

# Glimpses of Kindergarten-Friendly Handwriting: Begin with Name Tickets

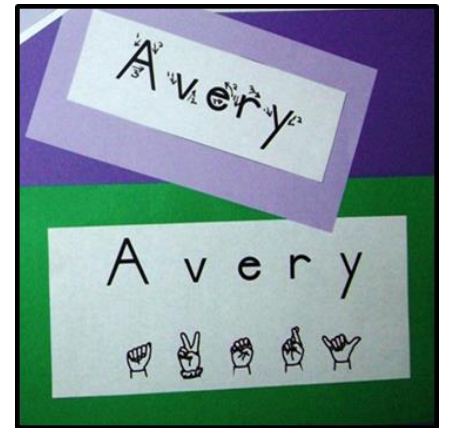


Tracing the target letter "n" on his Name Ticket model while verbalizing the directional language helps this student train his brain to remember the correct handwriting motion.

Daily name writing practice provides the foundation for handwriting instruction.

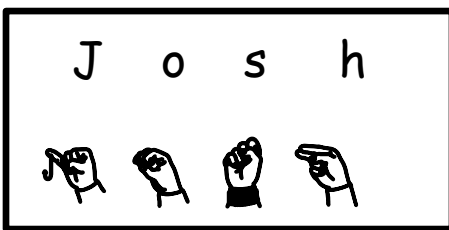
**Name Ticket Practice Book**  
 Please help your child accurately print two Name Tickets every day.  
 Use the Name Ticket model.  
 Thank you for being "Parents as Partners!"

Plant lifelong habits for legible handwriting.



Make name/fingerspelling cards for each child in the class. The "helper of the day" gets to lead the whole class in a fingerspelling/name cheer. "Give me an 'M!'"  
 Helper of the Day Song is recorded on *Sing, Sign, Spell and Read!* CD.

Fingerspelling provides a powerful memory hook for learning to recognize and name letters.



We use the *Fingerletter Font* (signed letters) [efi@educationalfontware.com](http://efi@educationalfontware.com) and added the Comic Sans MS font letters above the hand symbols.



Fingerspelling helps the brain remember letters and develops the finger muscles for handwriting.

# Glimpses of Kindergarten-Friendly Handwriting, Phonics, and Word Work



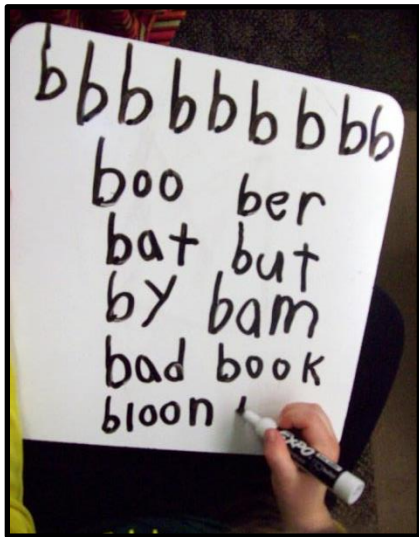
Our playful king of "ing" lesson includes a quick handwriting and fingerspelling review.



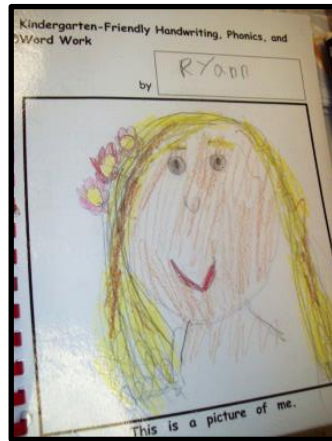
Final application of the "king of ing" handwriting and literacy lesson: Find "ing" words in Mo Willems *Elephant and Piggie* books.



Sign Language is a part of our literacy framework. *Active engagement in a task reorganizes the brain. Passive stimulation does not.* -John Brewer



The kindergarten class practices "b" on wipe-off boards before creating the handwriting, word work, and drawing page.

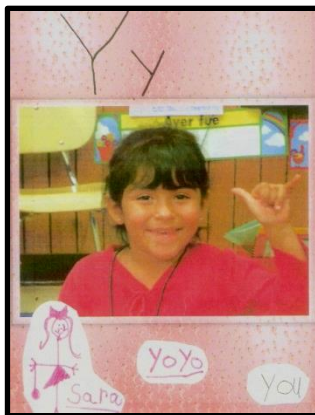


The laminated cover of Kindergarten-Friendly Handwriting book from Laura Flocker's class protects the self-portrait.

