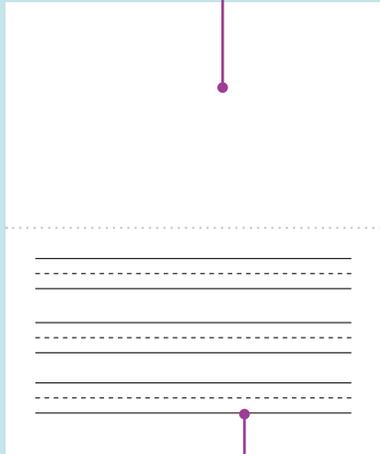


Show What You Know with Drawing and Writing

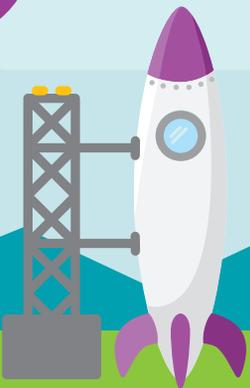
SOUND STORY WRITING CONNECTION

Chart paper and individual student papers would look like this.

Show what you know in a picture.



Show what you know in writing.



After students have been introduced to a Sound Story character in *Countdown*, they are given an opportunity to write about that character or animal.

Picture Labeling

(simpler option for students who may not be ready to write multiple words)

1. The **teacher** draws a picture of the character and an object from the Sound Story.
2. The **teacher** orally labels each picture and then asks students to help spell the labels.
 - **Example: Teacher** draws Penny the Penguin and says, "This is Penny. Help me spell 'Penny' by listening to the sounds in her name. /p/ /ē/ /n/ /ē/. How do we spell /p/? /ē/? /n/? /ē/?" (Write the spellings the students give, regardless of whether they are conventional or invented spellings.)
3. The **teacher** demonstrates conventional spelling for the labels under the students' spellings.
 - **Example: Teacher** says, "This is how grownups write the name Penny. /p/ (write **p**) /ē/ (write **e**) /n/ (write **nn**) /ē/ (write **y**)."
4. **Students** then draw a picture of the character and something they like or something they learned about that character.
5. **Students** label their own drawings as they are able. The teacher can prompt with a question about the character (e.g., What is Brandon? What does Brandon do in the story?). The **teacher** shows them how their spellings correspond to the conventional spelling, as appropriate.
** Any form of writing is acceptable and encouraged. There is no expectation of correct spelling. Validate student attempts and then model the correct spellings as needed. Students can try to write part of the label or the full label (e.g., Penny, or Penny the Penguin).*
 - **Example:** If a student draws Jamal the Jaguar and labels it as "Jml," the **teacher** can say, "You really

focused! You wrote down the sounds you heard, /j/ (point to **J**), /m/ (point to **m**), /l/ (point to **l**). I hear all of those sounds too. There are a few more sounds that are tricky to hear. Grownups usually spell Jamal like this, /j/ (write **J**) /uh/ (write **a**) /m/ (write **m**) /aw/ (write **a**) /l/ (write **l**)."

- If the student writes a letter that doesn't correspond to any sounds in the word (e.g., a student may write G as the first sound in Jamal since the name of the letter G begins with the /j/ sound, /j/ /ē/), the teacher can say, "I hear the sound /j/ in this word too. We usually write the /j/ sound with the letter **J** in the name Jamal, like this, /j/ (write **J**)."

Sentence Writing

(more advanced option for students with stronger knowledge of sound-letter correspondences)

After teacher and students have drawn pictures and labeled them, follow the above format for creating a sentence.

1. The **teacher** creates an oral sentence about their drawing, using the written label words. The sentence could be about something they liked about the character and story or something they learned about the character. Once again, the teacher asks the students to help spell out their sentence, and then the teacher models conventional spelling. Once the sentence is written, the teacher models left to right tracking by moving their finger across the writing left to right, emphasizing the sounds.
2. After the **teacher** models the writing, they ask students to write about their own pictures on their papers. The teacher can prompt with a question about the character (e.g., What is Brandon? What does Brandon do in the story?, etc. to guide the length of the sentence.)
3. **Students** read their sentences to an adult. If their written words are not recognizable, write their sentence on the bottom of the page.

Levels of Writing:

1. **Phonetic/Grown-Up/Conventional Writing:** Writing a short, grammatically correct sentence with punctuation and capital letters.

Example: "I have a pet hamster."

2. **Phonetic Writing/Kid Style:** Students who know most letters and sounds might write a sentence using close letter-sound correspondences.

Example: "I have a pet hamster," might be "I hav u pet hamstr."

3. **Semi-phonetic:** Students know some letters and sounds and write the most prominent sounds they hear in words.

Example: "I have a pet hamster," might be written as "I hv pt hmstr."

4. Pre-conventional

- **Random String of Letters:** Students who know the letters in their name might be able to use some of those letters to write.

Example: G n a h r

- **Mock Letters:** Students who know what letters look like in general, but do not know how to write particular ones yet, might create straight and curved lines that look similar to letters.

Example: a C J O n

- **Scribble:** Students who do not know how to write any letters and do not have a good grasp on what letters look like or are unable to form them might scribble.

Example: 

5. Drawing and writing look the same



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