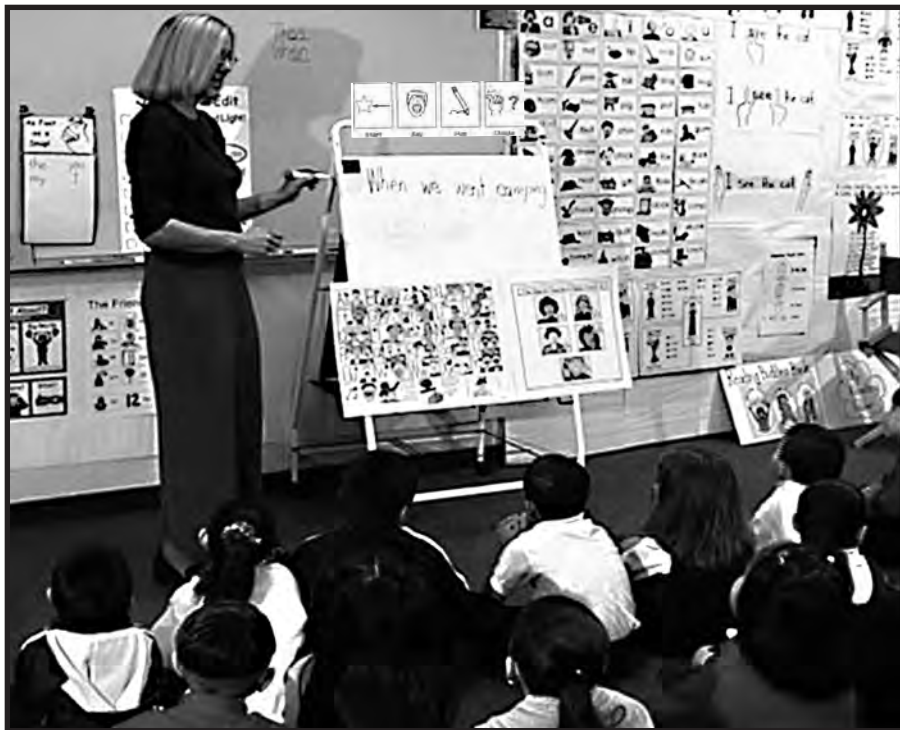


CHAPTER 19

Interactive Writing:
The Purpose

Interactive Writing Lesson

Interactive Writing for Beginners



Interactive Writing



Purpose: To provide students with a daily writing lesson focusing on forming a powerful sentence (or sentences), orally rehearsing the sentence(s), then writing the sentence(s) on a whiteboard.

Directions: Interactive writing works well when students sit on the carpet, in front of a whiteboard or easel. Writing on a whiteboard surface works best, so mistakes can easily be erased. During interactive writing, the class forms a sentence, then individual students go to the board to write parts of the sentence. All instructional charts are in view for students to easily access. On the next seven pages, a sample lesson is provided with specific steps to follow for implementation, as well as interventions when students make errors or need support.

Interactive Writing: Lesson



Step One: Form a Powerful Sentence:

Teacher uses the Who/What Chart and states:
Who or what will we write about?

Students: *A dog.*

Teacher: *What about the dog? We could write a story sentence about a dog or information you know about a dog? Let's write a story sentence. What about the dog? What did the dog do?*

Students: *The dog fetched the bone.*

Step Two: Practice the Sentence :

Teacher: *Let's practice saying aloud the sentence with hand movements. The dog (pat hand up and down), fetched the bone (grab a bone). Practice until students say sentence without teacher support.*



Step Three: Write Sentence:

Teacher: *Now that we know our sentence, we need to write it on the board. Say the sentence.*

Students: *The dog fetched the bone.*

Teacher: *I will point on the board to where the word should be written and then we will say the words.*

Students: *The*

Teacher: *Stop! "The" is not on the board we need to write "the". "The" is an Expert Word; a word we need to write "as fast as a snap!"*



Teaching Expert Words:

Teacher: *We don't know how to spell "the", so let's learn this Expert Word.*

Students and teacher sing "t-h-e, the!" while simultaneously printing "t-h-e" on the carpet with their index and middle fingers. After the practice, the teacher hands a marker to a student to come up to the board to write "the".

The teacher holds up the Expert Word Chart, then asks the student to find and point to the word "the". After pointing to the word, he writes it on the board.

