



## Writing My Name and Family Names



**Standards:**  
ELA.SL.CC.PS.1  
ELA.SL.CC.PS.1.b



### Materials:

- *Peter's Chair*
- writing utensils
- paper
- children's names cards
- family name word cards
- metal binder rings
- thera-putty or playdough
- squeeze balls

### Vocabulary:

- Letter
- name
- write
- family member names, i.e., sibling, parent, cousin, etc.

**Preparation:** Write children's names on tag board strips. Based on each child's ability, decide whether to use first name only or both first and last names, whether to use upper- and lowercase letters, or all uppercase. If needed, place a child's picture next to their name as a visual prompt.

For some children, "warming up" their hands might be helpful. Let them squeeze thera-putty or squeeze balls before they write. Other warm-up exercises could be making fists and opening them, wiggling their fingers, or writing the letters in the air.

### Intro to Centers:

"The child in *Peter's Chair* was **named** Peter. The grown-ups were called **mother, father, grandpa, and grandma**. What do you notice about these names?"

"This is how I write Peter's **name**. He might have called his **mother, 'mom.'** This is how I write **'mom.'** What do you notice?"

"What **letters** are the same as or different from the letters in your name?"

"Today at Writing and Drawing, you can practice **writing names** using these materials."

*Show illustrations.*

*Model writing names, pointing characteristics of letters, i.e., letters with straight/curved lines.*

*Children respond.*

*Show materials.*

***During Centers:***

Support children at various levels of writing ability, including scribble marks and simple pictures. Use unlined paper so that children are not concerned with making their name 'fit' on the lines. It is appropriate for some children's scale of letters to be disproportionate, i.e., initial letters may be bigger and the following letters smaller as they get to the edge of the paper.

Support children in using the name cards in a variety of ways, i.e., copying, tracing, writing a few of the letters, etc. Support children in writing a variety of letters, i.e., "I see you wrote the letter 'E' for the first letter in your name, 'Emily.' Do you notice any other letters? Yes, I see a 'm,' too. Shall we try to write 'm'? You make a curved line, curved line."

***Guiding Questions during Centers:***

- How is your name similar to or different from your friend's name?
- How are names similar to the labels (on materials, in centers, etc.) in our classroom?
- Whose name is longer/ shorter? Your name or \_\_\_\_\_'s? How do you know?
- Where else can you find your name in the classroom?
- What do you call the people in your family?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Use children's writing samples to assess progression in writing and letter recognition.

***Provocation:*** As children become more capable with using name cards and writing their names, add a "signing in" routine as part of morning arrival. Consider a variety of methods to sign in, i.e., writing on a dry erase board (on a vertical), in a binder next to a model to copy, clipboards with 3-4 children's names grouped together.

Encourage children to make 'nametags' for different family names, i.e., mother, cousin, etc. to wear in Dramatization.