

Walking Through an Interactive Writing Script

Teacher: All right. So I have an idea about something that we could write. And it's a little bit of a sad story. So I'm going to tell you the sad story first, OK? The sad story is that my partner, Dave—I'm married to him—Dave cut his finger. His pinky finger. Can you show me your pinky finger? You have pinky fingers, too, right?

All Students: Yeah.

Teacher: He cut his pinky finger really badly, and it hurts. And he wants it to get better because he's getting kind of tired of always having a bandage on it. I'm going to show you what his finger looks like right now. You see that there? See that giant bandage on his pinky finger? And it hurts.

All Students: Yeah.

Teacher: It's kind of sad, isn't it? And so I thought it would be nice if we could just write him a little note to try to make him feel better about his pinky. What do you think about that idea? And then I'll give him the note?

Leah: Mm-hm.

Teacher: Does that sound OK?

All Students: Yeah.

Teacher: OK, so, AJ, can you tell me, do you have any ideas about what we could say to try to make Dave feel better about his cut pinky finger? What do you think we could say to make him feel better?

AJ: We hope you feel better. It's OK.

Teacher: It's OK, it's going to be OK? And we hope you feel better? Those are good ideas. Brianna, do you have some ideas about what we could say to make Dave feel better?

BRIANNA: Mmm, yes.

Teacher: What do you think you might say?

BRIANNA: Might say—hmm...

Teacher: Well, AJ had a couple of different ideas. Let me share a couple of his ideas and see what you think might work well. He said, "Maybe we could say, 'We hope you feel better,' or maybe we could say, 'It's going to be OK.'" What do you think?

BRIANNA: It might be OK?

Teacher: It might be OK?

BRIANNA: Yes.

Teacher; OK. What do you think, Lia? What would you like to say to Dave about his hurt finger?

LIA: Ummm, it's probably going to get better. I have...I bet everyone writing this note has had cuts. And it hurts a lot. Mm-hmm.

Teacher: OK, it's probably going to get better. So that—

BRIANNA: Was it AJ?

Teacher: And everybody, all of you've had cuts on your pinky fingers before, haven't you?

AJ: Mrs. Duke? Dr. Duke?

Teacher: Yes? Uh-huh?

AJ: One time I smashed my fing...my sister smashed my finger.

Teacher: Oh, ouch.

AJ: With a big rock. With a big rock.

Teacher: That sounds like it would really hurt. Did it get better?

AJ: Mm-hmm. It was...it was on my pinky finger.

Teacher: It was your pinky finger, the same as Dave. Brianna, have you ever had a cut or ever hurt yourself?

AJ: And it had blood. Lots of blood.

Teacher: Oh, lots of blood. Yikes. Let's hear Brianna.

BRIANNA: Well, I was sliding a...well, I was sliding a piece of paper on my pinky finger, but I accidentally got a cut.

Teacher: And did it get better?

BRIANNA: Yep!

Teacher; Oh, wow. All right. Well, I'll tell you what, you've all had cuts or owies on your fingers that have gotten better. And so, I think that it's a great idea for us to tell Dave that. So let's all work out our writing here on the chart now.

AJ: Yeah.

LIA: OK.

Teacher: And if we're writing a note or a letter to somebody, sometimes we start a certain way. We sometimes start saying, "Dear." "Dear Dave," we would say. OK? So we'll start with the word dear. Should I start writing...let's see. You think I should start writing down here? Would down here be a good place for me to start writing "Dear Dave

Teacher continued: So let's start by figuring out what letter we're going to write first. So the word is dear. Can you all say dear?

LIA: Dear.

AJ: Dear.

Teacher: Can you say dear? Yeah? And how about you, Brianna? Can you say dear?

BRIANNA: Mm-hm. Dear.

Teacher; Dear. And what sound...

AJ: Dear.

Teacher: Can you make the sound you hear at the beginning of dear? D- d- dear.

BRIANNA: D. D.

Teacher: I heard somebody say D. We hear the d-sound, —and we use the letter D for that sound.

AJ: D. D, D, D, D, D, D, D, D, D.

Teacher: So, AJ, I'm going to ask you to be the first writer. Can you please make a letter D at the top of the paper?

AJ: Mm-hm.

Teacher: Can you write a D? Oh, I see, the line straight down. That's the beginning of the D. There you go. D. All right. And then I'm going to write the next couple of letters in the word, Let's listen for the last sounds we hear in the word dear. Dear. Dear. Could you make the sound you're hearing?

BRIANNA: R-

Teacher: Rrr-. Dearr. Everybody say the Rrr.

LIA: R-.

Teacher: Yeah, that's right. It's the rrr- sound, and we use the letter R for that sound. Lia, could you put an R where it goes up there on the paper? There you go, that's right. So you put the letter R. All right. So now, we have to leave a space right here. We're going to leave a space right here, and then we're going to write the first letter of Dave's name, 'cause we're writing, "Dear Dave." So that's going to be Brianna's turn. Brianna, can you make a D somewhere after this red mark? 'Cause I'm putting a space here between the words. So after that red mark, could you make a D? Your D is going to look just like this D. Can you make a D after the red mark?

BRIANNA: Uh, yeah.

Teacher: You know what? I can kind of help you get it started.

BRIANNA: I don't see a...

Teacher: So I made some dashed lines on you're the paper, and you can trace over them to make your D.

Teacher: Yep. That's it Brianna. Very nice, Brianna. That's the first letter in Dave's name. "Dear Dave." And I'll write the rest. "Dear Dave." So now we've written "Dear Dave." And you said you were going to say, "It will be OK." That was something that each of you said, something about his finger will be OK, right? So—

BRIANNA: I said that.

Teacher: You said that. You sure did, Brianna. You said it would be OK, just like your cut was OK. And Lia thought that it would probably be OK or might be OK, and AJ thought it might, just like his finger was OK. So we're going to say, to say the sentence, "It will be OK." Can you all say that with me? Ready? It will be OK.

All Students: It will be OK

Teacher: All right, now we're going to count how many words are in that sentence. Are you ready?

AJ: Mm-hm.

BRIANNA: Yeah.

Teacher: Ready? It will be OK. Now, OK is just one word. Let's do it again, ready? It will be OK.

All Students; It will be ok

Teacher: So how many words did you count there? Can you hold up your fingers for how many words you think you have? Brianna's holding up four fingers. That's what I think, too. And AJ's holding up four fingers. And Lia is! We're all in agreement that it's four words that we're going to write. OK, so I'm going to draw four lines on the chart, "It will be OK."