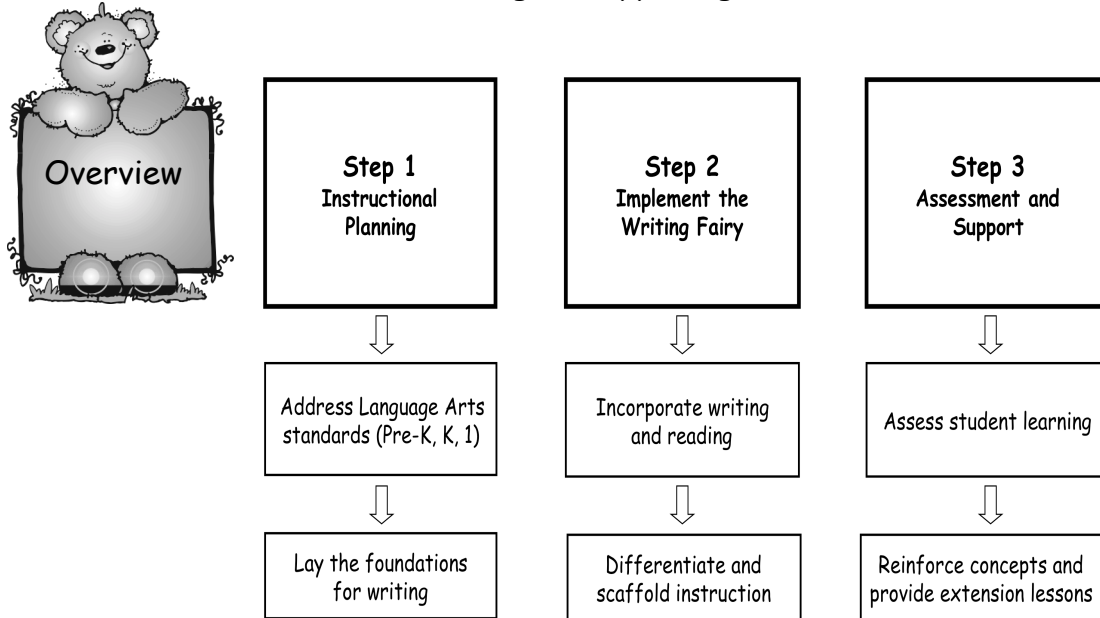


Workshop Title: Meet the Writing Fairy!

Presenters:

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Language Arts Standards References

- **Preschool:** California Preschool Learning Foundations, Vol. 1
 - <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- **Pre-Kindergarten:** TK California, English Language Arts
 - <http://www.tkcalifornia.org/teaching-tools/english-language-arts/>
- **Kindergarten:** Common Core State Standards Initiative, Writing
 - <http://www.corestandards.org/ELA-Literacy/W/K>
- **First Grade:** Common Core State Standards Initiative, Writing
 - <http://www.corestandards.org/ELA-Literacy/W/1>



The following activities will help young children develop the muscles in their hands that are necessary to grasp a pencil properly. These activities can also be done at home with many household items that families may already have!

- Use a plant sprayer to spray water on plants
- Provide spring loaded clothespins and encourage children to clip clothes or pictures on a line
- Provide small child-sized paper punches that make different shapes
- Provide child safe tweezers or tongs and encourage children to pick up small marshmallows or pom-poms and place in empty ice cube trays for counting games
- Provide Cheerios, Fruit Loops, or macaroni and encourage children to lace them on string or yarn
- Provide small tops to spin
- Spread cards, coins, or buttons on the floor and encourage students to turn them over
- Provide a manual eggbeater and a pan of water. Add dish soap for extra fun
- Mix food coloring and water and use eyedroppers to decorate flattened coffee filters
- Insert feathers or golf tees into play dough
- Play with finger puppets
- Spread salt in a shallow pie pan and encourage students to use their fingers to draw in it
- Sing chants and finger plays that encourage the use of the fingers such as 5 Little Pumpkins, 5 Green and Speckled Frogs etc.
- Provide small pieces of chalk or broken crayons for children to write or draw with.
- Provide old greeting cards for students to cut, the thick paper provides the resistance they need to be more successful.
- Place clear hair gel and food coloring in a sandwich bag. Force all the air out of the bag and seal tightly with packing tape. Place the bag on a flat surface and encourage children to use their index fingers to write on the bag.



