

# Writing

(with examples based on *NEL K2 English Language Big Book – Fix It, Ah Teck!*)

## Writing

Learning to compose and write messages is not a matter of copying. Writing single words is relatively easy but it is more challenging to construct a sentence. Children have to pay attention to details like holding the pencil, directionality and forming letters, while keeping in mind the whole message. It requires juggling the sounds, letters and meaning while not losing sight of the whole message to be communicated.

### Tips for teachers:

- Discuss ideas/experiences with the children.
- Help the children use the language orally before asking them to use it in writing.
- Encourage the children to be creative and vary their use of language.
- If some children want to draw first and then write, let them.
- Provide encouraging and positive responses.
- Avoid being critical of your children's efforts at writing.
- Do not use a red pen to edit children's work.

Try using these follow-up activities after you have conducted reading activities with the children, for the ***NEL K2 English Language Big Book: Fix It, Ah Teck!***

#### Independent activity

Give each child a piece of paper to draw a picture of how they have helped someone. Have the children write a few words or a sentence about their drawing.

#### Spelling

- Prepare picture and word cards for the following words ending with rimes -ack, -ide, -uck and -all: *pack, sack, hide, ride, duck, truck, stall, tall*.
- Tack the picture on the board. Ask children to name them.
- Select three picture cards, two cards that rhyme (e.g., pack, sack) and one that does not rhyme (e.g., tall). Read aloud the words and have children point out which word rhymes with the target word. For example, "This is *pack...sack...tall* (point to picture cards). *Sack...tall...* (point to picture cards). Which word rhymes with *pack*? (point to picture card)" Model an example, if necessary.
- Place the word cards next to their corresponding picture cards after children have named them.
- Tell the children the letters that represent the ending sound. For example, "Pack and sack end with /ack/. Letters 'ack' make the sound /ack/".
- Repeat the above steps for all the other rimes.
- Consolidate the activity by getting the children to name all the picture cards and notice the words that end with the same rimes.