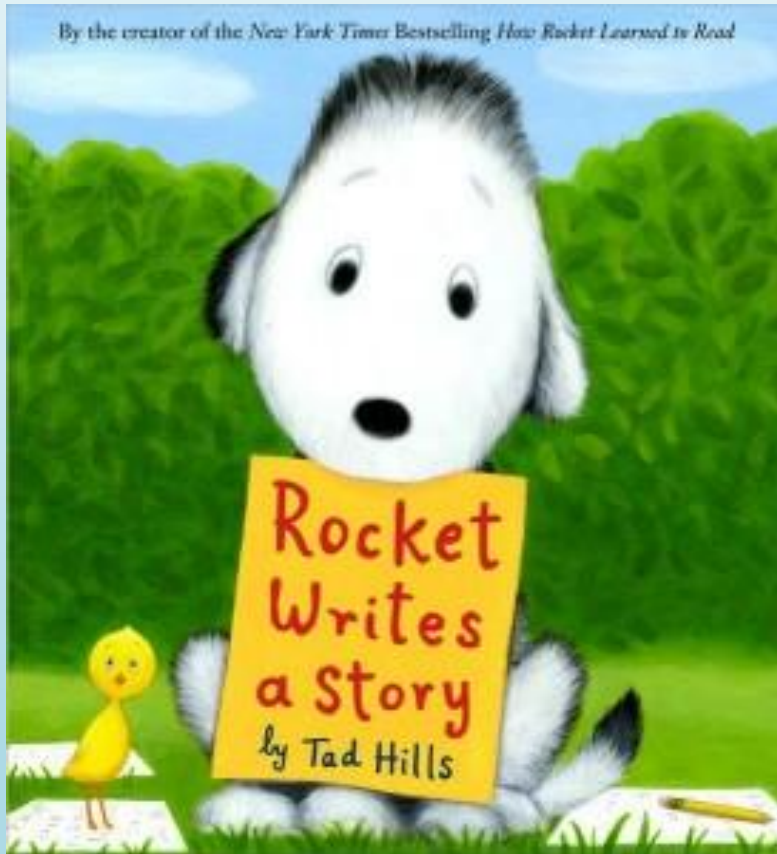
HOW CAN WE EMPOWER YOUNG WRITERS?

INSTILL a writer's attitude.

BUILD a writing community.

ESTABLISH writing routines for daily practice.

MENTOR TEXTS



Instill a writer's attitude

ANCHOR CHARTS

Writing Checklist



Use a capital letter at the beginning of my sentence.

ex.) The cat is big.

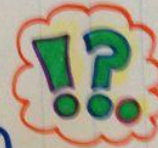
Use finger spaces.

ex.) I _ like _ the _ park.



Use ending punctuation.

ex.) My dad is tall.



Use the word wall to spell words.

ex.) I like cats and dogs.

A	B	C
and	boy	can
at	be	could
are	hot	
am		

ANCHOR CHARTS

What writers do

1. Think



2. Draw



3. Label



4. Write



I wlk to ski

5. Add details



I walk to school.

PROVIDE OPPORTUNITIES FOR SPONTANEOUS WRITING IN THEIR PLAY AREAS



SCAFFOLDING

NAME: SOPHIA ♡
DATE: AUGUST 2016

I HAD A GREAT WEEKEND!!