Genre	Purpose	Activities
Descriptive Writing	Students observe carefully and choose precise language. They take notice of sensory details and create comparisons (metaphors and similes) to make their writing more powerful.	<ul style="list-style-type: none"> ▪ Character sketches ▪ Comparisons ▪ Descriptive essays ▪ Descriptive sentences ▪ Found poems
Expository Writing	Students collect and synthesize information. This writing is objective; reports are the most common type. Students use expository writing to give directions, sequence steps, compare one thing to another, explain causes and effects, or describe problems and solutions.	<ul style="list-style-type: none"> ▪ Alphabet books ▪ Autobiographies ▪ Directions ▪ Essays ▪ Posters ▪ Reports ▪ Summaries
Journals and Letters	Students write to themselves and to specific, known audiences. Their writing is personal and often less formal than other genres. They share news, explore new ideas, and record notes. Students learn the special formatting that letters and envelopes require.	<ul style="list-style-type: none"> ▪ Business letters ▪ Courtesy letters ▪ Double-entry journals ▪ E-mail messages ▪ Friendly letters ▪ Learning logs ▪ Personal journals
Narrative Writing	Students retell familiar stories, develop sequels for stories they have read, write stories about events in their own lives, and create original stories. They include a beginning, middle, and end in the narratives to develop the plot and characters.	<ul style="list-style-type: none"> ▪ Original short stories ▪ Personal narratives ▪ Retellings of stories ▪ Sequels to stories ▪ Story scripts
Persuasive Writing	Persuasion is winning someone to your viewpoint or cause using appeals to logic, moral character, and emotion. Students present their position clearly and support it with examples and evidence.	<ul style="list-style-type: none"> ▪ Advertisements ▪ Book and movie reviews ▪ Letters to the editor ▪ Persuasive essays ▪ Persuasive letters
Poetry Writing	Students create word pictures and play with rhyme and other stylistic devices as they create poems. Through their wordplay, students learn that poetic language is vivid and powerful but concise and that poems can be arranged in different ways on a page.	<ul style="list-style-type: none"> ▪ Acrostic poems ▪ Color poems ▪ Free verse Haiku "I Am" poems ▪ Poems for two voices



Lucy Calkins: <http://readingandwritingproject.com/>

iPad Apps:

<http://itunes.apple.com/WebObjects/MZStore.woa/wa/viewRoom?fclid=549872333&mt=8>>

<http://appitic.com/>

<http://db.tt/5IGHshtd>

<http://www.apple.com/education/apps/>

<http://ilearn.empowerbpo.com/2011/11/100-ipad-apps-perfect-for-high-school.html>

<http://www.ipodsibilities.com/iPodsibilities/Home.html>

<http://teachwithyouripad.wikispaces.com/>

<https://sites.google.com/site/learningcontinuity/with-ipod-touches>

<http://edcommunity.apple.com/ali/story.php?itemID=16472>

<http://www.bestkidsapps.com/>

<http://www.scribd.com/documents/24470331/iPhone-iPad-and-iPod-touch-Apps-for-Special-Education>

[http://ipadineducation.co.uk/iPad in Education/Welcome.html](http://ipadineducation.co.uk/iPad%20in%20Education/Welcome.html)

<http://ps10ipads.wikispaces.com/App+List>

[http://www.livebinders.com/play/play or edit?id=58780](http://www.livebinders.com/play/play%20or%20edit?id=58780)

<http://edtechteacher.org/index.php/teaching-technology/mobile-technology-apps/ipad-as?ref=nf>

<http://www.spectronicsinoz.com/apps-for-special-education>



Books related to writing:



- The Jolly Postman by Janet and Alan Ahlberg
- We Need Mail Carriers by Lola M. Schaefer
- Rocket Writes a Story by Tad Hills
- Click, Clack, Moo & Giggle, Giggle, Quack by Doreen Cronin
- Diary of a Worm, Diary of a Fly, Diary of a Spider by Doreen Cronin
- Dear Mrs. LaRue by Mark Teague
- Dear Juno by Soyung Pak
- My Teacher for President by Kay Winters
- Library Mouse by Daniel Kirk
- The Giant Hug by Sandra Horning

Free downloadable books:

- <http://freekidsbooks.org/>
- <http://www.booksshouldbefree.com/genre/Children>

Sample of Kindergarten Writing Rubric

Developed by M. Cano, 2010

	1 Emerging <hr/> 	2 Developing <hr/> 	3 Capable <hr/> 
Organization	<p>Little or no details</p> <p>Some sequence</p>	<p>Writes one complete sentence</p> <p>Sentence makes sense</p> <p>Sequence from beginning to end, but some parts may be missing or not clear</p>	<p>Two or more complete sentences including details</p> <p>Sentences make sense</p> <p>Clear sequence from beginning to middle to end</p>
Conventions	<p>Writing or drawing sticks</p> <p>Uppercase letters are used within words</p> <p>No punctuation</p>	<p>Print is legible</p> <p>There is spacing between some words</p> <p>Some punctuation and capitals</p>	<p>Sentences begin with a capital letter</p> <p>End with proper punctuation</p> <p>Proper spacing between all words</p> <p>Print is legible</p>
Spelling	<p>Letters/sounds do not match</p>	<p>Capitals are not used correctly</p> <p>Evidence of beginning and ending sounds</p> <p>Some sounds/letters match</p>	<p>Evidence of beginning, middle and ending sounds, using phonetic spelling</p> <p>High frequency words are spelled correctly</p> <p>Letters and sounds match</p>
Illustration	<p>Drawing is mostly about topic</p>	<p>Picture matches idea presented</p>	<p>Picture matches idea, is detailed (who, what, where) & enhances the idea presented</p>



