



Writing My Name and Family Names

Standard Connection:
 ELA.L.PK4.2a
 ELA.W.PK4.1
 M.CC.PK4.6
 PD.FM.PK4.1
 SS.FC.PK4

Enduring Understanding(s):

- Family members have names for each other.

Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

| Materials | Vocabulary | Books |
|--|---|-------|
| <ul style="list-style-type: none"> • <i>Oonga Boonga/Crybaby</i> • <i>Peter's Chair</i> • writing utensils • paper • children's names cards • family name word cards • metal binder rings • Thera-putty or Playdoh • squeezey balls | <ul style="list-style-type: none"> • letter: a symbol written or printed representing a speech sound • name: a word that refers to a specific person • write: to communicate • family member names: sibling, parent, cousin, etc. | |

Intro to Centers

Preparation: Write children's names on tag board strips. Based on each child's ability, decide whether to use first name only or both first and last names, whether to use upper- and lowercase letters, or all uppercase. If needed, place a child's picture next to their name as a visual prompt.

For some children, "warming up" their hands might be helpful. Let them squeeze Thera-putty or squeezey balls before they write. Other warm-up exercises could be making fists and opening them, wiggling their fingers, or writing the letters in the air.

"The children in *Peter's Chair* and *Oonga Boonga/Crybaby* were **named** Peter, Daniel, Susie, and Baby Louise/Baby. The grown-ups were called **mother, father, grandpa,** and **grandma.** What do you notice about these names?"

Show illustration.

"This is how I write Daniel's **name.** He might have called his **mother, 'mom.'** This is how I write **'mom.'** What do you notice?"

Model writing names, pointing characteristics of letters (letters with straight/curved lines).

"What **letters** are the same as or different from the **letters** in your name?"

Show images. Children respond.

"Today in Creative Writing, you can practice **writing names** using these materials."

Show materials. Model.



During Centers:

Use unlined paper so that children are not concerned with making their name 'fit' on the lines. It is appropriate for some children's scale of letters to be disproportionate (initial letters may be bigger and the following letters smaller as they get to the edge of the paper).

Support children in using the name cards in a variety of ways (copying, tracing, writing a few of the letters, etc.). Support children in writing a variety of letters ("I see you wrote the letter 'E' for the first letter in your name, 'Emily.' Do you notice any other letters? Yes, I see an 'm', too. Shall we try to write 'm'? You make a straight line, curved line, curved line.").

Guiding Questions During Centers:

- How is your name similar to or different from your friend's name?
- How are names similar to the labels (on materials, in centers, etc.) in our classroom?
- Whose name is longer/shorter? Your name or _____'s? How do you know?
- Where else can you find your name in the classroom?
- What do you call the people in your family?
- Do you think even when Baby Louise gets older, her family will always call her "baby" Louise? Why or why not?

Thinking and Feedback:

- Invite children to share their processes.
- Encourage children to describe the challenges they might have encountered.

Documentation:

Use children's writing samples to assess progression in writing and letter recognition.

Provocation:

As children become more capable with using name cards and writing their names, add a "signing in" routine as part of morning arrival. Consider a variety of methods to sign in (writing on a dry erase board, in a binder next to a model to copy, clipboards with 3-4 children's names grouped together.).

Encourage children to make 'nametags' for different family names (mother, cousin, etc.) to wear in Dramatic Play.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, support children at various levels of writing ability, including scribble marks and simple pictures. Provide a variety of sizes and textures of paper and writing materials to encourage children to participate. Letter stamps can also be used for children who do not yet have the fine motor skills to write.