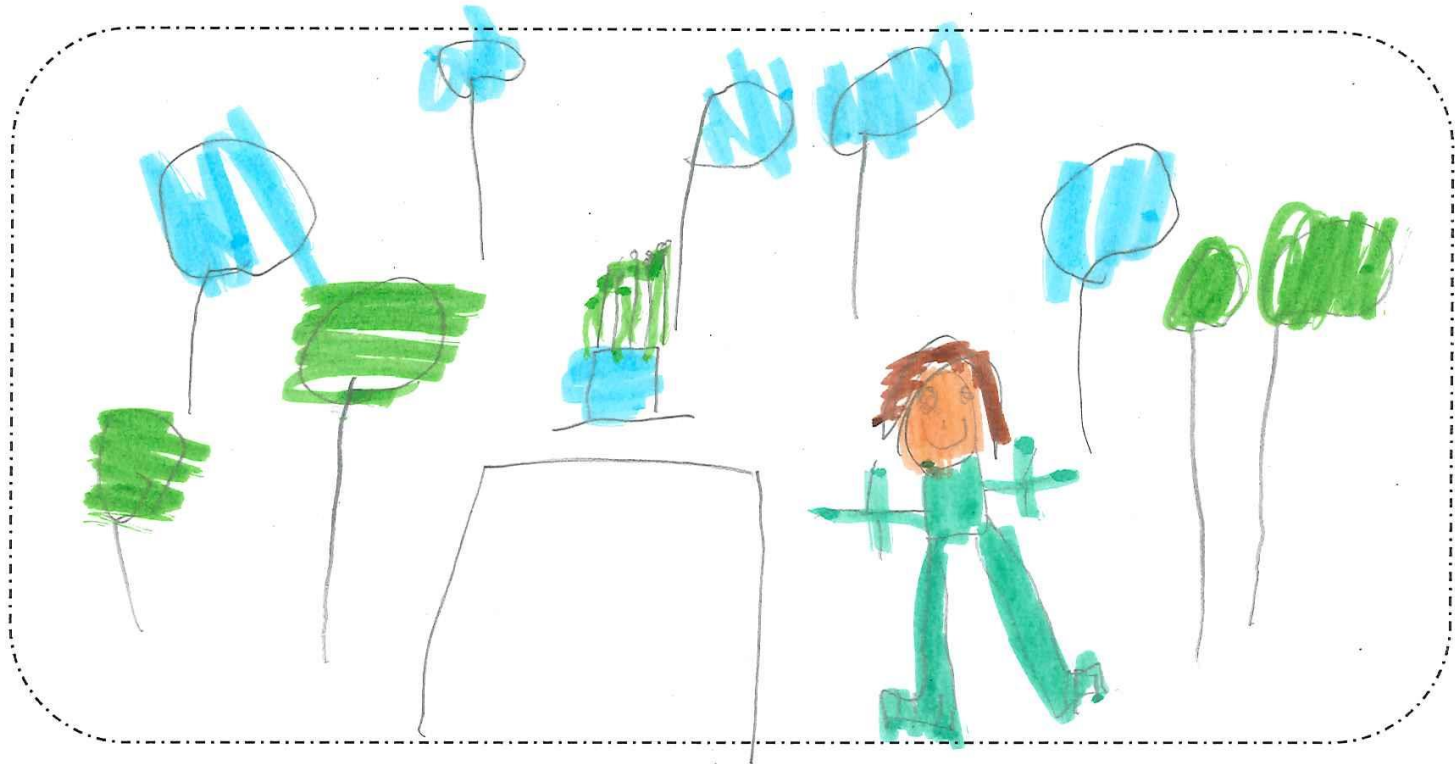


This weekend I WENT TO GMILIA
BREDAY
☀️

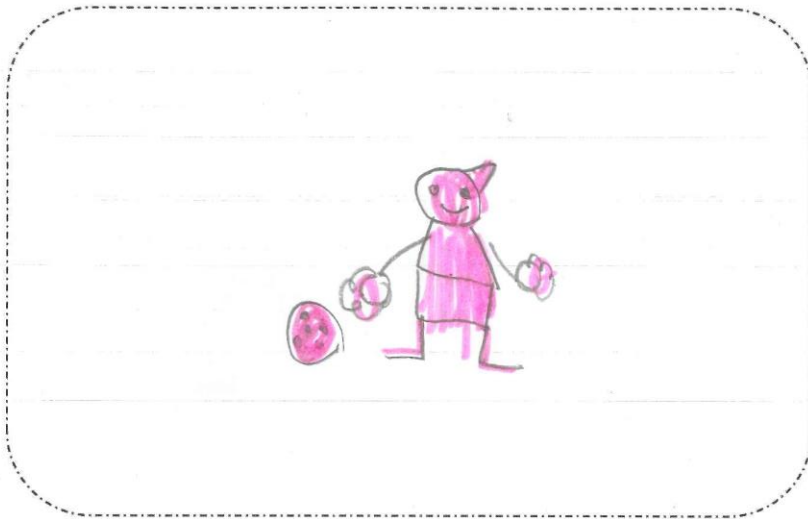
NAME: Fred

DATE: August 29, 2016

I HAD A GREAT WEEKEND!!