Interactive Writing: Lesson



Intervention: Snuggling Letters Together in a Word: When the student wrote the word “the” on the board, he left a big space between the letter “t” and the letters “h-e”.

Teacher: *We have a high school student here! Jordan we’re going to have you edit your writing “on the spot”, like a high school student!*

The teacher writes Jordan’s name with snuggled letters, then with letters spread apart.

Teacher: *Jordan, which of your names on the board look right? (Jordan points to the snuggled letters.)*

Teacher: *Class, let’s make the other name come alive! (Kids and teacher open and close their hands, chanting come alive to Jordan’s name written with too much spacing between the letters.) Hi I’m Jordan and all these letters are my family, so we snuggle together. Please get my letters back here, so we can snuggle! (The teacher erases Jordan’s name and writes it with snuggled letters.)*

Teacher: *Jordan, let’s go look at the word “the”. Does “the” want all its letters far away, or snuggled-up?*

Jordan: *Snuggled up.* (Jordan rewrites “the” with snuggled letters.)



Step Three: Write Sentence: After writing “the”, students retell the whole sentence aloud, they then point to the board to read.

Teacher: *The dog. Stop! The word dog is not on the board, so we need to write it. (The teacher gives the marker to a student to come up and write “dog” on the board.) That’s a word we don’t know how to spell, so put your hands in the air and we will say the word slowly: “d-o-g.”*

The student does not know his letter sounds, so the teacher provides scaffolding to enable him to find the letter, then write it down.



Interactive Writing: Lesson

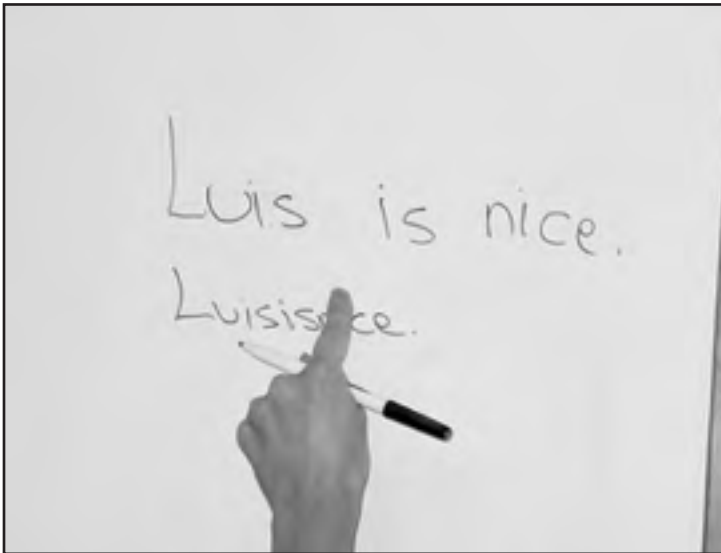


Intervention: Sound to Letter Writing:

Teacher: Put one of your hands in the air and slowly say aloud “dog”: “d-o-g. (Students move their hands from their left sides to their right sides, as they slowly say the word.) Let’s say it again, “d”. Stop, “d” is our first sound we hear. Is “d” like “o, octopus” or “d, like duck”?
(Teacher points to each of the two letters on the alphabet chart.)

Student: “d, like duck!” (The student writes the letter “d” on the board.)

Teacher: Write the green “d”. Always write the green letters. (Lowercase letters are color-coded green.)



Intervention: Spacing Between Words:

When the student wrote the letter “d” on the board, he didn’t make a space to write the new word.

Teacher: We have a high school student here! Luis we’re going to have you edit your writing “on the spot”, like a high school student!

The teacher writes the sentence “Luis is nice.” two-times on the whiteboard, once with spacing, once without spacing.

Teacher: Luis, which of these sentences look right? (Luis points to the top sentence.)

Teacher: Class, let’s make the other sentence come alive! (The teacher underlines Luis’ name in the bottom sentence before they class chants for it to come alive.)



Interactive Writing: Lesson



After underlining Luis' name, the kids and teacher open and close their hands, chanting come alive at the bottom sentence.)

