

# Fall Writing Center

## About Me



Dr. Jenni Jacobs is the founder and CEO of The Learning Professor. She has been in the field of education for 25 years in a variety of roles, including family child care provider, infant/toddler teacher, preschool teacher, school age teacher, elementary teacher, educational director, college instructor, and instructional designer.

Her educational background includes a BSEd in PreK through 3rd grade education, a Master's in Child Development, and an EdD in Special Education, with a focus on content mastery and gamification.

Though she considers herself an early childhood generalist, her top areas of expertise include infant toddler development and curriculum, preschool development and curriculum, brain development, classroom management, and challenging behaviors. She tries to always blend theory along with good practice in all of her content to make it relevant and practical for teachers.

## About This Packet

This packet has been designed to provide concrete experiences for preschool and Kindergarten children that align to standards of developmentally appropriate practice. As a result, you will not find worksheets for children to complete in this packet. What you will find are lots of play-based games that will teach children the concepts that are important for them to understand at this age level.

For each activity, you'll receive an overview of the activity, instructions on getting the activity ready for children, a list of required materials, printable(s) if applicable, and teacher interaction tips.

## Want to Know More?

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# Writing Center Instructions

This writing center activity focuses on providing children with meaningful, developmentally appropriate opportunities to write. In this center, they will develop skills in alphabet recognition, word recognition, sentence segmentation, writing letters, and recognizing and writing their name.

It's important that young children engage in meaningful and fun writing activities so that they don't start to dread writing. Changing your writing table topic of interest is a way to keep children engaged. The activities contained within this center allow children to have freedom to make choices...a key component of supporting motivation.

This writing center contains the following elements:

- 6 fall word cards
- Alphabet sample
- Journal paper
- Blank decorated paper (1/2 sheets)
- Blank books
- Fill in strips



You will want to add decorative pictures on the background to draw interest, pencils and/or pens, as well as namecards for all of the teachers and children in the classroom (no pictures – we want them to use the print to find a name, not the picture!)

Writing centers should be set up for 2-3 children, since this often becomes a social activity. You want to avoid putting any type of art material at this center. Children in the emergent stage of literacy development are still trying to differentiate between writing and drawing, so you want to make sure the art area is separate from the writing area. They can always visit the art area to add to their writing if they desire. This means no crayons, no tape, no staplers, no scissors, etc. Markers are ok since some children with low muscle tone may have a hard time making a mark on the paper with pencils, but I prefer thin markers to the regular fat markers.



# Writing Center

## Preparing for Use

This activity has several printable components:

- Page 5 – Alphabet Sample: You'll want to print out one copy for each place at your writing center (i.e., if your writing center is set up for two children, then print out two copies). I suggest laminating these or covering them with contact paper. Place these on the writing table in front of each chair. I generally either tape them down or use contact paper to secure them. It is important that these alphabet samples are on the table rather than the wall because research suggests that preschoolers have a more difficult time transferring from a vertical plane (the wall) to a horizontal plane (the table).
- Page 6 – Journal Paper: This is optional. I like to have a small amount (10-20) of these available for children. Typically, the child will draw a picture in the box at the top, and then dictate a story to the teacher, which he/she writes on the lines below. Of course, the child may choose to "write the story" him/herself.
- Pages 7 & 8 – Word Cards: Print out one copy of these and laminate/cover with contact paper. You can place these in a basket, but children will be more likely to use them if they are displayed (see picture below). If you do not have access to name card holders, you can use a small acrylic picture frame or even cut some paper towel tubes into rings and put slits across two opposite edges to hold the card.
- Pages 9 & 10 – Blank Decorated Paper: Print and make copies of this paper (black and white copies are fine). Cut them in half along the line in the middle. This paper is available for children to write freely. The decorations draw them in (who doesn't like decorated, fun paper?! The sheets are cut in half to encourage children to refine their writing. There are no lines because preschool children typically do not develop the muscle control needed to be successful in the lines until closer to Kindergarten. I typically only put out 8-10 sheets of each at a time to discourage wastefulness, but I always have a stash set aside to replenish as needed.
- Page 11 – Blank Decorated Paper: This is the same as the previous, except that these are cut into fourths to give children a smaller space to write on.
- Page 12 – Blank Books: Make 10 copies (black and white copies are fine). Cut in half. Get 10 sheets of blank white paper and cut those in half. The idea here is that you are making a book with the pumpkin side as the front cover and the blank piece of paper inside as the pages. Place the pumpkin sheet on a table with the pumpkin face down. Put a blank piece of paper on top. Fold in half. Staple along the fold. I like to put out 3-4 at a time and have a stash available to replace.
- Page 13 – Fill In Strips: Make copies. Cut into thirds so that each piece of paper contains one phrase. Place in a basket. Children will use the word cards to write in the blank.

