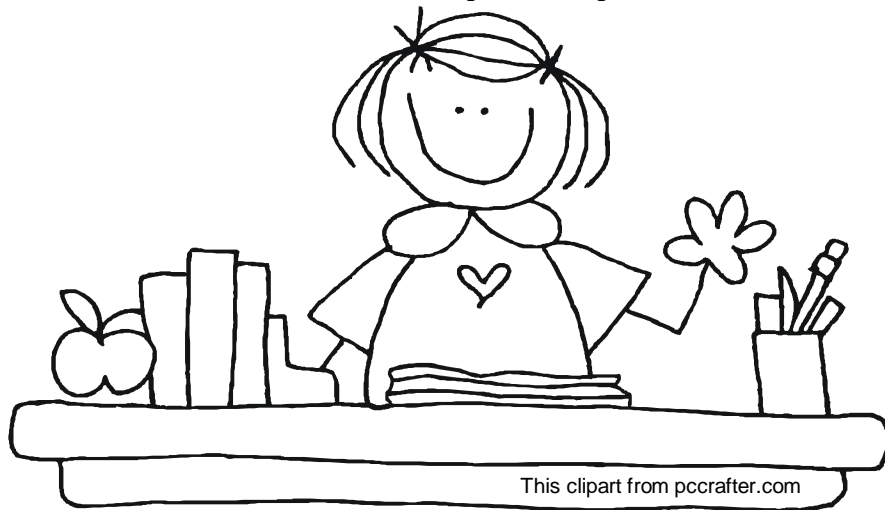


Kinder-Prompts!

Journal topics for
Everyday



Differentiated Thematic Resources for
Primary Classrooms

Created by LoveTwoTeach

Includes purposeful activities for Math, Writing,
and Reading designed by Kindergarten teachers
for Kindergarten teachers!

How to use “Kinder– Prompts” in your classroom

Please feel free to use these how you feel would be best in your classroom. These are only a suggestion and the way I have used them for many years with success in my classroom. These are quick 10–15 minute mini-lessons for writing.

After calendar, I have a section of my room with chart paper and writing tools. I like to use a variety. I like to use pencil, crayons, and markers to show children that there are several things we use to write with. I always start with the date at the top of my page. I write the entire date (ex. September 14, 2006) at the top of the page. I show children that this marks our work so we can go back and compare our progress. Some children will be able to write the entire date, while others will pretend or write nothing to start. That is when I stamp their journals with a date stamp. I also encourage them to trace over the date for practice. I then will write the word or sentence that I want to focus on for that time on the chart paper. For example if the word is “me” I talk about how the word looks. The “m” only goes to the middle line. I then say the sound “mmm” as a write. Then I do the same for the “e”. I will point to each letter and say “mmmee”. I don’t like to separate the sounds. I blend every sound together so the children learn to blend the sounds together. For a sentence I will do the same. Then I model and read the sentence or words entirely the way it should sound. The children then read the sentence together and I call on people to read the sentence or words by themselves. I usually call on a strong reader to model, and a weak reader to read it after the modeled version. After that, I draw a picture of the word or sentence. I talk about adding details to my work. I also say are you going to draw what I drew? No, that is my thought. (If the word me, I would say, “Are you going to draw a picture of me? No, draw a picture of you. Point to the person who is me.” I make sure they are pointing to themselves. Then I send the children back to their seats to draw a picture of what the word or sentence is. I have used newsprint, lined paper, copy paper, or small books made from leftover paper for these. Some children from the first day will be able to write the word, and draw a picture. Others may only draw a picture of the word or sentence. For the children who can’t write the word, I conference with them and write it in a red pen (red because they can see it being modeled) and have them trace the word with their pencil. Within a few weeks, all of my students are writing words and drawing pictures to go with the words!

Another idea is to use these at the writing center. You could print off a few prompt for your students and make them into books. Children could practice reading the words and draw pictures to illustrate each word or sentence. At the end of the week you can assess what the children are doing by looking in their own “Kinder–Prompt” journal. Make sure you leave a variety of tools for the children to use at the writing center. I like to teach them how to use erasers and go back and revise their work. I even leave lined storybook paper for the students who want to write their own words and sentences and then illustrate their work “professionally”.

Please email me with any questions at swalsky@tampabay.rr.com or customerservice@lovetwoteach.com

Thanks for being a teacher!

Kristen Walsky

www.lovetwoteach.com

me

me

me

me

I like yellow.

I like yellow.

I like yellow.

I like yellow.

The ball is not red.

The ball is not red.

The ball is not red.

The ball is not red.

We see a rat on the rug.

We see a rat on the rug.

We see a rat on the rug.

We see a rat on the rug.