Teacher: *Hi I'm Luis these letters "L-u-i-s" are in my name. We are always together because we are a family, so we we snuggle together. Now I am very upset because I see that "is" and "nice" are in my name. Hey you two, you need to move over. You're my neighbors. (The teacher rewrites the bottom sentence with spacing.)*

Teacher: *Luis, let's go look at the word "the". Does "the" want "dog" in his name, or does he want it to move over?*

Luis: *Move over.*



Teacher: *You are going to write a "d", but which "d" do you need to write, the red or green?*

Luis: *The green one. (Luis erases the "d" snuggled next to "the", makes a space and then writes the lowercase "d".)*

Teacher: *Yes, the green letters mean "Green light go!" Always write the green letters, lowercase letters. Red letters are only used on special occasions, capital letters. Next, the class and Luis say "dog" slowly, listen for the next sounds, then Luis writes down the next letters. This process continues in order to write the "o-g" for "dog".*

Step Three: Write Sentence: After "dog" has been recorded on the board, Luis then sits down, and the class says aloud the sentence. Saying aloud the sentence before pointing and reading the words is vital for beginner writers. Many times students forget their sentence after they finish writing down a word. Once the students say aloud the sentence, the teacher then points to each word for them to read what has been written on the board.

Teacher: *"The dog fetched." Stop, "fetched" is not on the board. (She hands her pen to a student to come up to the board to write fetched.) The student says the word slowly and writes down the letter sounds he hears. Note: This word is not spelled correctly because it is not in the spelling range of a beginner writer.*



Interactive Writing: Lesson



After writing “fetched”, the students retell the entire sentence to ensure they remember it. They then read aloud the sentence as the teacher points to the words: *The dog fetched the...*

Teacher: *Stop, “the” is not on the board, so we need to write it. The is an Expert Word, a word we need to write “as fast as a snap!”.*

The teacher hands a marker to a student to come up to the board to write “the”. The teacher holds up the Expert Word Chart for the student to find and point to the word “the”. After pointing to the word, she writes it on the board.



Step Three: Write Sentence: After “the” has been recorded on the board, the student then sits down, and the class says aloud the sentence. Once the students say aloud the sentence, the teacher then points to each word for them to read what has been written on the board.

Teacher: *“The dog fetched the bone”. Stop, “bone” is not on the board. (She hands her pen to a student to come up to the board to write bone.)*

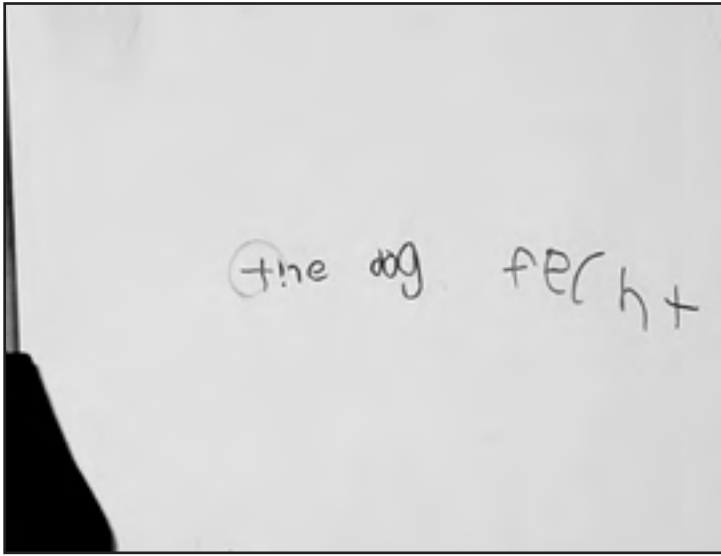
Teacher: *Put one of your hands in the air and slowly say aloud “bone”: “b-o-n”. (Students move their hands from their left sides to their right sides, as they slowly say the word.) Let’s say it again, “b”. Stop, “b” is our first sound we hear. Is “b” like “m, milk” or “b, like balloon”?* (Teacher points to each of the two letters on the alphabet chart.)

Student: *“b, like balloon!”* (The student writes the letter “b” on the board.)

The class and student continue to say the word slowly. The student then writes down the next letters that match the sounds she hears. **Note:** The teacher continues to give two letters to choose from on the alphabet chart, since this student is still learning her letters.