Introductory letter

- My name is Writing Fairy. I like to visit schools. I like to write letters. I really like your classroom, and I would like to learn more about Pony. Will you write back to me? Will you tell me about your Pony class?
- I really liked reading your letters when I visited your classroom last night! I have magic dust that makes me invisible. What do you look like? Will you please draw a picture of you?

Sight Words

- I would like to give you a special present, called sight words. You will receive a new sight word every day. Use the word of the day when you write to me. Use it to write a book. Have fun!
- This is my favorite color: RED. What is yours?
- Did you know letters put together make a word? Here is a word: TO. Practice reading the word. Write the word. Use it to make a scribble story.

Alphabet (Alpha Friend)

- Who is your new Alpha Friend? What is his name? What does he look like?
- I have a clue about your new alpha friend! It is an animal. It has a tail. The name of the animal rhymes with house. What's your guess? Draw it.
- I played with my bird friend, vulture. He wears clothes called a vest. Can you sound out the letters that say vest? Write the letters.
- I was busy last night carving something that begins with Jumping Jill's sound. It is orange. It made eyes, a nose, and a mouth. It is used to decorate for Halloween. Can you guess what it is? Draw it. Try to sound out the letters and write the word.
- I had a playdate with your next Alpha Friend! She is an animal with four legs and a long trunk. Draw who you think it might be!
- I went on a trip to the farm to visit your new Alpha Friend! It is an animal. It has a feathers and a tail. Your new Alpha Friend likes to make the sound "cock-a-doodle-doo!" Can you guess what it is?
- My favorite food starts with Callie Cat's sound. It has frosting and I get a piece of it on my birthday. Can you guess what it is? What is your favorite food?

Writing Fairy Workshop

- Social Studies
 - I flew by a building behind your school. There were black and white cars parked in front. One the signs had these letters: POLICE. Who are the police? What do they do?
 - What does your house look like? Who lives there?
 - You drew very nice pictures of your families. I could tell who your mom was because you put Mimi Mouse "M." I could tell who were dad was because you put Dudley Duck "D."

- Reading
 - Have you been to the movies? Here is a story about a mouse who goes to the movies. Can you let me know if you like the story? What was your favorite part?
 - I was busy playing with my friends Max and Ruby. Do you know who they are? Have you seen them before? What do they look like? Do you know the story Chicka Chicka Boom Boom? What letters do you know? Do you have a favorite letter? Draw it. What can you spell? Write some words.
 - Have you heard the story of Goldilocks and the Three Bears? Do you know what Goldilocks tries to do in the bears' house? Write about the story. Draw pictures and letters.

- Math
 - Do you know that I found some number friends running around in your classroom over the weekend? Here are some new numbers to put up! I think these number friends were sneaky, and tried to get away from you! Draw your favorite number friend.
 - I saw your number friend for today. He showed me this number: 100. Do you know when your 100th day of school is?
 - I am 100 years old. What do you think you will look like when you are 100 years old?

- Self-esteem - I am different from other fairies because I can write letters to kids. I think that makes me special. What makes you special?

- Holidays - Have you heard of Mother's Day? It is on Sunday. What do you with your mom that is special? Draw it.

- Field Trips - I liked your letters about your field trip to the police station. Did you have fun? Draw what you saw. What did you do there?

Writing Fairy Workshop

- 100th Day of School
 - I flew by your classroom and saw your 100th Day Party! There were balloons and streamers. I even saw some cake! I want to count to 100 with you. Can you draw 100 things for me to count?
- Open House
 - It looks like you are getting ready for something special! What is going on tonight? Do you have something to share?
 - I like your cubby and your art projects. Please write back to me.



- Use chants:
 - "Writer's Workshop" song. A great kickoff and/or ending to Writing
 - Together: "Writer's Workshop" then clap 5 times. Repeat 3 times.
 - "We Did It" call and response song
 - Teacher: "We did it", students repeat
 - Teacher: "We _____ (objective: for ex. "sounded out words"), student repeat
 - Teacher: "We did it", students repeat
 - Teacher: "We are _____ (praise: "super writers"), students repeat
- Celebrate their success! Allow time for students to read their work to others at the end of each class, week, or unit.
 - Student to student feedback: 1 Star and 1 Wish
 - Author's Chair
 - *MAGIC WAND*