# Alphabet Sample

Aa Bb Cc Dd Ee  
Ff Gg Hh Ii Jj Kk  
Ll Mm Nn Oo Pp  
Qq Rr Ss Tt Uu Vv  
Ww Xx Yy Zz

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# Word Cards

pumpkins



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apples



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gourds



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# Word Cards

corn



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hay



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apple cider



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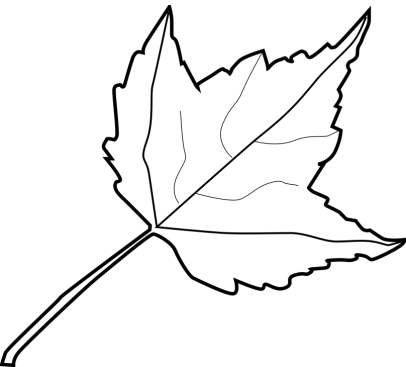




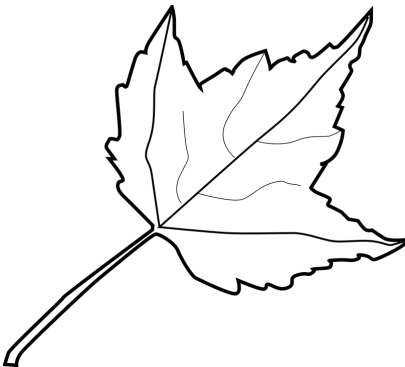
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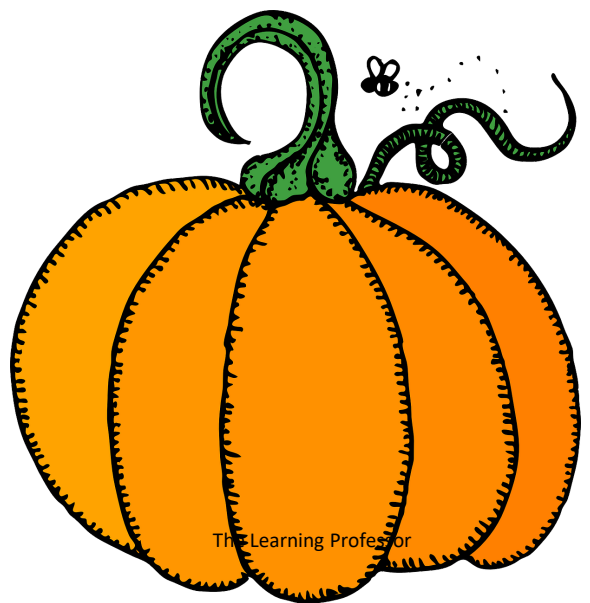
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Let's go to the pumpkin patch,

We need \_\_\_\_\_ today.

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We need \_\_\_\_\_ today.

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## One Classroom, Many Languages: Strategies for Dual Language Learners



### Description

In this course, we will cover the following topics:

#### The Universal Nature of Language

- Supporting Language Development for All Children
- Growing Up Bilingual
- Maintaining the Home Language
- Supporting Literacy
- Quality Language and Literacy Environments
- Supporting Dual Language Learning
- Supporting Families and Classroom Staff

You'll hear from leading experts in the field as you learn to support language development for all children, and specifically how to support dual language learners.

Nearly one in three US children live in a household where a language other than English is spoken. Dual language learners are a diverse group of children, and include all children in a household where someone speaks a language other than English. Including dual language learners in your classroom can be challenging, particularly when you don't speak the child's home language. In this course, you'll learn more about the universal nature of language development, how to support language learning for all children, and how to specifically support dual language learners in your classroom. This class is designed for teachers of infant, toddler, and preschool classrooms, but does have a heavy emphasis on infant and toddler classrooms. Approved for Step Up To Quality.

