Write Stations

Introduction: One of the fundamental kindergarten objectives is for students to develop the foundations of writing. Students get a chance during the kindergarten year to write in many different ways. This lesson provides opportunities to write and play at the same time.

Grade Level and Subject: Kindergarten Writing and P.E.

TEKS: Writing 14A, 14B
P.E. 1A, 1B, 3A, 6A, 7A, 7B, 7C

Materials: painting smocks for all children, several pieces of butcher or bulletin board paper, several containers of glitter in many colors, several glue sticks, 5–6 packages of markers (placed in a basket), 5–6 containers of paint (preferably watercolors), 5–6 packages of playground (sidewalk) chalk, 5–6 packages of crayons (placed in a basket)

Activity: This lesson can occur when the students are able to write their names and alphabet (capital and lowercase) proficiently on paper with pencil.

The teacher, before beginning the activity, will set up the writing stations on the playground. It would be a good idea to complete this activity on a day that is not windy, if possible, because of the paper usage. At each station, the teacher will place about 5–6 pieces of butcher (or bulletin board) paper, each about 6–7 feet in length. Each station will also be provided with one of the following writing mediums: glitter, markers, paint, chalk, or crayons. It is important that each station have a volunteer or teacher aide to assist the children during the activity.

Students should place a smock over their clothing for protection and go to the playground. The teacher will divide the group into smaller groups of 3–4, depending on the size of the class. The students will begin the activity by walking to their first station (the teacher should have a schedule in place that determines which group will be at each station).

At the glitter station, the aide or volunteer will lay out one of the pieces of the butcher paper. He or she will give each student a glue stick and have that student write his or her name with the glue stick. Then the aide or volunteer will give the student a container of glitter. The student will shake the glitter over his or her “glued” name. After writing his or her name with glue, the student can then decorate the paper around his or her name until it is time to leave the glitter station.

At the marker station, the aide or volunteer will lay out a piece of butcher paper. He or she will place a basket of markers in the middle of the paper. Students should be instructed to write letters of the alphabet (both capital and lowercase) with the markers on the paper. The aide/volunteer can dictate the letters or let the children decide on their own which letters to write. The students will continue writing letters with markers until it is time to leave the marker station.
At the painting station, the aide/volunteer will lay out a piece of butcher paper and the watercolor paints. The students will use their fingers to write their names on the paper. Once they have written their names, the students can decorate the paper around their names until it is time to leave the painting station.

At the crayon station, the aide/volunteer will lay out a piece of the butcher paper and 2–3 baskets of crayons. The students will write letters of the alphabet (both capital and lowercase) on the paper until it is time to leave the crayon station.

Finally, at the chalk station, the aide/volunteer can choose to use the butcher paper or use the concrete playing area of the playground. The students will use chalk to write either their name or letters of the alphabet. They will write until it is time to leave the chalk station.

Each group will stay at each station no longer than 5 minutes. When the teacher gives the signal, the students will move to their next station, being given directions by the teacher as to which station to attend next. The teacher will also direct the locomotive skill the students will use to get to their next station. The teacher can direct the students to hop, walk, run, walk backwards, do the crabwalk, skip, etc. The stations should be set a good distance from each other so that the students will get some physical activity between stations. The teacher might even suggest that the students run to the fence (or another landmark), touch it, and run back between stations. While the students are transitioning between stations, the aide/volunteer will get ready for a new group by putting out the materials listed above for their station.

**Evaluation:** The teacher will monitor students’ writings and behavior during this activity. He or she should also ensure that the transition between stations runs smoothly.