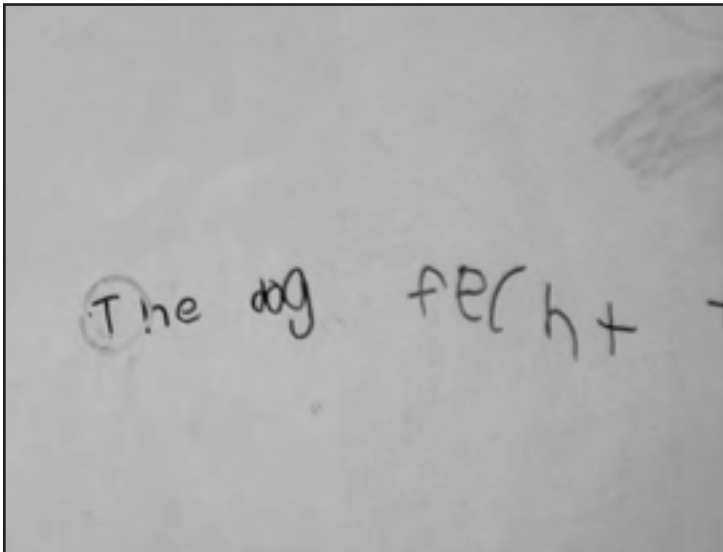
Interactive Writing: Lesson



Step Four: Capitals and Stops: Once the entire sentence has been written, the teacher then introduces Mr. Green Light and Mrs. Red Light. This strategy is used for capitalizing the beginning of a sentence and for punctuating the end of a sentence. Use a green and a red colored marker. Green is to identify the capitals; red is to identify the stops or periods, exclamation points, or question marks.

The teacher chants or sings this song while holding a red and green crayon: *Every sentence has a green light, capital! Every sentence has a red light, stop! Green light, capital! Red light, stop! Green Light! Red Light!*

The teacher circles the initial letter of the first word in the sentence (lowercase "t").



Teacher: *This is Mr. Green Light. Mr. Green Light always puts his green light at the beginning of a sentence. This means green light, go! Green Light needs a capital letter!*

Mr. Green Light is married to Mrs. Red Light, and they always want to be together. Look at the alphabet chart, do you see Mrs. Red Light? (The student points to all the capital letters color-coded red.) Mr. Green Light's rule is: Capital, every sentence begins with a capital, or with Mrs. Red Light, because we are married and always want to be together!"

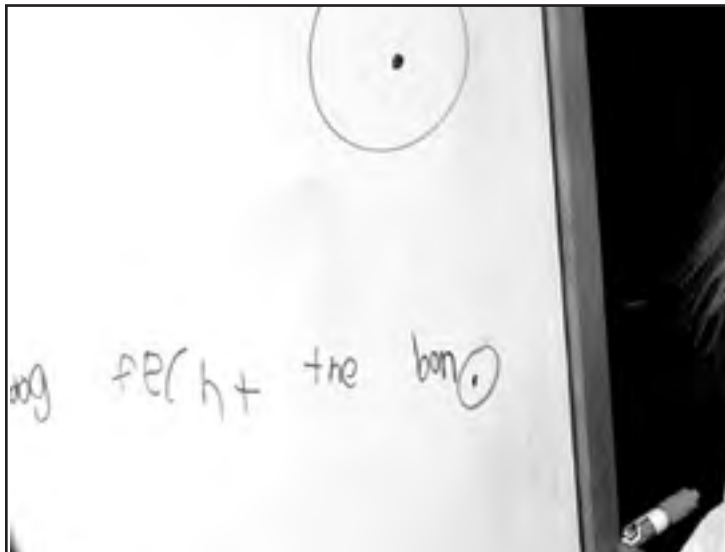
The teacher hands the marker for the student to write a capital "T" in the green circle.

Interactive Writing: Lesson



Step Four: Capitals and Stops: Go to the last word of the text. Use a red colored marker. Draw a circle after the last word. This is to capture the punctuation ending or to show that there is no punctuation. Red light means stop. This signals the end of a sentence to the reader.

Teacher: *This is Mrs. Red Light. Mrs. Red Light always puts a stop light at the end of a sentence. This means red light, stop! Mrs. Red Light has three different red lights: . ? ! She wants everyone to know when the sentence has ended, so she makes sure each sentence ends with a period, exclamation point, or question mark. Mrs. Red Light's rule is Red Light, Stop! Every sentence ends with a stop sign.*



To explain a stop, write down a period, question mark, and an exclamation mark on a piece of paper.

Teacher: There are three types of stop signs. Most sentences use the period. A question mark is for a sentence asking a question, while an exclamation mark is for a sentence using a loud voice.

Teacher: (The teacher marks a red circle or stop sign at the end of the student's sentence.) *Does your sentence have a stop sign?* In this case, the sentence does not have a period, so the student fills in the red light circle with a period.