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## SIGN-IN, LEVEL 1

### INTERVENTION SCRIPT FOR NAME WRITING

**Objective:**

To increase fine motor coordination, letter formation, and understanding of basic concepts about print.

**Use with children who:**

- are unable to form letters independently
- are not accurate (red) when forming letters of their name
- do not understand the concept of left to right orientation
- are not accurate (red) with identifying letter names or letter sounds

**Materials:**

Name card with first letter of child's name in uppercase and other letters lowercase. (Adding a picture of the child to the name card is recommended at this stage, but is not required.)

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At this stage, it is preferable (but not required) for children to sign in on a large, upright surface such as a whiteboard or chalkboard whenever possible, using larger writing utensils such as dry erase markers, fat chalk, or fat crayons. Writing on a vertical surface allows weight of arm to rest on shoulder, which gives more hand control.

**Welcome:** Teacher is in close proximity to the child, at the child's level.

Teacher greets child (i.e., "You came to sign-in!" or, "I'm so glad we're going to sign in together today!")

**Explanation:**

TEACHER: "Today we are going to practice writing your name."  
[Point to name card.]

**Model of print concept:** Teacher chooses a print concept to focus on that will appropriately meet the current needs of the child. Concepts can include: left to right orientation, letter name, or letter sound. An example follows:

TEACHER: "Here is your name. I'm going use my pointer finger to help me read it from left to right." [Read child's name while tracking left to right with finger.]

TEACHER: "This word says (child's name). What word is it?"

CHILD: [Says name.]

TEACHER: "Yes, (child's name). That's your name!"

**Model of print activity:** Early on the teacher models by writing the first letter of the child's name as seen below. After the child masters the first letter, the teacher will model the second letter, etc., always modeling the letter that the child has not yet mastered.

TEACHER: "My turn. I will write the first letter in your name."  
[Use auditory script while printing letter.]

**Practice:**

TEACHER: "Your turn!" [As child writes, use auditory script and give verbal affirmations. Continue on in this way until entire name has been modeled and written.]

**Review:**

TEACHER: "Today we wrote your name! Let's read it from left to right." [Read child's name while tracking left to right with finger.]

TEACHER: "What word did we write?"

CHILD: [Reads name as teacher or child tracks from left to right.]

TEACHER: "Yes! We wrote your name!"

**Affirmation:**

Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.



## SIGN-IN, LEVEL 2

### INTERVENTION SCRIPT FOR NAME WRITING



#### Objective:

To improve accuracy of letter formation and expand understanding of concepts about print.

#### Use with children who:

- Are able to form letters independently, but not always accurately (yellow).
- Are accurate (green) with identifying letter names.
- Are ready to add new learning, like more advanced concepts about print and/or writing more than their first names.



#### Materials:

Name card with first letter of child's name in uppercase and other letters lowercase. (Child photos are no longer necessary, as children at this stage should be able to accurately find their names without picture clues.)



At this stage, children are ready to begin signing in on a flat surface with smaller writing utensils (i.e., pencil).



Children at this level may be ready to have last names added to their name cards.

**Welcome:** Teacher is in close proximity to the child, at the child's level.

Teacher greets child (i.e., "You came to sign-in!" or, "I'm so glad we're going to sign in together today!").

#### Explanation:

**TEACHER:** "Today we are going to practice writing your name." (Point to name card.)

**TEACHER:** "While we practice writing your name we're going to learn about things that are important for good readers and writers to know and do."

**Model of print concept:** Teacher chooses a print concept to focus on that will appropriately meet the current needs of the child. Concepts can include: letter sounds, capital and lower case letters, difference between a word and a letter, and spacing. An example follows:

**TEACHER:** "Today we are going to learn about capital and lower case letters. Here is your name." [Read child's name while tracking left to right with finger.]

**TEACHER:** "It starts with a capital letter." [Point to the first letter.]

**TEACHER:** "Can you point to the first letter of your name? It's a capital \_\_\_\_\_."

**CHILD:** [Points to first letter.]

**TEACHER:** "Yes, all names start with a capital letter and this one is yours!" [Point to the first letter.]

#### Model of print activity:

**TEACHER:** "My turn. I will write the first letter in my own name, this is a capital \_\_\_\_\_." [Use auditory script while printing letter.]

**TEACHER:** "See how my name starts with a capital letter, just like yours? All names start with a capital letter." ►

**SIGN-IN, LEVEL 2****INTERVENTION SCRIPT FOR NAME WRITING (CONTINUED)****Practice:**

TEACHER: "Your turn! You write the first letter in your name, it's a capital \_\_." (As the child writes, use auditory script and give verbal affirmations.)

TEACHER: "The rest of the letters in your first name are not capital, they are called lower case letters." [Point to the rest of the letters on the name card, sweeping left to right.]

TEACHER: "Now it's your turn to write the rest of your name, the lower case letters." [As child writes use auditory script, focus on accurate letter formation, and give verbal affirmations.]

**Review:**

TEACHER: "Today you wrote your name!" (Read child's name while tracking left to right with finger.)

TEACHER: "You wrote a capital letter at the beginning of your name and lower case letters for the rest of your name." [Point to capital and lower case letters.]

TEACHER: "Where is the capital letter in your name?"

CHILD: [Child points.]

TEACHER: "Yes! That's the first letter of your name, a capital letter! All names begin with a capital letter."

**Affirmation:**

Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.