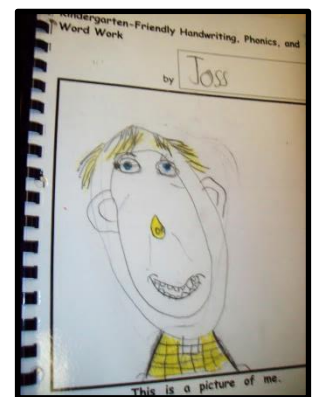
*If good handwriting motions are not automatic, it interferes with the whole writing process.*



The "I" chant teaches the handwriting movement pattern: Top-to-bottom, left-to-right. Active engagement (saying and doing) increases retention of new information.



Sara fingerspells "y" for "yo yo" and "you". She is becoming a sign language and handwriting "expert".




Teaching the art of handwriting involves noticing details and doing quality work. Children learn to draw and write like an artist.



## Glimpses of Kindergarten-Friendly Handwriting

Our goal in these short handwriting, phonics, and word work lessons is to help children focus, review skills, and practice. We use black pens so it is easy to see the creative process.



Bb  dy Joss Bennett 1-25-13  
 name

bear bat by book

↓ b "Down, follow it up and over, close."


b b b b b b b

I like lucen for Bats!!!  
 looking for

 book   
 um byly  
 Bennett  
 mo

Kindergarten-Friendly Handwriting, Phonics and Word Work by Nellie Edge, 2012. First rough draft.

"I like looking for bats" is how Joss expressed a sentence with "b words." Notice that even confident writers might still occasionally confuse or invert "b" and "d."

Bb  by Jagen  
 name 1-25-13


bear bat by book

↓ b "Down, follow it up and over, close."

b b b b b b b


I see a bat!

I Like bat do you?



Kindergarten-Friendly Handwriting, Phonics and Word Work by Nellie Edge, 2012. First rough draft.

By January, most children in strong writing-to-read classrooms quickly and confidently create and express multiple sentences.


Bb  Lucas  
 name

bear bat by book

↓ b "Down, follow it up and over, close." 1-25-13


b b b b b b b

I see a bat.



Kindergarten-Friendly Handwriting, Phonics and Word Work by Nellie Edge, 2012. First rough draft.

A study of nocturnal animals preceded this handwriting and word work activity.


Bb  Jenna 1-25-13  
 name


bear bat by book


↓ b "Down, follow it up and over, close."

b b b b b b b

bear box

I Like bat 

Baby I see 

a Baby 

Kindergarten-Friendly Handwriting, Phonics and Word Work by Nellie Edge, 2012. First rough draft.

No two writing and drawing pages look exactly the same. These are not mindless "one-size-fits-all" workbook pages; this is a thinking, writing, and artistic process.

# Glimpses of Kindergarten-Friendly Handwriting, Phonics, and Word Work



The "O dance" teaches an efficient counterclockwise motion for o, a, c, d, and g. We learn the movement pattern and then we sing and dance to the recording on *Sing, Sign, Spell and Read!* The first week of kindergarten we learn to make the letter "o".



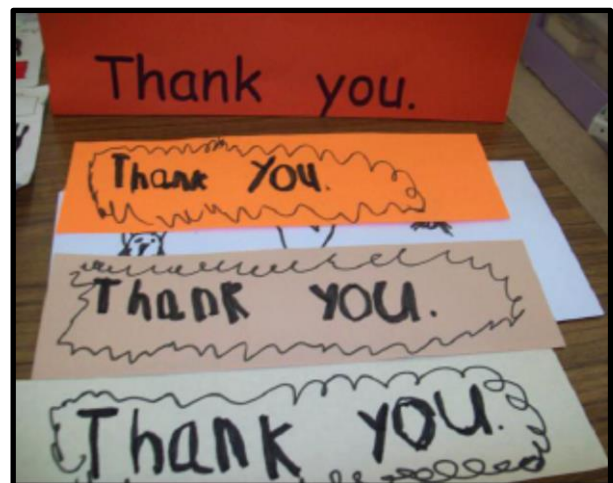
The word love provides the opportunity to practice four basic handwriting movements.



Secret messages to take home and hide are a motivating reason to produce quality handwriting.

