

What's in a Name?

After drawing self-portraits, you ask children to write their name on their paper. Most children write one letter (often the first letter of their name), like Barbara. A few children write two or three letters, like Charlie. Some children's writing resembles scribbles rather than letters, like Yvette.

Barbara Jones:

A simple, hand-drawn outline of the uppercase letter 'B'.

Yvette:

A series of connected, irregular loops and lines that vaguely suggest the shape of the name 'Yvette' but are mostly scribbled.

Charlie David:

Two simple, hand-drawn outlines of the lowercase letters 'c' and 'd' stacked vertically.

Two months later, you conduct the same activity to compare how the children's writing has progressed. You notice the following when children are writing their names on their work: Most children can write their name, although the letters may be out of order, backwards, or missing (for example Barbara). A few children write their first name and the first letter of their last name, like Charlie. A few children can write the first letter of their name (like Yvette). Two children are still not writing any letters.

Barbara:

BARBARA

Yvette:

YVETTE

Charlie:

CHARLIE

Reflecting on the Documentation

- ⌘ How does collecting children's writing samples help give you insight into children's knowledge of letters and concepts about print?

Interpreting the Observation

- ⌘ Hypothesis Building
 - ⌘ Connecting to the Child Outcomes Framework
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Next Steps

- ⌘ **Large Group Instruction**
 - ⌘ **Individualized Instruction**
 - ⌘ **Planning for Assessment**
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