

Writing Center

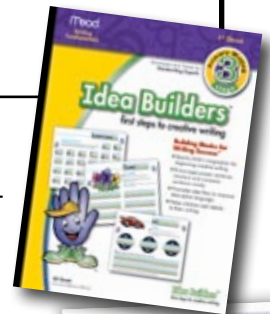


TEACHER EDITION

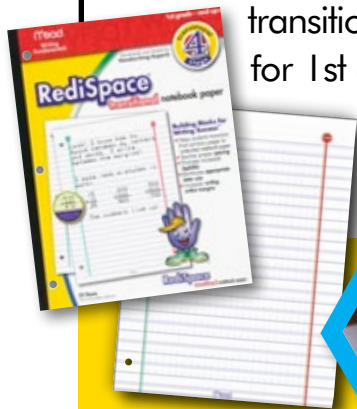
Discover Writing Success™

Idea Flow and Fluency

Those classes who have completed the review of correct letter formation will move on to idea flow and fluency this month. Idea flow is just as it sounds – the generation of ideas for writing. Fluency is the ability to perform a motor act with good rhythm and timing while performing a cognitive skill (writing while thinking). These are the skills necessary for coming up with and producing unique and descriptive stories/written projects in a timely manner. A good transition into idea flow from letter formation activities is **Idea Builders™** for 1st and 2nd graders. In addition, at grade 1.5 (or when the children have mastered lowercase letter formation consistently) it is recommended that the children begin to transition to



RediSpace® Transitional Notebook Paper to learn size, spacing, alignment and adherence to margins.



U.S. Patent 6,908,245
U.S. Patent 7,128,484

Daily warm up: Use **RediSpace® Paper** and **Grotto Grip®** (if tripod grasp is not yet consistent) for best results.

- Practice writing the alphabet with proper formation and placement on the lines.

- Once this is mastered with 2 errors or less, practice writing the alphabet timed. Have the children try to beat their time each day. **Goal** – write the lowercase alphabet in 30 seconds.
- Once this is mastered, practice timed alphabet with various spacing patterns (i.e., ab cd ef gh OR abc def ghi OR ab cde fg hij)

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Week 1 – Clapping patterns (motor fluency) and Idea Flow

Provide: A place to sit in a circle at a table or on the floor. A clapping pattern with 3-4 parts (i.e. tap the table, tap your shoulders, clap).

Demonstrate the pattern 4-5 times. Encourage the kids to join in with you. After a few more repetitions, see if you can drop out and the kids can continue without you for up to 30 repetitions, keeping the rhythm and sequence. Cue kids to speed up or slow down.

- Change to a new pattern if the group is interested or keep the same pattern and add in reciting rote sequences with each clap such as counting, reciting the alphabet, days of the week, months. The kids can either say the numbers and letters all together or take turns in the circle which requires greater attention.
- Patterns that include crossing the arms or tapping both the fronts and backs of the hands (palms up and palms down to tap your lap) increase the challenge.

Provide: Comfortable, calm environment to think. A starting word or category topic.

- **Word Association** - start with a word and have each child say the first word that comes to their mind, go around the classroom and see where that one word takes you! Make sure the word is related to the one just before the student's turn (not the one two turns ago). An example of word association would be: DOG – CAT – SOFT – PILLOW – BED – NIGHT – DARK – CHOCOLATE – MILK
- **Categories** – Verbalize items in a given category (animals, food, items need for school, etc.). See how many the class can think of and beat your class score the next time!
- **Abstract thinking** - What Can This Be? Verbalize 10 uses for a common object (paper, plastic bag, cotton ball, ball, paper bag, etc.). For example: A STICK – use it as a sword, make a house, draw with it in the dirt, make a camp fire, etc.

Week 2 – Combine motor fluency and idea flow

Provide: A place to sit in a circle at a table or on the floor. A clapping pattern with 2-4 parts and a topic with a lot of choices. It is easiest to begin with topics such as colors, types of candy, types of vehicles, things you would find in the ocean, etc. and then later try topics such as “things that are cold,” “things that roll,” “things that fly,” etc.

Play “concentration”. Begin the clapping pattern and recite the following to a beat: Con-cen-tra-tion, concentration is the name, keep the rhythm, keep the rhythm of the game, ANIMALS...the children then keep the clapping pattern going and take turns reciting items in the category – no repeats.

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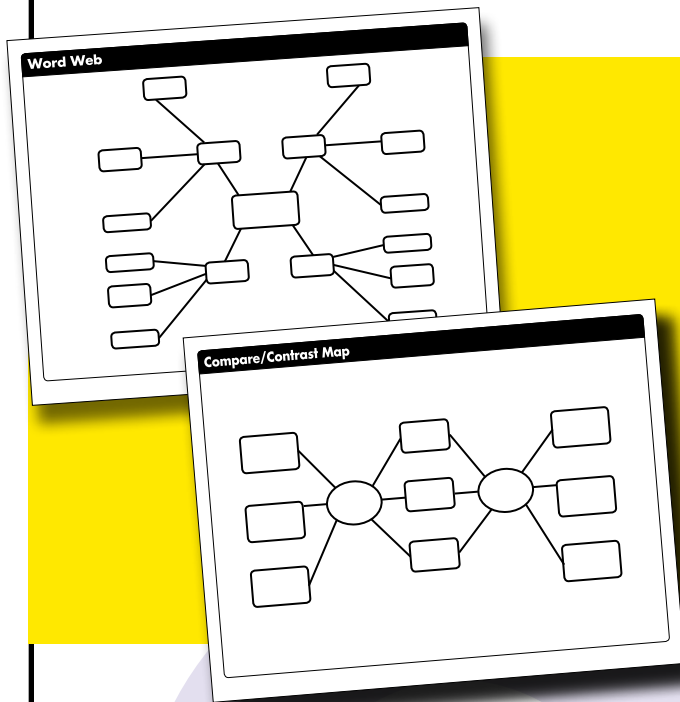
Week 3 – Simple starters

Provide: Pencil and paper, and a prompt

- Write 10 items in a given category (animals, food, items need for school, etc.)
- Write 10 uses for a common object (paper, plastic bag, cotton ball, ball, paper bag, etc.)
- Give your students a beginning to a sentence and have him/her verbalize/write 3 different endings for the same sentence.
- Give your students the end to a sentence and have him/her verbalize/write 3 different beginnings for the same sentence.
- Give the child three words, and then have the child verbalize/write a sentence using those three words

Week 4 – Ready to write

- **Synonyms** - Give your student several words and then have the child write 3-5 synonyms for the words (ex. Small: tiny, skinny, petite, micro, miniature)
- **Word Web** (use graphic organizer)- Have the children choose a topic/word for the middle rectangle. Have the child write four words that relate to the word in the middle. Next, have the child write three words for each of the previous four words. (Remind the children that this is the same skill as they practiced in word association).
- **Compare/Contrast Map** -Choose two words/topics and write them in the circles in the second and fourth column. Write three ways the two topics are alike in the middle 3 rectangles. Write respective differences in the 3 outside rectangles on each side.
- **Simile Web** -Write a noun, an adjective and then another noun related to the adjective, but different from the first noun (i.e., apple ≠ red ≠ fire truck). Turn the words into a silly simile sentence:
 - a. The apple is red like a fire truck.
 - b. The apple is as red as a fire truck.



Simile Web

Beginning	Noun	Adjective	Noun
The	cat	fluffy	cotton ball
My	hair	stringy	spaghetti

- a. The cat is fluffy like a cotton ball.
- b. My hair is stringy like spaghetti.