

K - Act. 08: Language Arts Writing Experience

Summary

Students will write and illustrate a picture of their favorite food. Their completed product will be a page for a class book.

Materials

- large sheet of chart paper
- several colors of marking pens
- glue
- scissors
- construction paper to glue the words on

Background for Teachers

This activity will focus on a language arts writing experience. Students will each say a food they like to eat and the teacher will write it on a predictable chart. They will then read their sentence to the group. Each sentence will then be cut apart. Students will cut the words of their own sentence apart, glue it on a piece of paper, and draw a picture of that food. This will be a page in a class book.

Intended Learning Outcomes

- Develop physical skills and personal hygiene.
- Communicate clearly in oral, artistic, written and nonverbal form

Instructional Procedures

Invitation to Learn

Ask: "Close your eyes and think about your favorite food to eat. Don't tell me a candy or dessert, I want a real food that your mom cooks or makes for you. When you have thought of a food, open your eyes and raise your hand to tell me."

Instructional Procedures

- As each student contributes a food he or she likes to eat, write it on the chart.
- When everyone has contributed, read the chart aloud to them.
- Have students read the chart with you.
- Use a teacher example and cut the words of that sentence apart.
- Give each word to a different students. Have the student stand and arrange themselves in order so the sentence is correct and the words are in the right order.
- Instruct the students to cut the words of their sentence apart (not the letters), and to glue them on a piece of construction paper to make a class book.
- Each participant should draw and color a picture of the food they named on the paper.

Extensions

Possible Extensions/Adaptations

- Have students write the complete sentence on a paper instead of the teacher writing it.
- Other possible prompts include: "My favorite vegetable is____," "My favorite fruit is____," "My favorite meat is____," "Food helps me _____."

Parent Connections

Instead of making a class book, let the participants take the sheet of paper home and read it to a parent or sibling.

Assessment Plan

Watch to see if students are able to cut words, and not letters, apart.

Check to be sure the words in the sentence are in the correct order. This helps the teacher know if the student is reading the words or just gluing words on a paper.

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