

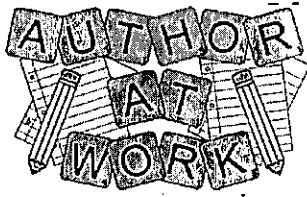
Dear KR and KS Families,

We have finished our first writing workshop unit entitled, *Launching the Writing Workshop*. In this unit, the children became authors and illustrators! They learned that writers think of a topic, draw it and do their best approximation of writing. Throughout this unit, we focused on drawing realistic pictures that included a setting, characters, action and feelings. After, the children were encouraged to add labels to their pictures.

As you look through your child's writing, you might notice growth in his/her ability to draw representationally, incorporate specific details and apply his/her knowledge of letters and sounds. Have your child "read" a few of his/her favorite stories to you. We hope you enjoy them!

Sincerely,

Mrs. Rothschild and Ms. Schaps



Dear Kindergarten Families,

We are excited to let you know that we have completed our second writing workshop unit entitled, "Telling Stories Through Pictures and Words." The children worked diligently to sketch realistic pictures that include characters, a setting, action and feelings. After, they attempted to write words by labeling and writing sentences. During this unit, the children began writing stories across three pages that include a beginning, middle and end. Perhaps you are wondering about how writing develops and why your child is bringing home writing that has spelling that hasn't been corrected.

Remember when your child first learned to talk? S/he probably made many "mistakes" or approximations in his/her speech. At times you may have corrected his/her speech, but mostly you encouraged them to talk and delighted in your interactions with them. As parents, you know that children learn to talk the same way they learn to crawl or walk. They learn to talk by talking. Learning to write works the same way. Here is an example of writing in the early years.

IHAGDFNA

Now this may not look like standard writing, but it is an approximation and it is AMAZING! It tells us a lot. This shows that this child knows that written language is supposed to mean something, and the child can explain exactly what it means. When asked, we are told: I have a goldfish called Adam.

I	H	A	GDF	N	A
I	have	a	goldfish	named	Adam.

Teachers help children learn to write the way parents help them learn to talk. If we put our energy and focus into correcting each and every approximation the child will get discouraged and lose a natural desire to write. What research tells us about heavy correction is that meaning is more important than spelling the words correctly. If we invite children to use their oral language in their writing, even if they can't spell all of the words correctly, we give them the freedom to say what they mean. When we support and applaud their best attempts we see their writing take off.

Our goal in sharing the theory behind writing development with you is to encourage you to share in your child's joy of writing. Kindergarten is an amazing year of growth for writers. The skills will come with time. Just remember, we learn to write by writing! Please have your child read some of their writing pieces to you and celebrate the growth that you notice from the beginning of the year.

Sincerely,

Alissa and Beth

