

PREDICTABLE CHART WRITING

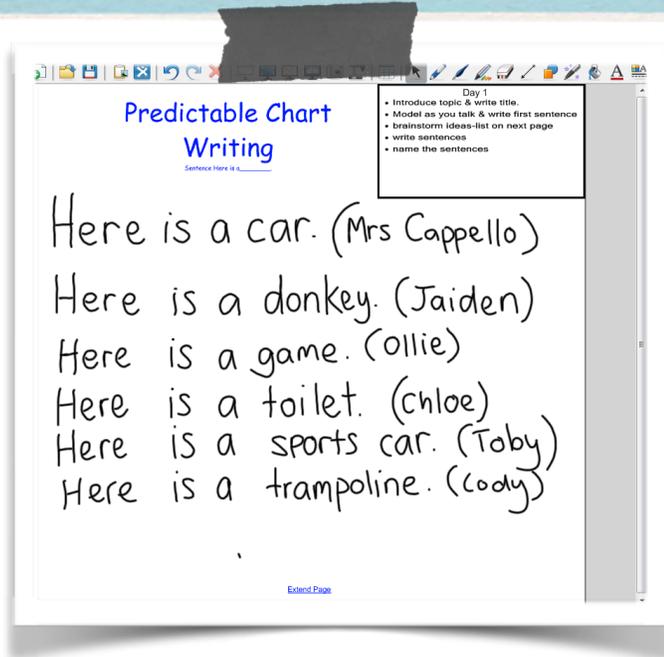
What is this??

Predictable Chart Writing is particularly suitable for students who are emergent or early writers and/or use Augmentative and Alternative Communication (AAC) as it helps them to understand a lot about early writing, sentence structure and language selection in writing. It also allows all writers to be very successful – helping to build their self-confidence and image of themselves as a writer. It is typically done over five days as a group. In the predictable chart process, the teacher provides a model sentence or sentence starter, to which the students contribute one or two (or more) words. Each student makes the sentence as complex or as simple as they can.

HOW DOES IT WORK?

- Step 1: Write the chart
- Step 2: Reread/work with chart
- Step 3: Work with cut-up sentence strips
- Step 4: Be the sentence
- Step 5: Make the book!

<http://www.med.unc.edu/ahs/clds/files/how-to-handouts/PredChartWriting.pdf>



Instructions:

1. Write the chart (Monday): Introduce topic and give a title, for example: Things to Eat

- Model and talk as you write first line on chart.
- I like chocolate. (Ms. H)
- Provide each child an opportunity to share their idea for filling in the blank. This may mean having objects, pictures, books, etc. available for children to help them make choices.
- Model saying the letter names and sounds as you are writing out each sentence.
- Consider changing the color for each sentence and putting the child's name in brackets at the end of the sentence.

2. Reread and work with the chart (Tuesday):

Reread chart with students using multiple methods for repetition with variety. Examples include:

- Model concepts of print as you read such as: pointing to each word, showing left to right.
- Consider highlighting each word by clapping, chanting, rapping, and/or signing
- Give students a turn to be the pointer/use a flyswatter to track print

PREDICTABLE CHART WRITING

Analyze chart for 2-3 key elements. Examples may include:

- Concept of word such as find the word 'like' in each sentence,
- Concept of letter such as find the letter 'l' in each sentence
- Concept of sentence - where do we start reading? What is at the end of the sentence?
- Give each student their own sentence on a strip. The student can share their sentence by reading the sentence out loud (Big Mac) or holding their sentence up when it is read.

3. Work with sentence strips (Wednesday)



In a group, reread the whole chart and point to each word as you read (clap/chant/rap/sign each word).

Give each student his or her own sentence strip. Have them cut the sentence strip up into words.

If students can't cut, have them tell you where to cut. This helps you determine if they understand concept of word.. Have tape handy!

Have students put the words in order or tell you what word comes

next. This is a low tech activity.

Have students make the sentence then read it, does it make sense? Compare it to the chart.

Step 4: Play Be the Sentence (Thursday)

Write each word from student sentences on individual pieces of paper. Have a group of students each hold one of the words and then move to put the words in the correct order at the front of the class. Then read the sentence together to see if it make sense.

Single voice output message devices can be used with non-verbal students (Eg. Big Mack) to chime in with their word.



If words go in the wrong order, read it. ask, "Does it sound right?"

No pictorial clues should be used.

Step 5: Make the Book (Friday)

Consider having the students make a paper copy of this 'predictable chart'.

Have each student take their sentence and put their words in the correct order, then glue them down.

Draw a picture or glue a picture on the page.

Books can also be created electronically using software programs or iPad apps. eg. Tar Heel Reader or iPad apps such as Pictello, Book Creator or Animoto.

Keep stories available for self selected reading time.