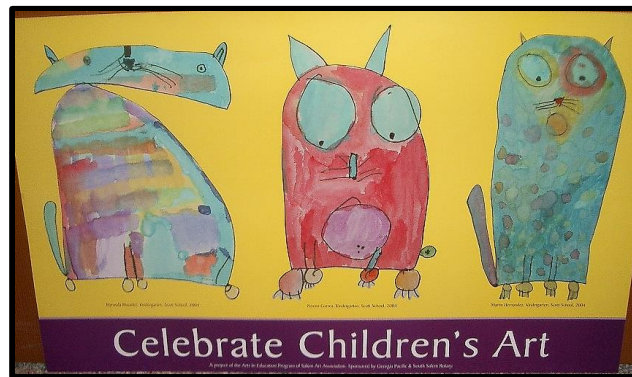
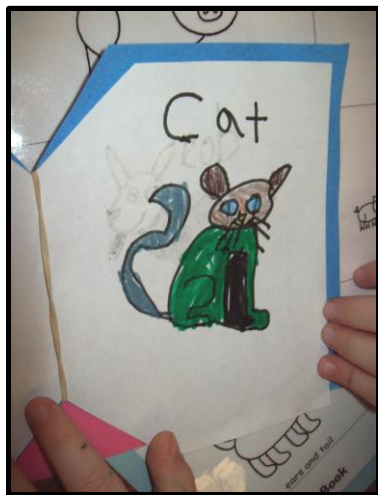
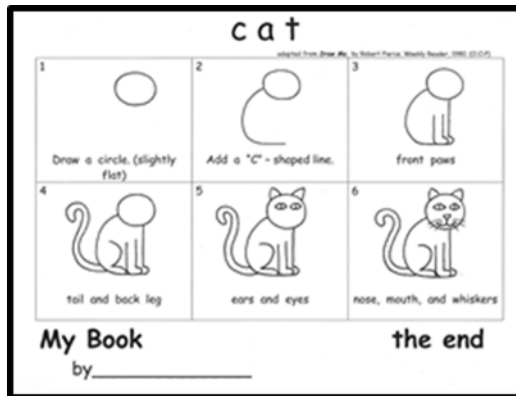
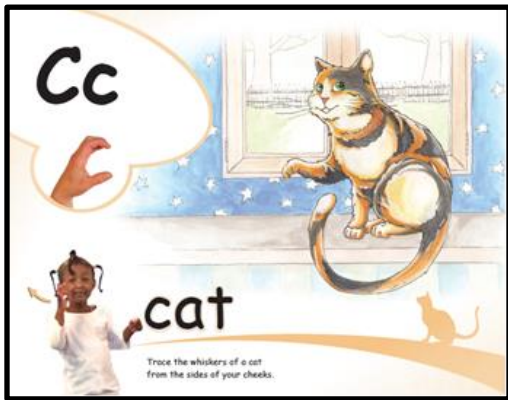
Where will you hide your secret messages at home? Kindergarten writers practice their best handwriting.

*Handwriting practice is woven into authentic writing experiences that have meaning to the child—not isolated drill!*





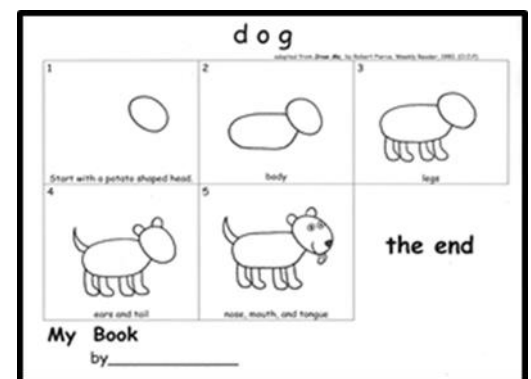
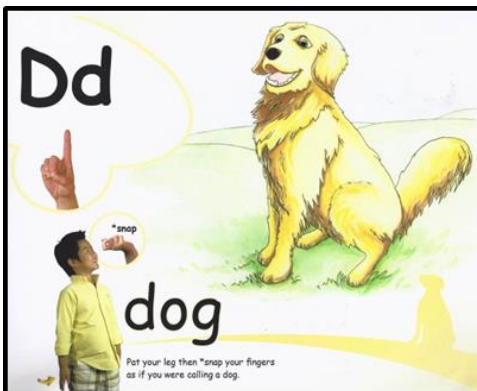
# Cat and Dog are Handwriting Anchor Words in Our Kindergarten-Friendly Handwriting, Phonics, and Word Work



c a t

Children love to write, draw, and make books!

