

PRINT AWARENESS MINI-LESSON 2

Writing with Labels

Reading Connection: One- and two-word labels are the structure of most emergent storybooks. When students write in the genre they are reading, they learn its structure from the inside out. Labeling allows students application of the letter/sound relationship without the pressure of heavy comprehension work.

Speaking & Listening Connection: Matching words with the objects they represent can assist with vocabulary growth.

Materials:

- teacher sketch
- sticky notes
- pencils

Prep Step: Prepare the sketch described in the Connection section below.

Connection

Show students a sketch you have drawn that includes you, a snake lying on the sidewalk, some flowers, a tree, and the sun. Share that sketches play a very important part in telling a story but words have an important job too. Explain that writers often begin with a sketch and then label it with single words that go with each individual picture. **Today I am going to teach you how to write with labels because this will help your reader read the important parts of your sketch.**

Teach

Tell the story of your sketch by pointing to the appropriate parts: “One hot, summer day I was walking on the sidewalk. I looked down and saw a snake. I screamed and ran the other way.” Think aloud about which parts of your sketch you should put the labels beside, such as yourself, the sidewalk, and definitely the snake. Share that some people might think it was caterpillar. Remind students to stretch the labels out slowly and write down the letters that stand for each sound that they hear. After you have labeled four to five items in your sketch, retell the story, pointing to the words.

Active Engagement

Sketch a shared class story on chart paper. Retell the story together. Then give students a sticky note. Have them choose one item on the sketch and write a label for it. Invite each student to place the sticky note on the chart in the appropriate place. Finally, retell the story pointing to the pictures and the labels. Explain that the labels help readers understand the story by identifying the important parts.

Link to Future Work

Remind students that authors write with pictures and words. Show students a few picture books that include both, such as: *Carlo Likes Reading* by Jessica Sanyol, *Cassie’s Word Quilt* by Faith Ringgold, and the *Ocean Life* series from Capstone.

Follow up

Letter/sound correspondence can be practiced by writing labels for classroom objects. It can also be practiced during interactive writing groups, word work, shared reading, and independent reading. •