

LL42

Library



Daily Sign-In

What You Do

Materials: daily sign-in sheet (not ruled handwriting paper); name cards printed with each child's name; variety of writing tools, e.g., chubby and regular pencils and markers; date stamp

1. Ask the children to sign in when they arrive at school each morning. Explain the procedure to the children and family members, and show them the daily sign-in sheet.

“One of your jobs each morning is to sign in on this piece of paper so we can remember who came to school on this day.”

2. Accept any attempt the child makes to sign in. This should be a relaxed, routine experience. Encourage children to refer to their name cards, if needed. Place a date stamp at the sign-in table, and encourage children to use the date stamp as well.

Objective 19

Demonstrates writing skills

a. Writes name

Related Objectives: 1b, 7b, 8b, 11b, 16b

Additional Ideas

Collect name-writing samples from the daily sign-in sheet, date them, and place them in the children's portfolios. This activity is a great way to collect what you'll need to assess the “writes name” dimension of Objective 19, “Demonstrates writing skills.”

English-Language Learners

- Give all children time to express themselves.
- Show pictures or point to objects that illustrate or explain unfamiliar words.
- Be sure to include children's names written in their first language. Ask families to help you make copies of children's names if you cannot write the characters of the names.

Including All Children

- Provide thick, chunky markers or crayons; use foam grips.
- Provide a slant board or easel for a child.
- Provide name cards with raised, textured letters for a child to feel.

Teaching Sequence

YELLOW	<p>Encourage the child to scribble on the paper to represent his name. Point out his name on the name card and identify the letters.</p> <p>“Thomas, it looks like you chose a red marker to sign your name today.” “Here is your name on this card, too. It says <i>T-h-o-m-a-s. Thomas.</i>”</p>
GREEN	<p>Ask the child to identify the first letter of her name. Encourage her to look at her name card for help as she writes.</p> <p>“Mary Beth, can you show me the first letter in your name? What is that letter? I see that you have written straight lines like the lines in the letter <i>M</i> on the sign-in sheet.”</p>
GREEN	<p>Look for some correctly formed letters. Ask the child to point to the individual letters in his name. The letters the child writes may not be written in the correct order.</p> <p>“I see the <i>E</i> for <i>Eddie</i> here on the sign-in sheet. What letter did you write after the <i>E</i>?”</p>
BLUE	
BLUE	<p>Encourage the child to write her name without referring to the name card. Encourage her to use uppercase and lowercase letters when writing her name. Talk about the letters the child chooses.</p> <p>“Ronnie, it looks like you used an uppercase <i>R</i> to begin your name.” “Did you use uppercase or lowercase for the other letters?”</p>
PURPLE	
PURPLE	<p>Encourage the child to write her name using the correct sequence, form, and orientation. Discuss with the child the differences between uppercase and lowercase letters.</p> <p>“Deirdra, I see you have an uppercase <i>D</i> and a lowercase <i>d</i> in your name. What's the difference?”</p>

Questions to Guide Your Observations

- How accurately was the child able to write her name? (19a)
- Did the child understand and follow the procedures for signing in? (1b)
- How did the child hold and manipulate the writing tool? (7b)
- How persistent was the child while signing in? (11b)
- Did the child informally identify any letters or their corresponding sounds? (16b)