T-h-e e-n-d is a spelling chant that also supports authentic handwriting practice.

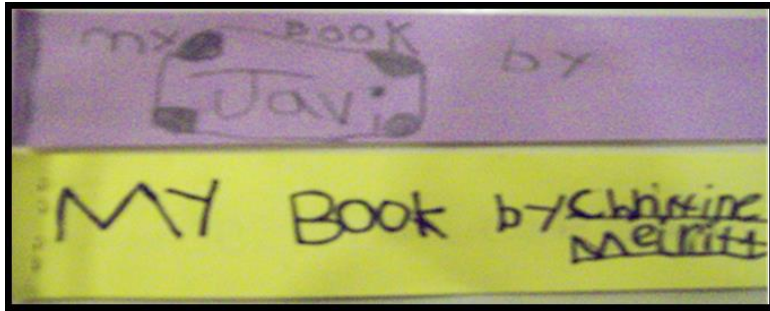


Quick writes build fluency.

d o g

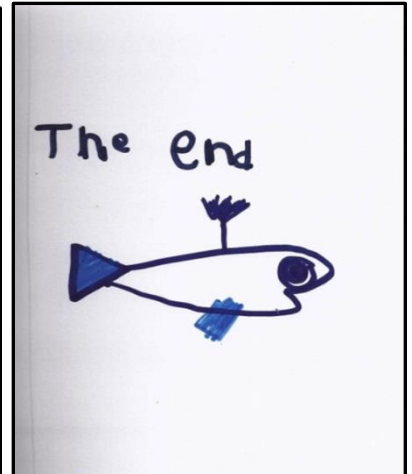
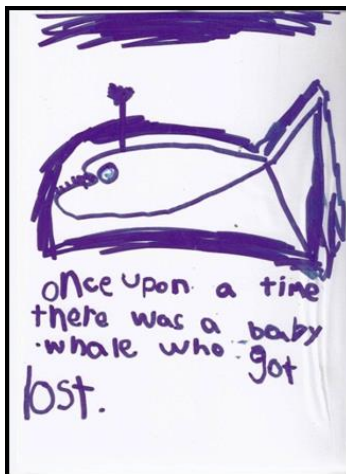
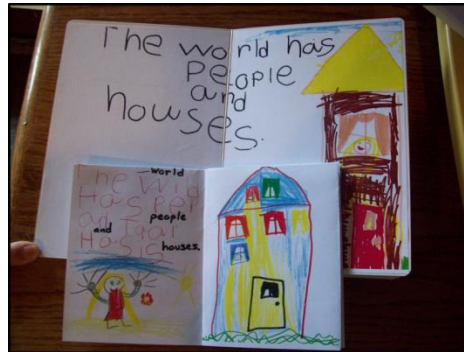
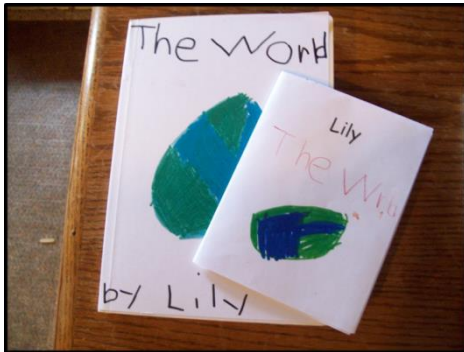
Photos from: *ABC Phonics: Sing, Sign and Read!* by Nellie Edge and Sign2Me Early Learning, *I Can Spell Cat*, a Nellie Edge Read and Sing Big Book™, *Writing-to-Read Accelerates Literacy: All Kindergartners Love to Write and Draw!* by Nellie Edge.

# We Begin the Year with Meaningful Handwriting Practice and Learn to Read, Write, and Spell High-Frequency "Heart Words"



Simple, authentic book-making experiences build handwriting fluency and stamina during independent word work time.

Notice the quality of handwriting in the following end-of-year published books. These children have been writing (first draft) books all year. After selecting their favorite and learning more about proofreading, revising, and editing, each student rewrites, illustrates, and finishes the book independently. Children are given the option of having the teacher do the writing for the published book. However, most of the children are so confident and proud of their work they choose to write the final book "All by myself!" Published narrative (and information) books are one way we document proficiency with Common Core Writing Standards.



Narrative stories demonstrate proficiency with both foundational reading and writing standards.