This weekend I went to G. Y. I. P. T. I



He is happy because
he can PEINR

END

DIGITAL RESOURCES



I Trace



Story Creator



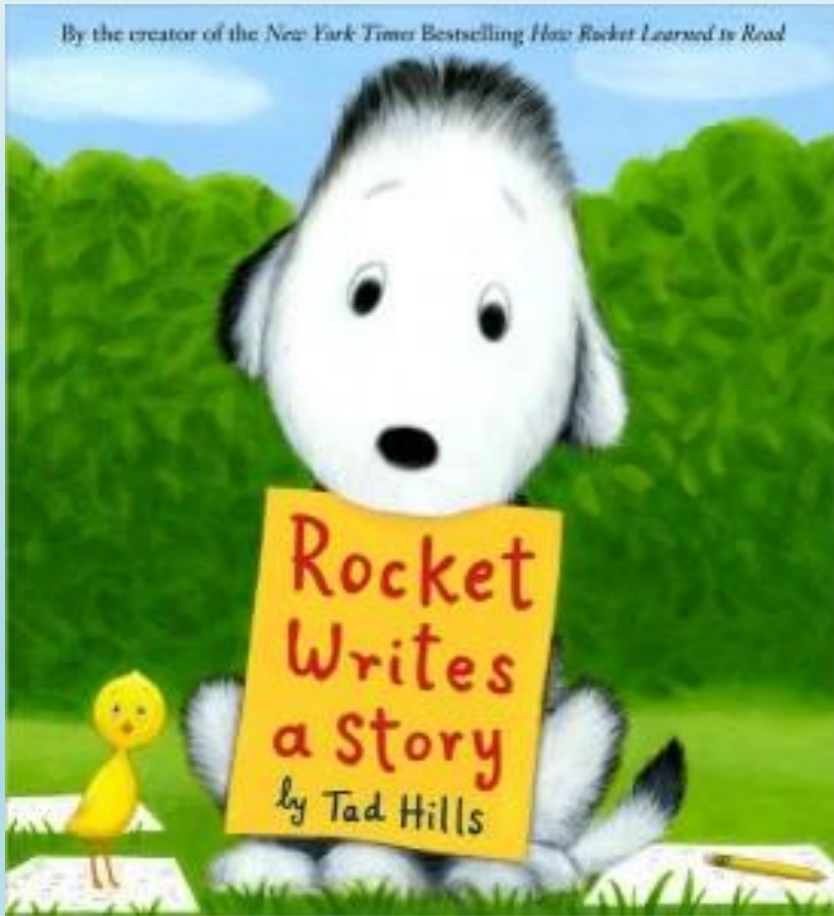
Book Creator



My Story

LITERATURE

It's a great springboard to writing!!



Rocket models how to collect ideas to write about, write and rewrite every day and share his writing. Children can connect with the character

FRANCISCO

"A HOUSE FOR HERMIT CRAB"
UNDER THE SEA TALK

I want to eat
you

No! No! Ples
DoN.+ eAT Me



I want to eat you.

No! No! Please don't eat me.

BUILD A WRITING COMMUNITY

Writing must be interactive

Talk is great brainstorming, as it is the rehearsal for writing

Sharing transports writing from paper to a vehicle of communication

Sharing helps students develop as writers and friends

Begin where they
are

Write simple
sentences

With Freeway
Reading

I CAN SEE



Written by
Adria Klein



I can see a **yellow** snake.



I can see a **gray** elephant.

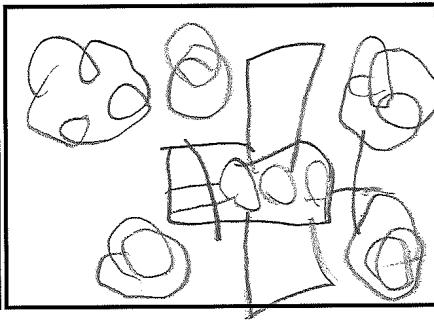
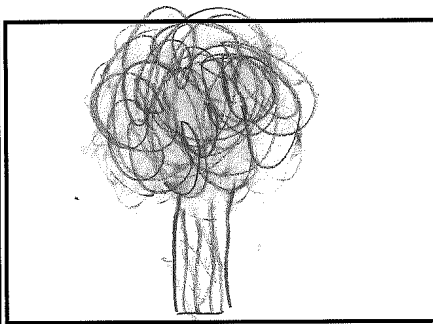
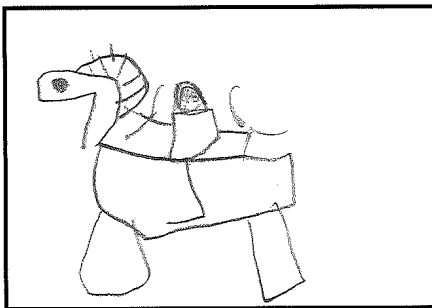
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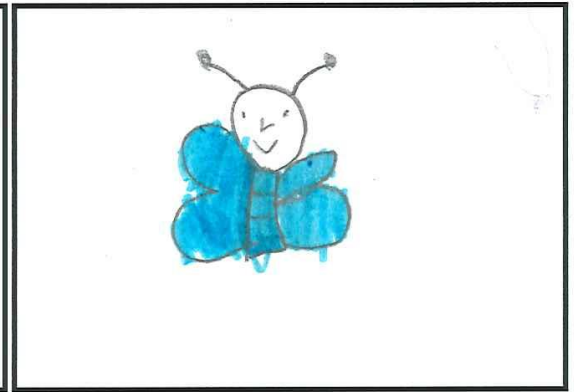
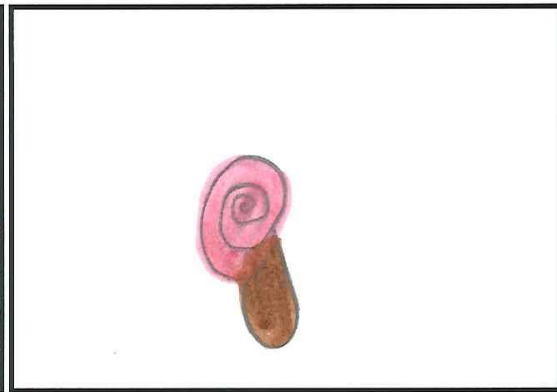
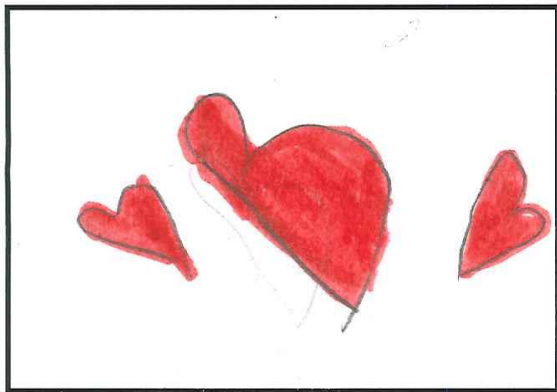


