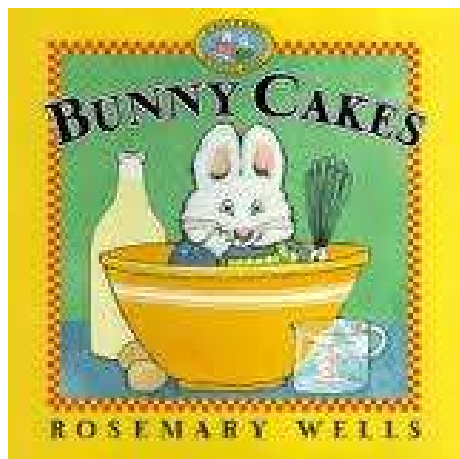


## Writing Trait: Conventions and Word Choice

Learning Intention: emergent writers learn that there are a variety of reasons and ways to communicate ideas on paper

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By Rosemary Wells

### Before Reading

Learning Outcomes: A2, A8, B4

Talk about the kinds of writing we use in class—for example, names, signs, labels, story or journal writing. Ask the children, "What is writing for? Why is it important?" Emphasize print as a means of communicating meaning as a primary focus for writing.

### During Reading

Learning Outcomes: A2, B5

As the story is read, point out the different kinds of messages Max and Ruby make throughout the story.

### After Reading

Learning Outcomes: B6, C1, C2, C5

1. Discuss the differences between Max and Ruby's writing. Ask, "How did Max finally get his point across? What else can you do when you have words you want to write but don't know all the letters?"
2. Review writing strategies for emergent writers and make a list to refer to in the future (examples might include writing the initial sound, drawing a picture, ask a friend, look for the word in the classroom or other surroundings, stretch out the word, etc)
3. Over the next few days and weeks, be sure to point out and affirm any evidence of students using these various strategies, and encourage them to create signs and labels for their centre time projects.