



Here are 4 ways to use calendar pages with beginning writers:

NOTE: Common Core Standards that can be addressed in each exercise are listed in parentheses.

1. LABEL THE OBJECTS IN THE PICTURE WITH ITS BEGINNING LETTER



Head, Tail, Feet, Ear

Here the children focus on letter strokes and the beginning sounds of words.  
(CCSS.ELA-LITERACY.L.K.1.A, RF.K.1.B)

2. LABEL OBJECTS IN THE PICTURE WITH ONE WORD



nose, wings, legs, feet

Here, the children phonetically spell the words that they see. That means they say the word slowly and write the sounds that they hear. The words most likely will not be spelled correctly.  
(CCSS.ELA-LITERACY.L.K.2.D)

3. WRITE SIGHT WORD SENTENCES TO DESCRIBE THE PICTURE



Here the children write 1-3 sight words sentences, depending on age and ability.

The sight word sentence above is: *There are \_\_\_\_\_.*

The blanks are intended for specific words that the child chooses.

The sight words (in this case, *There are \_\_\_\_\_*) should be spelled correctly. The blank words are spelled phonetically. That means the children are writing the letters/sounds that they hear. The words may or may not be spelled correctly.

(CCSS.ELA-LITERACY.L.K.2, L.K.2.A, L.K.2.C, L.K.2.D, L.1.2, L.1.2.B, L.1.2.D, L.1.2.E)

4. WRITE A STORY OR INFORMATION ABOUT THE PICTURE



Lastly, children can write a story or information about their calendar page picture.

Discuss parts of a story or information to help the child get started. For this lion picture we discussed what lions look like, where they live, what they can do with their legs and what they eat.

(CCSS.ELA-LITERACY.L.K.1, L.K.2, L.K.2.A, L.K.2.C, L.K.2.D, L.1.2, L.1.2.B, L.1.2.D, L.1.2.E)