I see HORS

I see ATRE

I see A PLAN

Tracey



I see a heart

I see a lollipop

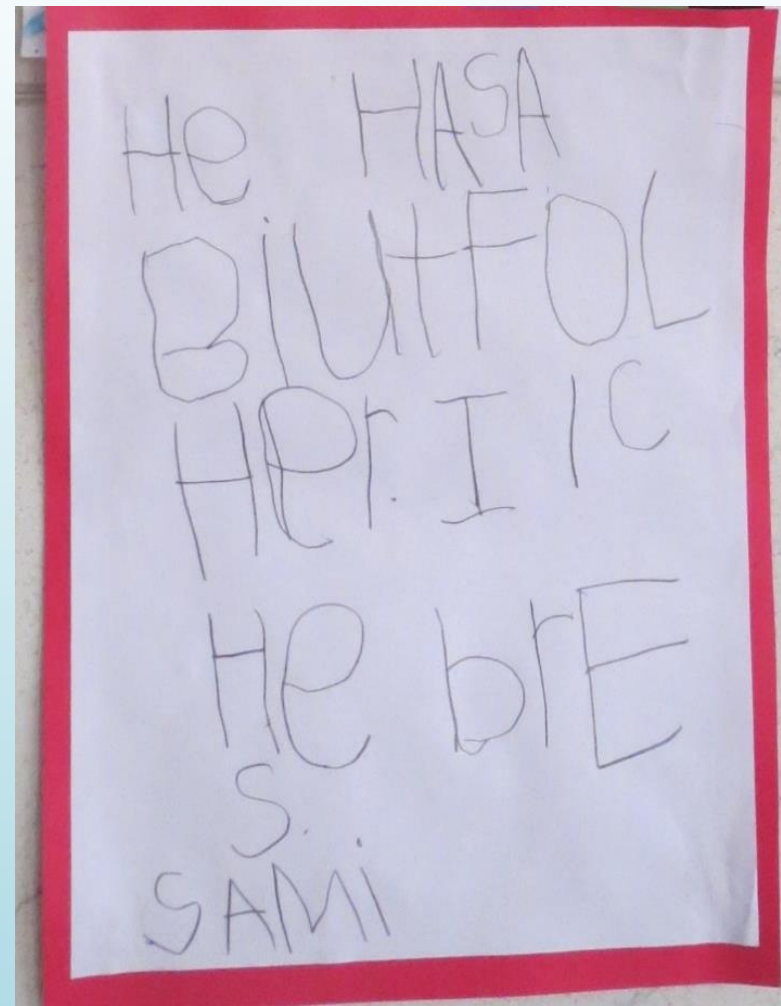
I see a BUTTERFLY

ART IS ALSO A
POWERFUL
SOURCE OF
INSPIRATION

Jessica

by Kevin Henkes





She has a beautiful hair. I like her dress.

TAKE IDEAS FROM EVENTS AT SCHOOL



I can scare a
cat



IDRAQ LA
AIATARS
I IARTUITADIFIN

Amelie



I am Dracula.
I like hearts. I
like to eat
everything.



I want a kitchen.

Teachers play an important role in encouraging children to communicate their thoughts and record their ideas through writing.

HAPPY WRITING!!!

Thank you for coming!!

My Email address

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 @mfabal69