



# I Can Write. Can You?

By Josie Stewart and Lynn Salem  
8 pages/30 words



## Synopsis

All those first words children write—Mom, Dad, zoo—are in print and in Nick’s handwriting. Photographs capture functional settings for beginning writers.

## Before the First Page

Give the children five minutes to write all the words they know. If their written vocabulary is minimal at this point, have the children work in pairs or write their 1 to 2 known words using as many different mediums as possible (chalk, markers, paint, pens). Now form the known words using magnetic letters, foam letters, clay, etc.

Have the children work in groups to make the known words by using their bodies to form the letters or by holding giant letter cards.

## Set-Up for Success

Introduce the book by letting the children guess what word Nick might be writing based on the picture or the beginning letter. Encourage students to indicate any of the words they can read or write.

*Independent Reading* – Students may need support with **And you can too!**, page 8. Help the children make the connection to **and**, page 7.

*Guided Reading* – Review the suggestions for *Independent Reading*. Include locating **can** on each page.

## Learning about Print

- Directionality.
- 1-1 correspondence.
- Capitalization of **I** as a pronoun and of proper names **Nick** (back cover).
- Punctuation marks – period, question mark, exclamation point.

## Key Words and Phrases

I can write

## Learning about Words

*The vocabulary in this book provides opportunities to introduce, practice or enrich the following:*

- High frequency words – **I, me, cat, zoo, go, can, Mom, and, Dad.**
- Silent **w** – **write.**
- Word families – **can, me.**

## Assessment Opportunities

*The following problem-solving behaviors can be observed and recorded:*

- Demonstrating 1-1 correspondence.
- Using pictures as a source of information.
- Using the beginning letters and sounds to solve unfamiliar words.
- Using the sentence pattern to predict text.
- Using high frequency words to monitor.

## After the Last Page

- Shared writing activity: “I can write...”
- Create words with magnetic letters.
- \* Rewrite the story using a different verb, i.e.,

“I see...” or “I know...”

- Write a letter to a parent, sibling, friend or Santa.
- \* Writing vocabulary checkpoint. Have students write all the words they know.
- Write on the sidewalk or playground with chalk.
- Use alphabet cereal and create words.
- Alphabetize all the words Nick wrote in the book.
- Create a Word Wall. As children learn new words, write the words on cards. Alphabetize them and display where the children can use the wall as a reference. Illustrate when possible.
- Provide a personal dictionary to write words that are important to each child’s personal writing.
- Word in a Bag. Write high frequency words on index cards. Drop the cards in a bag. Each day a child can draw a word out of the bag, read it and use it in a sentence. Illustrate the sentence.

## Throughout the Day

### Math

- Write a book entitled *I Can Count. I Can Add. I Can Make Patterns*, using math concepts.



### Problem-Solving

- Record the students’ suggestions of ways to get help with an unfamiliar word.

### Social Studies

- Write an *All about Me* book including address and phone number.

### Science

- Explore various writing instruments (rocks, berries, pencils, quill feathers).

### Health

- Write an *I Can Eat...* book of healthy foods.

## The Home Connection

- Bake cookies in letter shapes or use gelatin to cut out letters.
- Use shaving cream or soap to write words in the bathtub.
- Make words with clay.
- Cut out known words from magazines or newspapers.

## \* Show What You Know – a document to keep

Activities marked with an asterisk (\*) are appropriate for assessment.

## Read on...

Campbell, Rod. *Dear Zoo*.

Hoban, Lillian. *Arthur’s Pen Pal*.

Lionni, Leo. *The Alphabet Tree*.

Lobel, Arnold. “The List.” *Frog and Toad Together*.

MacDonald, Suse. *Alphabatics*.

Martin, Jr., Bill, and J. Archambault. *Chicka Chicka Boom Boom*.

Pulver, Robin. *The Holiday Handwriting School*.

Salem, Lynn and Josie Stewart. *Notes From Mom*.

Stewart, Josie and Lynn Salem. *Notes to Dad*.