

Ribbit! Writing Extension

Ohio Academic Content Standards Kindergarten English Language Arts:

Standard 6: Writing Processes

GLI: #5 : Write from left to right and top to bottom

*The children will create a flip book using their own pictures, hats of various colors, and will guide the teacher in writing a sentence, emphasizing that when we write we start at the left and go to the right side of the page, and from the top of the page to the bottom. *

Materials needed at center:

Lesson Plan	9 Hats-all different colors	Glue Stick
Model Flip Book	Blank flip book	Magnetic letters/board
Black Sharpie	Student's name cards	Ribbit! Book

Step-by-Step of Lesson:

1. Revisit Ribbit! Book. Explain to the students they will be helping you today to create our own flip book using the model flip book already created.
2. Start at the first page, and whichever child's picture is on the page will be the helper for this page. Have the child pick a hat. Ask the child where they should start writing on the page, and instruct them to write their name there.
3. Say the word "wears." Ex. Sydney wears... Have the children tell you what letter should come at the beginning of wears. Write wears.
4. Read the sentence "Sydney wears the..." Using magnetic letters, have a student spell "the" for you. Remind the students of the word wall. The student who is featured on this page can write "the".
5. Write the color word next. Ask the students which color hat the given student chose. For any color but orange, the students should be able to give the beginning sound.

6. After book is completed, use the remaining hat for the cover. Have the children generate ideas for a title. Ask them who the authors are, and have the children all write their names as the authors.

Reaction of the students:

Before, during, and after this lesson, the students were very engaged and excited about the activity. When the children saw their pictures inside of the book, they were very excited and eager to begin. Throughout the entire lesson the students were very involved in the writing process, they enjoyed picking out which hat they were going to use, and after the activity they asked me if they would be able to do another page with their pictures.

When creating the cover of the book, the students were all very impressed when they saw their names on the cover after we explained that they were the authors of the book. This gave the students ownership of the book. The children were all able to successfully meet the objectives of the lesson, and we were able to include more objectives other than writing left to right and top to bottom. We also covered being able to write their names, recognize frequently used words, and identify beginning and ending sounds of words. The children thoroughly enjoyed this lesson and we would recommend it to any teacher to use as well.